

Updated School-Age WAC 110-301: Interactions and Curriculum

Interactions and Curriculum – Learning Supports		
110-300 WAC	Updated School-Age 110-301 WAC	Previous School-Age 110-305 WAC
<p>WAC 110-300-0300 Individual care plan.</p> <p>(1) An early learning provider must develop an individual care plan for each child with special needs and must notify the department when a child with special needs is enrolled or identified in the early learning program. Plans and documentation required under this section must:</p> <ul style="list-style-type: none"> (a) Meet the requirements of this section; (b) Be available for department review; (c) Have written permission from a child's parent or guardian stating that a visiting health professional may provide services to the child at the early learning program, if applicable; (d) Have verification that early learning program staff involved with a particular child has been trained on implementing the individual care plan for that child, if applicable; (e) Be updated annually or when there is a change in the child's special needs; and (f) Be kept in the child's file. <p>(2) The individual care plan must be signed by the parent or guardian and may be developed using a department provided template.</p> <ul style="list-style-type: none"> (a) The individual care plan must contain: <ul style="list-style-type: none"> (i) The child's diagnosis, if known; (ii) Contact information for the primary health care provider or other relevant specialist; (iii) A list of medications to be administered at scheduled times, or during an 	<p>WAC 110-301-0300 Individual care plan.</p> <p>(1) A school-age provider must develop an individual care plan for each child with special needs. Plans and documentation required under this section must:</p> <ul style="list-style-type: none"> (a) Meet the requirements of this section; (b) Be available for department review; (c) Have written permission from a child's parent or guardian stating that a visiting health professional may provide services to the child at the school-age program, if applicable; (d) Have verification that school-age program staff involved with a particular child has been trained on implementing the individual care plan for that child, if applicable; (e) Be updated annually or when there is a change in the child's special needs; and (f) Be kept in the child's file. <p>(2) The individual care plan must be signed by the parent or guardian and may be developed using a department provided template.</p> <ul style="list-style-type: none"> (a) The individual care plan must contain: <ul style="list-style-type: none"> (i) The child's diagnosis, if known; (ii) Contact information for the primary health care provider or other relevant specialist; (iii) A list of medications to be administered at scheduled times, or during an emergency along with descriptions of symptoms that would trigger emergency medication; 	<p>WAC 110-305-0050 Special needs accommodations.</p> <p>The provisions of this section apply to any requirement in this chapter.</p> <p>(1) The department may approve accommodations to requirements in these standards for the special needs of an individual child when:</p> <ul style="list-style-type: none"> (a) The licensee or designee submits to the department a written plan, signed by the parent or guardian, that describes how the child's needs will be met in the licensed child care; and (b) The licensee or designee has supporting documentation of the child's special needs provided by a licensed or certified: <ul style="list-style-type: none"> (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. <p>(2) The documentation described in this subsection must be in the form of an:</p> <ul style="list-style-type: none"> (a) Individual education plan (IEP); (b) Individual health plan (IHP); (c) 504 plan; or (d) Individualized family service plan (IFSP).

<p>emergency along with descriptions of symptoms that would trigger emergency medication;</p> <p>(iv) Directions on how to administer medication;</p> <p>(v) Allergies;</p> <p>(vi) Food allergy and dietary needs, pursuant to WAC 110-300-0186;</p> <p>(vii) Activity, behavioral, or environmental modifications for the child;</p> <p>(viii) Known symptoms and triggers;</p> <p>(ix) Emergency response plans and what procedures to perform; and</p> <p>(x) Suggested special skills training, and education for early learning program staff, including specific pediatric first aid and CPR for special health care needs.</p> <p>(b) An early learning provider must have supporting documentation of the child's special needs provided by the child's licensed or certified:</p> <p>(i) Physician or physician's assistant;</p> <p>(ii) Mental health professional;</p> <p>(iii) Education professional;</p> <p>(iv) Social worker with a bachelor's degree or higher with a specialization in the individual child's needs; or</p> <p>(v) Registered nurse or advanced registered nurse practitioner.</p> <p>(3) An early learning provider's written plan and documentation for accommodations must be informed by any existing:</p> <p>(a) Individual education plan (IEP);</p> <p>(b) Individual health plan (IHP);</p> <p>(c) 504 Plan; or</p> <p>(d) Individualized family service plan (IFSP).</p>	<p>(iv) Directions on how to administer medication;</p> <p>(v) Allergies;</p> <p>(vi) Food allergy and dietary needs, pursuant to WAC 110-301-0186;</p> <p>(vii) Activity, behavioral, or environmental modifications for the child;</p> <p>(viii) Known symptoms and triggers;</p> <p>(ix) Emergency response plans and what procedures to perform; and</p> <p>(x) Suggested special skills training, and education for school-age program staff, including specific pediatric first aid and CPR for special health care needs.</p> <p>(b) A school-age provider must have supporting documentation of the child's special needs provided by the child's licensed or certified:</p> <p>(i) Physician or physician's assistant;</p> <p>(ii) Mental health professional;</p> <p>(iii) Education professional;</p> <p>(iv) Social worker with a bachelor's degree or higher with a specialization in the individual child's needs; or</p> <p>(v) Registered nurse or advanced registered nurse practitioner.</p> <p>(3) A school-age provider's written plan and documentation for accommodations must be informed by any existing:</p> <p>(a) Individual education plan (IEP);</p> <p>(b) Individual health plan (IHP);</p> <p>(c) 504 Plan; or</p> <p>(d) Individualized family service plan (IFSP).</p>	<p>(3) The licensee or designee'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.</p> <p>(4) The licensee must keep written documentation on file, signed by the parent or guardian, that a visiting health professional may be providing services to the child at the child care program, if applicable.</p> <p>(5) The licensee must keep written documentation on file that all staff have been trained on how to implement the plan for the individual child.</p> <p>(6) The written plan must be updated annually or when there is a change in the child's special needs.</p> <p>(7) See WAC 170-297-5625 regarding supervision, capacity, and staff-to-child ratios for children with documented special needs.</p>
<p>What's Different? WAC 110-301-0300 Individual care plan.</p> <ul style="list-style-type: none"> • <i>Previous 110-305 vs Updated 110-301:</i> Similar rules, except Previous 110-305 requires provide to submit written special needs plan to the department; Updated 110-301 does not require provider to submit written special needs plan to the department. Updated 110-301 includes more required details that must be included in special needs plan; Previous 110-305 does not. 		

- *110-300 vs Updated 110-301*: Same rule, except Updated 110-301 does not require the provider to report to department when a child with special needs is enrolled in the program; 110-300 does require provider to report to department.

Interactions and Curriculum – Learning Supports

110-300 WAC	Updated School-Age 110-301 WAC	Previous School-Age 110-305 WAC
<p>WAC 110-300-0305 Curriculum philosophy and planning.</p> <p>(1) An early learning provider must have a written curriculum philosophy that describes the program of planned daily activities related to early childhood or child development.</p> <p>(2) The curriculum philosophy must address all age groups being served, be informed by the Washington state early learning and development guidelines, and may include:</p> <p>(a) How children develop emotionally, socially, cognitively, and physically;</p> <p>(b) What early learning looks like or areas of focus for each age group being served;</p> <p>(c) How the provider will meet cultural, dual language learner, and special needs of children in care;</p> <p>(d) How to guide learning and social interactions;</p> <p>(e) The importance of play to a child's learning process; and</p> <p>(f) For infants and toddlers, the importance of developing consistent, nurturing relationships with caregivers as a component of learning.</p> <p>(3) Staff must be trained on the program's curriculum philosophy.</p> <p>(4) A lead teacher or family home early learning provider must be given regularly scheduled time to plan and develop curriculum and activities. Planning may be done during rest time but all supervision requirements pursuant to WAC 110-300-0345 must be met.</p>	<p>WAC 110-301-0305 Program philosophy and planning.</p> <p>(1) A school-age provider must have a written program philosophy that describes the program of planned daily activities related to child development.</p> <p>(2) The program philosophy must address all age groups being served and may include</p> <p>(a) How children develop emotionally, socially, cognitively, and physically;</p> <p>(b) What school-age programming looks like or areas of focus within the program;</p> <p>(c) How the provider will meet cultural, dual language learner, and special needs of children attending the school-age program;</p> <p>(d) How to guide learning and social interactions; and</p> <p>(e) The importance of play to a child's learning process.</p> <p>(3) Staff must be trained on the program philosophy.</p> <p>(4) Program staff responsible for program and activity planning must be given regularly scheduled time to plan and develop the program and activities.</p>	<p>No Previous school-age rule.</p>

What's Different? WAC 110-301-0305 Program philosophy and planning.

- *Previous 110-305 vs Updated 110-301*: Previous 110-305 does not have a “Program philosophy and planning” rule.
- *110-300 vs Updated 110-301*: Same rule, except 110-300 requires the curriculum philosophy “be informed by the Washington state early learning”; Updated 110-301 does not. 110-300 requires the curriculum philosophy address infants and toddlers; Updated 110-301 does not.

Interactions and Curriculum – Learning Supports

110-300 WAC	Updated School-Age 110-301 WAC	Previous School-Age 110-305 WAC
<p>WAC 110-300-0310 Concept development and feedback quality.</p> <p>(1) An early learning provider must facilitate activities to support child learning and understanding.</p> <p>(2) An early learning provider may facilitate child learning and understanding through a variety of techniques such as:</p> <p>(a) Using a variety of teaching strategies (different techniques, curricula, or styles) and materials to address different learning styles, abilities, developmental levels, and temperament;</p> <p>(b) Helping children enter into and sustain play;</p> <p>(c) Encouraging children to participate by asking questions and providing guidance;</p> <p>(d) Providing opportunities for children's creativity;</p> <p>(e) Linking concepts and activities to one another and to the children's lives and interests;</p> <p>(f) Noticing and responding to teachable moments;</p> <p>(g) Clarifying and expanding children's understanding;</p> <p>(h) Describing and discussing children's learning processes;</p> <p>(i) Encouraging children's efforts and persistence;</p> <p>(j) Showing tolerance for mistakes;</p> <p>(k) Using diverse vocabulary;</p> <p>(l) Leading discussions and activities;</p> <p>(m) Providing materials during the day, including daily routines such as meals and</p>	<p>WAC 110-301-0310 Concept development and feedback quality.</p> <p>(1) A school-age provider must facilitate activities to support child learning and understanding.</p> <p>(2) A school-age provider may facilitate child learning and understanding through a variety of techniques such as:</p> <p>(a) Using a variety of teaching strategies (different techniques, curricula, or styles) and materials to address different learning styles, abilities, developmental levels, and temperament;</p> <p>(b) Helping children enter into and sustain play;</p> <p>(c) Encouraging children to participate by asking questions and providing guidance;</p> <p>(d) Providing opportunities for children's creativity;</p> <p>(e) Linking concepts and activities to one another and to the children's lives and interests;</p> <p>(f) Noticing and responding to teachable moments;</p> <p>(g) Clarifying and expanding children's understanding;</p> <p>(h) Describing and discussing children's learning processes;</p> <p>(i) Encouraging children’s efforts and persistence;</p> <p>(j) Showing tolerance for mistakes;</p> <p>(k) Using diverse vocabulary;</p> <p>(l) Leading discussions and activities;</p> <p>(m) Providing materials during the day, including daily routines such as meals and</p>	<p>WAC 110-305-6575 Activities to promote child growth and development.</p> <p>(1) An activity program must be implemented that is designed to meet the developmental, cultural, and individual needs of the children in care. The activity program must contain a range of learning experiences for the children to:</p> <p>(a) Gain self-esteem, self-awareness, conflict resolution, self-control, and decision-making abilities;</p> <p>(b) Develop socially, emotionally, intellectually, and physically;</p> <p>(c) Learn about nutrition, health, and personal safety;</p> <p>(d) Experiment, create, and explore; and</p> <p>(e) Recognize and support positive cultural and individual identities.</p> <p>(2) The activity program schedule must include activities that offer a variety of options including a balance between:</p> <p>(a) Child-initiated and staff-initiated activities;</p> <p>(b) Free choice and organized events;</p> <p>(c) Individual and group activities; and</p> <p>(d) Quiet and active experiences.</p> <p>(3) The activity program schedule must include activities that provide the children daily opportunities for small and large muscle activities and outdoor play.</p> <p>(4) The program schedule must include the opportunity for the children to participate in moderate to vigorous physical activity on an</p>

<p>transitions, to encourage communication in English and children's home languages when possible; and</p> <p>(n) Use scaffolding methods to gradually move children toward stronger understanding and greater independence in the learning process.</p>	<p>transitions, to encourage communication in English and children's home languages when possible; and</p> <p>(n) Use scaffolding methods to gradually move children toward stronger understanding and greater independence in the learning process.</p>	<p>average of thirty minutes for every three hours of care.</p> <p>(5) Program staff should encourage learning in school.</p> <p>(6) The child care program must operate under a regular schedule of activities with allowances for special events when applicable.</p> <p>(7) Child movements must be managed from one planned activity or care area to another to achieve smooth, unregimented transitions by:</p> <p>(a) Establishing familiar routines;</p> <p>(b) Contributing to learning experiences;</p> <p>and</p> <p>(c) Maintaining staff-to-child ratio and group size guidelines.</p>
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What's Different? WAC 110-301-0310 Concept development and feedback quality.

- *Previous 110-305 vs Updated 110-301:* Similar rules. Updated WAC 110-301-0310 includes more specific details about how a provider may implement concept development and feedback quality in the program. Previous WAC 110-305-6575 includes broad information about implementing activities in a program.
- *110-300 vs Updated 110-301:* Same rule.

Interactions and Curriculum – Learning Supports

110-300 WAC	Updated School-Age 110-301 WAC	Previous School-Age 110-305 WAC
<p>WAC 110-300-0315 Language modeling and reasoning.</p> <p>(1) An early learning provider must be aware of and responsive to children's developmental, linguistic, cultural, and academic needs.</p> <p>(2) An early learning provider must be aware of and responsive to children's needs by engaging in activities such as:</p> <p>(a) Asking developmentally appropriate questions for the age group and allow children to answer without interruption from the provider;</p> <p>(b) Circulating among the children during free choice activities and talking with children about what they are doing;</p> <p>(c) Using teaching techniques such as:</p>	<p>WAC 110-301-0315 Communication modeling and reasoning.</p> <p>(1) A school-age provider must be aware of and responsive to children's developmental, linguistic, cultural, and learning needs.</p> <p>(2) A school-age provider must be aware of and responsive to children's needs by engaging in activities such as:</p> <p>(a) Asking developmentally appropriate questions for the age group and allow children to answer without interruption from the provider;</p> <p>(b) Circulating among the children during free choice activities and talking with children about what they are doing;</p>	<p>WAC 110-305-6575 Activities to promote child growth and development.</p> <p>(1) An activity program must be implemented that is designed to meet the developmental, cultural, and individual needs of the children in care. The activity program must contain a range of learning experiences for the children to:</p> <p>(a) Gain self-esteem, self-awareness, conflict resolution, self-control, and decision-making abilities;</p> <p>(b) Develop socially, emotionally, intellectually, and physically;</p> <p>(c) Learn about nutrition, health, and personal safety;</p> <p>(d) Experiment, create, and explore; and</p>

<p>(i) Self-talk: When the provider talks about what he or she is doing, seeing, eating, touching, or thinking as he or she is involved in that activity;</p> <p>(ii) Parallel-talk: When the provider talks about what the child is doing, seeing, eating, or touching as the child is engaging in those activities; or</p> <p>(iii) Language expansion: When the provider adds detail or new words to build on ideas that children are expressing.</p> <p>(d) An early learning provider working with preschool and school-age children must use language to develop and encourage reasoning skills by using techniques such as:</p> <p>(i) Talking about logical relationships or concepts during the day including, but not limited to, the daily schedule, the differences and similarities between objects, or people in the classroom;</p> <p>(ii) Introducing concepts using guiding questions that encourage children to figure out cause and effect relationships;</p> <p>(iii) Providing opportunities for reading and writing activities; and</p> <p>(iv) Asking open ended questions to help children improve skills and acquire knowledge.</p> <p>(e) An early learning provider working with non-English speaking children must encourage language development and acquisition by using techniques such as:</p> <p>(i) Using words in various languages to talk about the routines;</p> <p>(ii) Reading books out loud or using audio books; and</p> <p>(iii) Playing games in different languages.</p>	<p>(c) A school-age provider must use language to develop and encourage children’s reasoning skills by using techniques such as:</p> <p>(i) Talking about logical relationships or concepts during the day including, but not limited to, the daily schedule, the differences and similarities between objects, or people in the program;</p> <p>(ii) Introducing concepts using guiding questions that encourage children to figure out cause and effect relationships;</p> <p>(iii) Providing opportunities for reading and writing activities; and</p> <p>(iv) Asking open-ended questions to help children improve skills and acquire knowledge.</p> <p>(d) A school-age provider working with non-English speaking children must encourage language development and acquisition by using techniques such as:</p> <p>(i) Using words in various languages to talk about the program routines;</p> <p>(ii) Reading books out loud or using audio books; and</p> <p>(iii) Playing games in different languages.</p>	<p>(e) Recognize and support positive cultural and individual identities.</p> <p>(2) The activity program schedule must include activities that offer a variety of options including a balance between:</p> <p>(a) Child-initiated and staff-initiated activities;</p> <p>(b) Free choice and organized events;</p> <p>(c) Individual and group activities; and</p> <p>(d) Quiet and active experiences.</p> <p>(3) The activity program schedule must include activities that provide the children daily opportunities for small and large muscle activities and outdoor play.</p> <p>(4) The program schedule must include the opportunity for the children to participate in moderate to vigorous physical activity on an average of thirty minutes for every three hours of care.</p> <p>(5) Program staff should encourage learning in school.</p> <p>(6) The child care program must operate under a regular schedule of activities with allowances for special events when applicable.</p> <p>(7) Child movements must be managed from one planned activity or care area to another to achieve smooth, unregimented transitions by:</p> <p>(a) Establishing familiar routines;</p> <p>(b) Contributing to learning experiences;</p> <p>and</p> <p>(c) Maintaining staff-to-child ratio and group size guidelines.</p>
<p>What’s Different? WAC 110-301-0315 Communication modeling and reasoning.</p>		

- *Previous 110-305 vs Updated 110-301*: Similar rules. Updated WAC 110-301-0315 includes more specific details about how a provider may implement communication modeling and reasoning in the program. Previous WAC 110-305-6575 includes broad information about implementing activities in a program.
- *110-300 vs Updated 110-301*: Same rule, except 110-300 includes teaching techniques to use with early learning children [see (2)(c)(i-iii)]; Updated 110-301 does not.

Interactions and Curriculum – Learning Supports

110-300 WAC	Updated School-Age 110-301 WAC	Previous School-Age 110-305 WAC
<p>WAC 110-300-0320 Facilitating child interests, learning, perspective, and productivity.</p> <p>(1) An early learning provider must work to maximize children's interests, engagement with developmentally and culturally responsive activities, and ability to learn from play.</p> <p>(2) An early learning provider must maximize children's interests, engagement, and abilities by using techniques such as:</p> <p>(a) Maximizing learning time with learning materials and products, limiting disruptions during activities, and offering additional choices when activities are completed;</p> <p>(b) Giving clear instructions and directions; and</p> <p>(c) Making opportunities for children to learn during transitions by clearly communicating expectations and keeping transitions to a duration that is developmentally appropriate.</p> <p>(3) An early learning provider must offer developmentally and culturally responsive activities that offer a range of auditory, visual, and movement opportunities by using techniques such as:</p> <p>(a) Encourage child engagement;</p> <p>(b) Promote each child's self-help and social skills;</p> <p>(c) Organized around child interests and ideas;</p> <p>(d) Allow choice, exploration, and experimentation;</p>	<p>WAC 110-301-0320 Facilitating child interests, learning, perspective, and productivity.</p> <p>(1) A school-age provider must work to maximize children's interests, engagement with developmentally and culturally responsive activities, and ability to learn from play.</p> <p>(2) A school-age provider must maximize children's interests, engagement, and abilities by using techniques such as:</p> <p>(a) Maximizing learning time with learning materials and products, limiting disruptions during activities, and offering additional choices when activities are completed;</p> <p>(b) Giving clear instructions and directions; and</p> <p>(c) Making opportunities for children to learn during transitions by clearly communicating expectations and keeping transitions to a duration that is developmentally appropriate.</p> <p>(3) A school-age provider must offer developmentally and culturally responsive activities that offer a range of auditory, visual, and movement opportunities by using techniques such as:</p> <p>(a) Encourage child engagement;</p> <p>(b) Promote each child's self-help and social skills;</p> <p>(c) Organized around child interests and ideas;</p> <p>(d) Allow choice, exploration, and experimentation;</p>	<p>WAC 110-305-6575 Activities to promote child growth and development.</p> <p>(1) An activity program must be implemented that is designed to meet the developmental, cultural, and individual needs of the children in care. The activity program must contain a range of learning experiences for the children to:</p> <p>(a) Gain self-esteem, self-awareness, conflict resolution, self-control, and decision-making abilities;</p> <p>(b) Develop socially, emotionally, intellectually, and physically;</p> <p>(c) Learn about nutrition, health, and personal safety;</p> <p>(d) Experiment, create, and explore; and</p> <p>(e) Recognize and support positive cultural and individual identities.</p> <p>(2) The activity program schedule must include activities that offer a variety of options including a balance between:</p> <p>(a) Child-initiated and staff-initiated activities;</p> <p>(b) Free choice and organized events;</p> <p>(c) Individual and group activities; and</p> <p>(d) Quiet and active experiences.</p> <p>(3) The activity program schedule must include activities that provide the children daily opportunities for small and large muscle activities and outdoor play.</p>

<p>(e) Promote active and play-based learning experiences;</p> <p>(f) Allow children freedom to move during activities;</p> <p>(g) Ensure child expression;</p> <p>(h) Utilize interesting and creative materials;</p> <p>(i) Offer hands-on opportunities for children;</p> <p>(j) Provide opportunity for children to direct their own learning and problem solving rather than teacher-directed activities; and</p> <p>(k) Orient and guide children toward learning objectives.</p>	<p>(e) Promote active and play-based learning experiences;</p> <p>(f) Allow children freedom to move during activities;</p> <p>(g) Ensure child expression;</p> <p>(h) Utilize interesting and creative materials;</p> <p>(i) Offer hands-on opportunities for children;</p> <p>(j) Provide opportunity for children to direct their own learning and problem solving rather than teacher-directed activities; and</p> <p>(k) Orient and guide children toward learning objectives.</p>	<p>(4) The program schedule must include the opportunity for the children to participate in moderate to vigorous physical activity on an average of thirty minutes for every three hours of care.</p> <p>(5) Program staff should encourage learning in school.</p> <p>(6) The child care program must operate under a regular schedule of activities with allowances for special events when applicable.</p> <p>(7) Child movements must be managed from one planned activity or care area to another to achieve smooth, unregimented transitions by:</p> <p>(a) Establishing familiar routines;</p> <p>(b) Contributing to learning experiences;</p> <p>and</p> <p>(c) Maintaining staff-to-child ratio and group size guidelines.</p>
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What's Different? WAC 110-301-0320 Facilitating child interests, learning, perspective, and productivity.

- *Previous 110-305 vs Updated 110-301:* Similar rules. Updated WAC 110-301-0320 includes more specific details about how a provider may implement facilitating child interests, learning, perspective, and productivity in the program. Previous WAC 110-305-6575 includes broad information about implementing activities in a program.
- *110-300 vs Updated 110-301:* Same rule.

Interactions and Curriculum – Emotional Support and Classroom Organization

110-300 WAC	Updated School-Age 110-301 WAC	Previous School-Age 110-305 WAC
<p>WAC 110-300-0325 Creating a climate for healthy child development.</p> <p>(1) When communicating or interacting with children, an early learning provider must maintain a climate for healthy, culturally responsive child development such as:</p> <p>(a) Using a calm and respectful tone of voice;</p> <p>(b) Using positive language to explain what children can do and give descriptive feedback;</p> <p>(c) Having relaxed conversations with children by listening and responding to what they</p>	<p>WAC 110-301-0325 Creating a climate for healthy child development.</p> <p>(1) When communicating or interacting with children, a school-age provider must maintain a climate for healthy, culturally responsive child development such as:</p> <p>(a) Using a calm and respectful tone of voice;</p> <p>(b) Using positive language to explain what children can do and give descriptive feedback;</p> <p>(c) Having relaxed conversations with children by listening and responding to what they</p>	<p>WAC 110-305-6000 Interactions with children.</p> <p>The licensee and program staff must:</p> <p>(1) Actively seek out meaningful conversations with children and talk about events of importance to the child;</p> <p>(2) Be available and responsive to children and interact on the child's level, encouraging them to ask questions, share experiences, ideas and feelings;</p> <p>(3) Encourage children to evaluate a problem and form a resolution rather than impose an adult solution; help children to develop mediation and negotiation skills to solve problems;</p>

<p>say. Adult conversations must not dominate the overall sound of the group;</p> <p>(d) Greeting children upon arrival and departure at the early learning program;</p> <p>(e) Using facial expressions such as smiling, laughing, and enthusiasm to match a child's mood;</p> <p>(f) Using physical proximity in a culturally responsive way to speak to children at their eye level and with warm physical contact including, but not limited to, gently touching a hand or shoulder, sitting next to a child, appropriately holding younger children close while communicating;</p> <p>(g) Validating children's feelings and show tolerance for mistakes;</p> <p>(h) Being responsive and listening to children's requests and questions, encouraging children to share experiences, ideas, and feelings;</p> <p>(i) Observing children in order to learn about their families, cultures, individual interests, ideas, questions, and theories;</p> <p>(j) Modeling and teaching emotional skills such as recognizing feelings, expressing them appropriately, accepting others' feelings, and controlling impulses to act out feelings;</p> <p>(k) Representing the diversity found in the early learning program and society, including gender, age, language, and abilities, while being respectful of cultural traditions, values, religion and beliefs of enrolled families; and</p> <p>(l) Interacting with staff and other adults in a positive, respectful manner.</p> <p>(2) An early learning provider must encourage positive interactions between and among children with techniques such as:</p> <p>(a) Giving children several chances a day to interact with each other while playing or completing routine tasks;</p> <p>(b) Modeling social skills;</p>	<p>say. Adult conversations must not dominate the overall sound of the group;</p> <p>(d) Greeting children upon arrival and departure at the school-age program;</p> <p>(e) Using facial expressions such as smiling, laughing, and enthusiasm to match a child's mood;</p> <p>(f) Using physical proximity in a culturally responsive way to speak to children at their eye level and with warm physical contact including, but not limited to, gently touching a hand or shoulder, and sitting next to a child while communicating;</p> <p>(g) Validating children's feelings and show tolerance for mistakes;</p> <p>(h) Being responsive and listening to children's requests and questions, encouraging children to share experiences, ideas, and feelings;</p> <p>(i) Observing children in order to learn about their families, cultures, individual interests, ideas, questions, and theories;</p> <p>(j) Modeling and teaching emotional skills such as recognizing feelings, expressing them appropriately, accepting others' feelings, and controlling impulses to act out feelings;</p> <p>(k) Representing the diversity found in the school-age program and society, including gender, age, language, and abilities, while being respectful of cultural traditions, values, religion and beliefs of enrolled families; and</p> <p>(l) Interacting with staff and other adults in a positive, respectful manner.</p> <p>(2) A school-age provider must encourage positive interactions between and among children with techniques such as:</p> <p>(a) Giving children several chances a day to interact with each other while playing or completing routine tasks;</p> <p>(b) Modeling social skills;</p>	<p>(4) Foster creativity and independence;</p> <p>(5) Build on children's strengths while allowing for mistakes;</p> <p>(6) Treat equally all children in care regardless of race, religion, culture, sex, family structure and ability;</p> <p>(7) Demonstrate positive interactions with children and other adults when children are present;</p> <p>(8) Be in frequent verbal communication with children in a positive, reinforcing, cheerful and soothing way;</p> <p>(9) Treat each child with consideration and respect;</p> <p>(10) Appropriately touch and smile at children;</p> <p>(11) Speak to the children at their eye level when possible and appropriate;</p> <p>(12) Respond to and investigate cries or other signs of distress immediately;</p> <p>(13) Perform age or developmentally appropriate nurturing activities that:</p> <p>(a) Take into consideration the parent's own nurturing practices;</p> <p>(b) Promote each child's learning self-help and social skills; and</p> <p>(c) Stimulate the child's development; and</p> <p>(14) Provide each child opportunities for vocal expression; adult voices must not always dominate the overall sound of the group.</p>
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(c) Encouraging socially isolated children to find friends; (d) Helping children understand feelings of others; and (e) Including children with special needs to play with others.	(c) Encouraging socially isolated children to find friends; (d) Helping children understand feelings of others; and (e) Including children with special needs to play with others.	
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What's Different? WAC 110-301-0325 Creating a climate for healthy child development.

- *Previous 110-305 vs Updated 110-301:* Similar rules. Updated WAC 110-301-0320 includes more specific details about how a provider creates a climate for healthy child development.

110-300 vs Updated 110-301: Same rule.

Interactions and Curriculum – Emotional Support and Classroom Organization

110-300 WAC	Updated School-Age 110-301 WAC	Previous School-Age 110-305 WAC
<p>WAC 110-300-0330 Positive relationships and child guidance.</p> <p>(1) An early learning provider must work to maintain positive relationships with children by using consistent guidance techniques to help children learn. Guidance techniques must adapt an early learning program's environment, routines, and activities to a child's strengths, developmental level, abilities, culture, community, and relate to the child's behavior.</p> <p>(2) Guidance techniques may include:</p> <p>(a) Coaching behavior;</p> <p>(b) Modeling and teaching social skills such as taking turns, cooperation, waiting, self-control, respect for the rights of others, treating others kindly, and conflict resolution;</p> <p>(c) Offering choices;</p> <p>(d) Distracting;</p> <p>(e) Redirecting or helping a child change their focus to something appropriate to achieve their goal;</p> <p>(f) Planning ahead to prevent problems and letting children know what events will happen next;</p>	<p>WAC 110-301-0330 Positive relationships and child guidance.</p> <p>(1) A school-age provider must work to maintain positive relationships with children by using consistent guidance techniques to help children learn. Guidance techniques must adapt a school-age program's environment, routines, and activities to a child's strengths, age and developmental level, abilities, culture, community, and relate to the child's behavior.</p> <p>(2) Guidance techniques may include:</p> <p>(a) Coaching behavior;</p> <p>(b) Modeling and teaching social skills such as taking turns, cooperation, waiting, self-control, respect for the rights of others, treating others kindly, and conflict resolution;</p> <p>(c) Offering choices;</p> <p>(d) Distracting;</p> <p>(e) Redirecting or helping a child change their focus to something appropriate to achieve their goal;</p> <p>(f) Planning ahead to prevent problems and letting children know what events will happen next;</p> <p>(g) Explaining consistent, clear rules and involving children in defining simple, clear limits;</p>	<p>WAC 110-305-6050 Guidance and discipline.</p> <p>The licensee and program 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 related to the child's behavior.</p> <p>(1) Only the licensee or a program staff person trained in the child care program's expected standards may discipline a child in care.</p> <p>(2) The licensee or designee is responsible for developing a written policy including:</p> <p>(a) Setting standards for guidance and discipline;</p> <p>(b) Communicating to parents, guardians, and children in care what the policy is;</p> <p>(c) Training program staff and volunteers in the standards of guidance and discipline policy; and</p> <p>(d) Any disciplinary actions by the licensee or program staff that occur during child care hours.</p> <p>WAC 110-305-6075 Positive options for discipline.</p> <p>The licensee and program staff must use positive guidance methods. The guidance methods may include any of the following:</p>

<p>(g) Explaining consistent, clear rules and involving children in defining simple, clear classroom limits;</p> <p>(h) Involving children in solving problems; and</p> <p>(i) Explaining to children the natural and logical consequence related to the child's behavior in a reasonable and developmentally appropriate manner.</p>	<p>(h) Involving children in solving problems; and</p> <p>(i) Explaining to children the natural and logical consequences related to the child's behavior in a reasonable and developmentally appropriate manner.</p>	<p>(1) Redirecting;</p> <p>(2) Planning ahead to prevent problems;</p> <p>(3) Encouraging appropriate behavior;</p> <p>(4) Explaining consistent, clear rules;</p> <p>(5) Allowing children to be involved in solving problems; and</p> <p>(6) Explaining to the child the reasonable and age appropriate natural and logical consequences related to the child's behaviors.</p>
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What's Different? WAC 110-301-0330 Positive relationships and child guidance.

- *Previous 110-305 vs Updated 110-301:* Similar rules. Previous WAC 110-305-6050 requires a written policy for guidance and discipline and staff training on the policy. Updated 110-301-0450(2)(f) requires the parent handbook to include a child guidance plan, including restraint policies and forbidding corporal punishment. Updated 110-301-0110(2)(a) requires the program's staff policies to include all the information in the parent handbook, and (4) requires the provider to develop, deliver, and document the delivery of staff training including training on (i) staff policies.
- *110-300 vs Updated 110-301:* Same rule.

Interactions and Curriculum – Emotional Support and Classroom Organization

110-300 WAC	Updated School-Age 110-301 WAC	Previous School-Age 110-305 WAC
<p>WAC 110-300-0331 Prohibited behavior, discipline, and physical removal of children.</p> <p>(1) An early learning provider must take steps to prevent and, once aware of, must not tolerate:</p> <p>(a) Profanity, obscene language, "put downs," or cultural or racial slurs;</p> <p>(b) Angry or hostile interactions;</p> <p>(c) Threats of physical harm or inappropriate discipline such as, but not limited to, spanking, biting, jerking, kicking, hitting, slapping, grabbing, shaking, pulling hair, pushing, shoving, throwing a child, or inflicting pain or humiliation as a punishment;</p> <p>(d) Intimidation, gestures, or verbal abuse including sarcasm, name calling, shaming, humiliation, teasing, derogatory remarks about a child or the child's family;</p> <p>(e) Emotional abuse including victimizing, bullying, rejecting, terrorizing, extensive ignoring, or corrupting a child;</p>	<p>WAC 110-301-0331 Prohibited behavior, discipline, and physical removal of children.</p> <p>(1) A school-age provider must take steps to prevent and, once aware of, must not tolerate:</p> <p>(a) Profanity, obscene language, "put downs," or cultural or racial slurs;</p> <p>(b) Angry or hostile interactions;</p> <p>(c) Threats of physical harm or inappropriate discipline such as, but not limited to, spanking, biting, jerking, kicking, hitting, slapping, grabbing, shaking, pulling hair, pushing, shoving, throwing a child, or inflicting pain or humiliation as a punishment;</p> <p>(d) Intimidation, gestures, or verbal abuse including sarcasm, name calling, shaming, humiliation, teasing, derogatory remarks about a child or the child's family;</p> <p>(e) Emotional abuse including victimizing, bullying, rejecting, terrorizing, extensive ignoring, or corrupting a child;</p>	<p>WAC 110-305-6025 Prohibited interactions.</p> <p>In the presence of the children in care the licensee and program staff must not or allow others to:</p> <p>(1) Use profanity, obscene language, "put downs," cultural, or racial slurs;</p> <p>(2) Have angry or hostile interactions;</p> <p>(3) Use name calling or make derogatory, shaming, or humiliating remarks; or</p> <p>(4) Use or threaten to use any form of physical harm or inappropriate discipline, such as, but not limited to:</p> <p>(a) Spanking children;</p> <p>(b) Biting, jerking, kicking, hitting, or shaking;</p> <p>(c) Pulling hair;</p> <p>(d) Pushing, shoving, or throwing a child;</p> <p>and</p> <p>(e) Inflicting pain or humiliation as a punishment.</p>

<p>(f) Prevent a child from or punish a child for exercising religious rights; or</p> <p>(g) Anyone to:</p> <p>(i) Restrict a child's breathing;</p> <p>(ii) Bind or restrict a child's movement unless permitted under WAC 110-300-0335;</p> <p>(iii) Tape a child's nose, mouth, or other body part;</p> <p>(iv) Deprive a child of sleep, food, clothing, shelter, physical activity, first aid, or regular or emergency medical or dental care;</p> <p>(v) Force a child to ingest something as punishment such as hot sauce or soap;</p> <p>(vi) Interfere with a child's ability to take care of his or her own hygiene and toileting needs;</p> <p>(vii) Use toilet learning or training methods that punish, demean, or humiliate a child;</p> <p>(viii) Withhold hygiene care, toileting care, or diaper changing from any child unable to provide such care for himself or herself;</p> <p>(ix) Expose a child to extreme temperatures as punishment;</p> <p>(x) Demand excessive physical exercise or strenuous postures. Excessive physical exercise includes, but is not limited to, running laps around the yard until overly tired, an extensive number of push-ups, having a child rest more than the child's development requires, standing on one foot for an uncomfortable amount of time, or holding out one's arms until tired or painful;</p> <p>(xi) Place the separated child in a closet, bathroom, locked room, outside, or in an unlicensed space; and</p> <p>(xii) Use high chairs, car seats, or other confining space or equipment to punish a child or restrict movement.</p> <p>(2) An early learning provider must supervise to protect children from the harmful acts</p>	<p>(f) Prevent a child from or punish a child for exercising religious rights; or</p> <p>(g) Anyone to:</p> <p>(i) Restrict a child's breathing;</p> <p>(ii) Bind or restrict a child's movement unless permitted under WAC 110-301-0335;</p> <p>(iii) Tape a child's nose, mouth, or other body part;</p> <p>(iv) Deprive a child of sleep, food, clothing, shelter, physical activity, first aid, or regular or emergency medical or dental care;</p> <p>(v) Force a child to ingest something as punishment such as hot sauce or soap;</p> <p>(vi) Interfere with a child's ability to take care of their own hygiene and toileting needs;</p> <p>(vii) Withhold hygiene care, toileting care, or diaper changing from any child unable to provide such care for themselves;</p> <p>(viii) Expose a child to extreme temperatures as punishment;</p> <p>(ix) Demand excessive physical exercise or strenuous postures. Excessive physical exercise includes, but is not limited to, running laps around the yard until overly tired, an extensive number of push-ups, standing on one foot for an uncomfortable amount of time, or holding out one's arms until tired or painful;</p> <p>(x) Place the separated child in a closet, bathroom, locked room, outside, or in an unlicensed space; and</p> <p>(xi) Use a confining space or equipment to punish a child or restrict movement.</p> <p>(2) A school-age provider must supervise to protect children from the harmful acts of other children. A provider must immediately intervene when they become aware that a child or children are teasing, fighting, bullying, intimidating, or becoming physically aggressive.</p>	<p>WAC 110-305-6150 Prohibited actions.</p> <p>The licensee and program staff must not:</p> <p>(1) Restrict a child's breathing;</p> <p>(2) Deprive a child of:</p> <p>(a) Sleep, food, water, clothing or shelter;</p> <p>(b) Needed first aid; or</p> <p>(c) Required or emergency medical or dental care.</p> <p>(3) Interfere with a child's ability to take care of his or her own hygiene and toileting needs;</p> <p>(4) Withhold hygiene care, toileting care or diaper changing to any child unable to provide such care for himself or herself; or</p> <p>(5) Withhold active play as punishment.</p> <p>WAC 110-305-6100 Separating a child from the group.</p> <p>(1) The licensee or program staff may separate a child from other children as a form of discipline only long enough to allow the child to regain control of him or herself. The child must remain under the direct supervision of the licensee or program staff person.</p> <p>(2) The licensee and program staff must:</p> <p>(a) Take into account the child's developmental level and ability to understand the consequences of his or her actions;</p> <p>(b) Communicate to the child the reason for being separated from the other children;</p> <p>(c) Not discipline any child by separating the child from the group and placing himself or her in a closet, a bathroom, a locked room, outside or in unlicensed space; or</p> <p>(d) Not use confining space or equipment for the purpose of punishment or restricting a child's movements.</p>
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<p>of other children. A provider must immediately intervene when they become aware that a child or children are teasing, fighting, bullying, intimidating, or becoming physically aggressive.</p> <p>(3) An early learning provider may separate a preschool age or school age child from other children when that child needs to regain control of him or herself.</p> <p>(a) During separation time, the child must remain under the appropriate level of supervision of a licensee, center director, assistant director, program supervisor, lead teacher or an assistant teacher.</p> <p>(b) Separation time should be minimized and appropriate to the needs of the individual child.</p> <p>(4) If a child is separated from other children, an early learning provider must:</p> <p>(a) Consider the child's developmental level, language skills, individual and special needs, and ability to understand the consequences of his or her actions; and</p> <p>(b) Communicate to the child the reason for being separated from the other children.</p> <p>(5) If an early learning provider follows all strategies in this section, and a child continues to behave in an unsafe manner, only a licensee, center director, assistant director, program supervisor, lead teacher, or an assistant teacher may physically remove the child to a less stimulating environment. Staff must remain calm and use a calm voice when directing or removing the child. Physical removal of a child is determined by that child's ability to walk:</p> <p>(a) If the child is willing and able to walk, staff may hold the child's hand and walk him or her away from the situation.</p>	<p>(3) A school-age provider may separate a child from other children when that child needs to regain control of themselves.</p> <p>(a) During separation time, the child must remain under the appropriate level of supervision of a licensee, program director, site director, lead teacher or an assistant teacher.</p> <p>(b) Separation time should be minimized and appropriate to the needs of the individual child.</p> <p>(4) If a child is separated from other children, a school-age provider must:</p> <p>(a) Consider the child's developmental level, language skills, individual and special needs, and ability to understand the consequences of their actions; and</p> <p>(b) Communicate to the child the reason for being separated from the other children.</p> <p>(5) If a school-age provider follows all strategies in this section, and a child continues to behave in an unsafe manner, only a licensee, program director, site director, lead teacher, or an assistant teacher may physically remove the child to a less stimulating environment. Staff must remain calm and use a calm voice when directing or removing the child.</p>	<p>WAC 110-305-6125 Preventing harmful or aggressive acts.</p> <p>The licensee and program staff must:</p> <p>(1) Take steps to protect children from the harmful acts of other children;</p> <p>(2) Immediately intervene when a child becomes physically aggressive; and</p> <p>(3) Document serious behavior incidents and develop, as needed, individual written behavior plans with parent input.</p>
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(b) If the child is not willing or able to walk, staff may pick the child up and remove him or her to a quiet place where the child cannot hurt themselves or others.		
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What's Different? WAC 110-301-0331 Prohibited behavior, discipline, and physical removal of children.

- *Previous 110-305 vs Updated 110-301:* Similar rules with same information.
- *110-300 vs Updated 110-301:* Similar rules. 110-300 includes: (1)(g)(vii) Use toilet learning or training methods that punish, demean, or humiliate a child, (1)(g)(xii) Use high chairs, car seats, and (5) ... Physical removal of a child is determined by that child's ability to walk: (a) If the child is willing and able to walk, staff may hold the child's hand and walk him or her away from the situation. (b) If the child is not willing or able to walk, staff may pick the child up and remove him or her to a quiet place where the child cannot hurt themselves or others. Updated 110-301 does not include these specifics.

Interactions and Curriculum – Emotional Support and Classroom Organization

110-300 WAC	Updated School-Age 110-301 WAC	Previous School-Age 110-305 WAC
<p>WAC 110-300-0335 Physical restraint.</p> <p>(1) An early learning provider must have written physical restraint protocols pursuant to WAC 110-300-0490, and implement such protocols only when appropriate and after complying with all requirements of WAC 110-300-0330 and 110-300-0331.</p> <p>(2) Physical restraint must only be used if a child's safety or the safety of others is threatened, and must be:</p> <p>(a) Limited to holding a child as gently as possible to accomplish restraint;</p> <p>(b) Limited to the minimum amount of time necessary to control the situation;</p> <p>(c) Developmentally appropriate; and</p> <p>(d) Only performed by early learning providers trained in a restraint technique pursuant to WAC 110-300-0106(9).</p> <p>(3) No person may use bonds, ties, blankets, straps, car seats, high chairs, activity saucers, or heavy weights (including an adult sitting on a child) to physically restrain children.</p> <p>(4) Licensees, center directors, assistant directors, program supervisors, lead teachers or trained staff must remove him or herself from a</p>	<p>WAC 110-301-0335 Physical restraint.</p> <p>(1) A school-age provider must have written physical restraint protocols pursuant to WAC 110-301-0490 and implement such protocols only when appropriate and after complying with all requirements of WAC 110-301-0330 and 110-301-0331.</p> <p>(2) Physical restraint must only be used if a child's safety or the safety of others is threatened and must be:</p> <p>(a) Limited to holding a child as gently as possible to accomplish restraint;</p> <p>(b) Limited to the minimum amount of time necessary to control the situation;</p> <p>(c) Developmentally appropriate; and</p> <p>(d) Only performed by a school-age provider trained in the program's child restraint policy, pursuant to WAC 110-301-0490.</p> <p>(3) A school-age provider must not use bonds, ties, blankets, straps, or heavy weights (including an adult sitting on a child) to physically restrain children.</p> <p>(4) Licensees, program directors, site directors, and lead teachers or trained staff must remove themselves from a situation if they sense a</p>	<p>WAC 110-305-6125 Preventing harmful or aggressive acts.</p> <p>The licensee and program staff must:</p> <p>(1) Take steps to protect children from the harmful acts of other children;</p> <p>(2) Immediately intervene when a child becomes physically aggressive; and</p> <p>(3) Document serious behavior incidents and develop, as needed, individual written behavior plans with parent input.</p> <p>WAC 110-305-6175 Using alternate methods before using physical restraint.</p> <p>(1) Program staff must be trained on alternate methods to use before using physical restraint.</p> <p>(2) Before using physical restraint, the licensee and program staff must first use other methods described in WAC 170-297-6075 to redirect or de-escalate a situation.</p> <p>WAC 110-305-6200 Physical restraint – Prohibited uses or methods.</p> <p>The licensee and program staff must not use:</p>

<p>situation if they sense a loss of their own self-control and concern for the child when using a restraint technique if another early learning provider is present. If an early learning provider observes another staff using inappropriate restraint techniques, the staff must intervene.</p> <p>(5) If physical restraint is used, staff must:</p> <p>(a) Report the use of physical restraint, pursuant to WAC 110-300-0475 (2)(f);</p> <p>(b) Assess any incident of physical restraint to determine if the decision to use physical restraint and its application were appropriate;</p> <p>(c) Document the incident in the child's file, including the date, time, early learning program staff involved, duration and what happened before, during and after the child was restrained;</p> <p>(d) Develop a written plan with input from the child's primary care or mental health provider, and the parents or guardians, to address underlying issues and reduce need for further physical restraint if:</p> <p>(i) Physical restraint has been used more than once; and</p> <p>(ii) A plan is not already a part of the child's individual care plan.</p> <p>(e) Notify the department when a written plan has been developed.</p>	<p>loss of their own self-control and concern for the child when using a restraint technique if another school-age provider is present. If a school-age provider observes another staff using inappropriate restraint techniques, the staff must intervene.</p> <p>(5) If physical restraint is used, staff must:</p> <p>(a) Report the use of physical restraint, pursuant to WAC 110-301-0475(2)(f);</p> <p>(b) Assess any incident of physical restraint to determine if the decision to use physical restraint and its application were appropriate;</p> <p>(c) Document the incident in the child's file, including the date, time, school-age program staff involved, duration, and what happened before, during and after the child was restrained;</p> <p>(d) Develop a written plan with input from the child's primary care or mental health provider, and the parents or guardians, to address underlying issues and reduce need for further physical restraint if:</p> <p>(i) Physical restraint has been used more than once; and</p> <p>(ii) A plan is not already a part of the child's individual care plan.</p> <p>(e) Notify the department when a written plan has been developed.</p>	<p>(1) Physical restraint as a form of punishment or discipline;</p> <p>(2) Mechanical restraints including, but not limited to, handcuffs and belt restraints;</p> <p>(3) Locked time-out or isolation space;</p> <p>(4) Bonds, ties, tape, or straps to restrain a child; or</p> <p>(5) Physical restraint techniques that restrict breathing or inflict pain. These include, but are not limited to:</p> <p>(a) Restriction of body movement by placing pressure on joints, chest, heart, or vital organs;</p> <p>(b) Sleeper holds, which are holds used by law enforcement officers to subdue a person;</p> <p>(c) Arm twisting;</p> <p>(d) Hair holds;</p> <p>(e) Choking or putting arms around the throat; or</p> <p>(f) Chemical restraint such as mace or pepper spray.</p> <p>WAC 110-305-6225 Physical restraint – Holding method allowed.</p> <p>When a child's behavior makes it necessary for his or her own or another's protection, the licensee or program staff 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.</p> <p>WAC 110-305-6250 Notice and documenting use of physical restraint.</p> <p>If physical restraint is used the licensee or program staff must:</p> <p>(1) Report use of physical restraint to the child's parent or guardian and the department as required under WAC 170-297-2250;</p>
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		<p>(2) Assess any incident of physical restraint to determine if the decision to use physical restraint and its application were appropriate;</p> <p>(3) Document the incident in the child's file; and</p> <p>(4) Develop a safety plan with the licensor if required by the department.</p>
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What's Different? WAC 110-301-0335 Physical restraint.

- *Previous 110-305 vs Updated 110-301:* Similar rules.
- *110-300 vs Updated 110-301:* Same rule, except 110-300-0335(2) states physical restraint must be: (d) Only performed by early learning providers trained in a restraint technique pursuant to WAC 110-300-0106(9). Updated 110-301-0335(2) states physical restraint must be: (d) Only performed by a school-age provider trained in the program's child restraint policy, pursuant to WAC 110-301-0490.

Interactions and Curriculum – Emotional Support and Classroom Organization

110-300 WAC	Updated School-Age 110-301 WAC	Previous School-Age 110-305 WAC
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<p>WAC 110-300-0340 Expulsion.</p> <p>(1) To promote consistent care and maximize opportunities for child development and learning, an early learning provider must develop and follow expulsion policies and practices, pursuant to WAC 110-300-0486.</p> <p>(2) An early learning provider may expel a child only if:</p> <p>(a) The child exhibits behavior that presents a serious safety concern for that child or others; and</p> <p>(b) The program is not able to reduce or eliminate the safety concern through reasonable modifications.</p> <p>(3) If a child is expelled, an early learning provider must:</p> <p>(a) Review the program's expulsion policy with the parent or guardian of the child;</p> <p>(b) Provide a record to the parent or guardian about the expulsion and the steps that were taken to avoid expulsion. The record must include the date, time, early learning program staff involved, and details of each incident that led to expulsion; and</p>	<p>WAC 110-301-0340 Expulsion.</p> <p>(1) To promote consistent care and maximize opportunities for child development and learning, a school-age provider must develop and follow expulsion policies and practices, pursuant to WAC 110-301-0486.</p> <p>(2) A school-age provider may expel a child only if the:</p> <p>(a) child exhibits behavior that presents a serious safety concern for that child or others; and</p> <p>(b) Program is not able to reduce or eliminate the safety concern through reasonable modifications.</p> <p>(3) If a child is expelled, a school-age provider must:</p> <p>(a) Review the program's expulsion policy with the parent or guardian of the child;</p> <p>(b) Provide a record to the parent or guardian about the expulsion and the steps that were taken to avoid expulsion. The record must include the date, time, school-age program staff involved, and details of each incident that led to expulsion; and</p>	<p>No Previous school-age rule.</p>
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<p>(c) Provide information to the parent or guardian of the child that includes, but is not limited to, community-based resources that may benefit the child.</p> <p>(4) The early learning provider must report to the department when children are expelled. The information must include:</p> <p>(a) Child demographic data including, but not limited to, the age, race, ethnicity, and gender of the child;</p> <p>(b) The reason the child was expelled; and</p> <p>(c) The resources that were provided to the parent or guardian of the child.</p>	<p>(c) Provide information to the parent or guardian of the child that includes, but is not limited to, community-based resources that may benefit the child.</p> <p>(4) The school-age provider must report to the department when children are expelled. The information must include:</p> <p>(a) Child demographic data including, but not limited to, the age, race, ethnicity, and gender of the child;</p> <p>(b) The reason the child was expelled; and</p> <p>(c) The resources that were provided to the parent or guardian of the child.</p>	
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What's Different? WAC 110-301-0340 Expulsion.

- *Previous 110-305 vs Updated 110-301:* Previous 110-305 does not have an “Expulsion” rule.
- *110-300 vs Updated 110-301:* Same rule.

Interactions and Curriculum – Program Structure and Organization

110-300 WAC	Updated School-Age 110-301 WAC	Previous School-Age 110-305 WAC
<p>WAC 110-300-0345 Supervising children.</p> <p>(1) An early learning provider must only allow the following persons to have unsupervised access to a child in care:</p> <p>(a) That child's own parent or guardian;</p> <p>(b) Licensees or early learning program staff authorized by the department in chapter 110-06 WAC;</p> <p>(c) A government representative including an emergency responder who has specific and verifiable authority for access, supported by documentation; and</p> <p>(d) A person authorized in writing or over the phone by that child's parent such as a family member, family friend, or the child's therapist or health care provider.</p> <p>(2) An early learning provider must meet capacity, group size, mixed age grouping, and staff-to-child ratios while children are in care. This includes, but is not limited to:</p>	<p>WAC 110-301-0345 Supervising children.</p> <p>(1) A school-age provider must only allow the following persons to have unsupervised access to a child in care:</p> <p>(a) That child's own parent or guardian;</p> <p>(b) Licensees or school-age program staff authorized by the department in chapter 110-06 WAC;</p> <p>(c) A government representative including an emergency responder who has specific and verifiable authority for access, supported by documentation; and</p> <p>(d) A person authorized in writing or over the phone by that child's parent or guardian such as a family member, family friend, or the child's therapist or health care provider.</p> <p>(2) A school-age provider must meet capacity, group size, and staff-to-child ratios while children are in care. This includes, but is not limited to:</p>	<p>WAC 110-305-5100 Outdoor supervision.</p> <p>(1) Program staff must be within sight or hearing range of the children when in the licensed outdoor space and be available and able to respond if the need arises for the safety of the children.</p> <p>(2) The required staff-to-child ratio must be maintained when the children are in the licensed outdoor space.</p> <p>WAC 110-305-5750 Supervising children.</p> <p>(1) The licensee must provide required staffing levels, staff-to-child ratios and supervision for the number of children in attendance.</p> <p>(2) The licensee or program staff 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.</p>

<p>(a) Indoor and outdoor play activities; (b) Off-site activities; (c) During transportation; (d) Meal times; (e) Rest periods; (f) Evening or overnight care; and (g) When children are on different floor levels of the early learning program.</p> <p>(3) An early learning provider must supervise children in care by:</p> <p>(a) Scanning the environment looking and listening for both verbal and nonverbal cues to anticipate problems and plan accordingly; (b) Visibly checking children on many occasions with little time in between; (c) Positioning him or herself to supervise all areas accessible to children; (d) Attending to children and being aware of what children are doing at all times; (e) Being available and able to promptly assist or redirect a child as necessary; and (f) Considering the following when deciding whether increased supervision is needed: (i) Ages of children; (ii) Individual differences and abilities of children; (iii) Layout of the indoor and outdoor licensed space and play area; (iv) The risk associated with the activities children are engaged in; and (v) Any nearby hazards including those in the licensed or unlicensed space.</p> <p>(4) An early learning program staff member may undertake other activities for a temporary time period when not required to be providing active supervision required under subsection (5)(c) of this section. Such activities include, but are not limited to, cleaning up after an</p>	<p>(a) Indoor and outdoor play activities; (b) Off-site activities; (c) During transportation; (d) Meal times; (e) Evening and overnight care, if applicable; and (f) When children are on different floor levels of the school-age program.</p> <p>(3) A school-age provider must supervise children in care by:</p> <p>(a) Scanning the environment looking and listening for both verbal and nonverbal cues to anticipate problems and plan accordingly; (b) Visibly checking children on many occasions with little time in between; (c) Positioning themselves to supervise all areas accessible to children; (d) Attending to children and being aware of what children are doing at all times; (e) Being available and able to promptly assist or redirect a child as necessary; and (f) Considering the following when deciding whether increased supervision is needed: (i) Ages of children; (ii) Individual differences and abilities of children; (iii) Layout of the indoor and outdoor licensed space and play area; (iv) The risk associated with the activities children are engaged in; and (v) Any nearby hazards including those in the licensed or unlicensed space.</p> <p>(4) A school-age program staff member may undertake other activities for a temporary time period when not required to be providing active supervision required under subsection (5)(c) of this section. Such activities include, but are not limited to, cleaning up after an activity or</p>	<p>(3) The licensee and program staff 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) Any nearby hazards including those in the licensed or unlicensed space.</p> <p>(4) An electronic communication or surveillance device does not replace direct supervision of the children.</p> <p>(5) The required staff-to-child ratio must be maintained when the children are in the licensed outdoor space.</p> <p>(6) The licensee or program staff must be within sight or hearing range of children when in the licensed indoor and outdoor space and be available and able to respond if the need arises for the safety of the children, including when: (a) Moving from indoors to outdoors; (b) Moving from room to room; and (c) The child uses the restroom.</p> <p>(7) When only one staff person is present, a second qualified staff person must be on-site, able, and readily available to assist in an emergency.</p> <p>(8) See: (a) WAC 170-297-5150 for additional supervision requirements when children are engaged in an off-site water play or swimming activity; (b) WAC 170-297-5175 for additional supervision requirements when children are using a wading pool; and</p>
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<p>activity or preparing items for a new activity. This early learning staff member must remain in visual or auditory range, and be available and able to respond if needed.</p> <p>(5) An early learning provider must:</p> <p>(a) Not use devices such as a baby monitors, video monitors, or mirrors in place of supervision, unless used pursuant to WAC 110-300-0270(5);</p> <p>(b) Be able to hear when doors in the immediate area are opened to prevent children from leaving unsupervised;</p> <p>(c) Actively supervise children when the children:</p> <p>(i) Interact with pets or animals;</p> <p>(ii) Engage in water or sand play;</p> <p>(iii) Play in an area in close proximity to a body of water;</p> <p>(iv) Use a safe route to access an outdoor play area not immediately adjacent to the early learning program;</p> <p>(v) Engage in planned activities in the kitchen;</p> <p>(vi) Ride on public transportation;</p> <p>(vii) Engage in outdoor play; and</p> <p>(viii) During field trips.</p> <p>(d) Ensure no infant or child is left unattended during:</p> <p>(i) Diapering;</p> <p>(ii) Bottle feeding; or</p> <p>(iii) Tummy time.</p> <p>(e) Provide developmentally appropriate supervision to children while bathing.</p>	<p>preparing items for a new activity. This school-age staff member must remain in visual or auditory range, and be available and able to respond if needed.</p> <p>(5) A school-age provider must:</p> <p>(a) Not use devices such as audio monitors, video monitors, or mirrors in place of supervision;</p> <p>(b) Be able to hear when doors in the immediate area are opened to prevent children from leaving unsupervised;</p> <p>(c) Actively supervise children when the children:</p> <p>(i) Interact with pets or animals;</p> <p>(ii) Engage in water or sand play;</p> <p>(iii) Play in an area in close proximity to a body of water;</p> <p>(iv) Use a safe route to access an outdoor play area not immediately adjacent to the school-age program;</p> <p>(v) Engage in planned activities in the kitchen;</p> <p>(vi) Ride on public transportation;</p> <p>(vii) Engage in outdoor play; and</p> <p>(viii) During field trips.</p>	<p>(c) WAC 170-297-5200 for additional supervision requirements when children are using a swimming pool.</p> <p>WAC 110-305-6425 Off-site activity supervision. When on an off-site activity, the program staff responsible for the care of the children must at all times provide direct sight and sound supervision and be able to promptly assist or redirect the children's activities.</p>
<p>What's Different? WAC 110-301-0345 Supervising children.</p> <ul style="list-style-type: none"> • <i>Previous 110-305 vs Updated 110-301:</i> Similar rules. Previous WAC 110-305-5100 requires: (1) Program staff must be within sight or hearing range of the children. Updated 110-301(5) requires: A school-age provider must (c) Actively supervise children when the children: (vii) Engage in outdoor play; • <i>110-300 vs Updated 110-301:</i> Same rule, except 110-301 does not reference infant and toddlers, bathing children, rest time or evening/overnight. 110-300 does references these things. 		

Interactions and Curriculum – Program Structure and Organization

110-300 WAC	Updated School-Age 110-301 WAC	Previous School-Age 110-305 WAC
<p>WAC 110-300-0350 Supervising children during water activities.</p> <p>(1) During water activities, an early learning provider must meet all supervision requirements of this section and WAC 110-300-0345.</p> <p>(2) During water activities, an early learning provider must:</p> <p>(a) Ensure a one-to-one (1:1) staff-to-child ratio for infants;</p> <p>(b) Hold or have continuous touch of infants, nonambulatory toddlers, and children with special needs as required; and</p> <p>(c) Keep toddlers within arm's length.</p> <p>(3) An early learning provider must have written permission for water activities from each child's parent or guardian.</p> <p>(4) For water activities on or off the early learning program premises, where the water is more than twenty-four inches deep, an early learning provider must ensure:</p> <p>(a) A certified lifeguard is present and on duty; and</p> <p>(b) At least one additional staff member than would otherwise be required is present to help actively supervise if the children are preschool age or older.</p> <p>(5) An early learning provider must have life-saving equipment readily accessible during water activities if a pool is six feet or more in any direction and two feet or more in depth. Life-saving equipment may include a ring buoy and rope, a rescue tube, or a throwing line and a shepherd's hook that will not conduct electricity.</p> <p>(6) If an early learning provider takes children off-site to an area with an accessible body</p>	<p>WAC 110-301-0350 Supervising children during water activities.</p> <p>(1) During water activities, a school-age provider must meet all supervision requirements of this section and WAC 110-301-0345.</p> <p>(2) During water activities, a school-age provider must hold or have continuous touch of children with special needs as required.</p> <p>(3) A school-age provider must have written permission for water activities from each child's parent or guardian.</p> <p>(4) For water activities on or off the school-age program premises, where the water is more than twenty-four inches deep, a school-age provider must ensure:</p> <p>(a) A certified lifeguard is present and on duty; and</p> <p>(b) At least one additional staff member than would otherwise be required is present to help actively supervise the children.</p> <p>(5) A school-age provider must have life-saving equipment readily accessible during water activities if a pool is six feet or more in any direction and two feet or more in depth. Life-saving equipment may include a ring buoy and rope, a rescue tube, or a throwing line and a shepherd's hook that will not conduct electricity.</p> <p>(6) If a school-age provider takes children off-site to an area with an accessible body of water more than four inches deep (for example, a park with a lake or stream) but children are not engaging in a water activity, there must be:</p> <p>(a) At least one more staff person than required in the staff-to-child ratio; and</p> <p>(b) At least one attending staff person must be able to swim.</p>	<p>WAC 110-305-5150 Water safety and activity.</p> <p>(1) When the children in care are involved in swimming or other water activities, the program staff must maintain the following water safety precautions:</p> <p>(a) A minimum staff-to-child ratio of 1:10 must be maintained;</p> <p>(b) A certified lifeguard, with a nationally recognized certification, must be present at all times. Lifeguards are not counted in the staff-to-child ratio;</p> <p>(2) Swimming pools and natural bodies of water must be inaccessible to the children when not in use; and</p> <p>(3) Program staff must not allow the children use of or access to a hot tub, spa tank, or whirlpool.</p> <p>WAC 110-305-5175 Wading pools—Defined—Supervision.</p> <p>(1) A wading pool means an enclosed pool with water depth of two feet or less measured without children in the pool that can be emptied and moved.</p> <p>(2) When a wading pool is used by the children, the licensee or program staff must:</p> <p>(a) Directly supervise the children;</p> <p>(b) Obtain written permission from each child's parent or guardian to allow the child to use a wading pool;</p> <p>(c) Maintain staff-to-child ratios when children are in a wading pool; and</p> <p>(d) Daily, empty, clean, and sanitize the pool as provided in WAC 170-297-0010. When the pool is soiled with urine, feces, vomit, or blood, the</p>

<p>of water more than four inches deep (for example, a park with a lake or stream) but children are not engaging in a water activity, there must be:</p> <ul style="list-style-type: none"> (a) At least one more staff person than required in the staff-to-child ratio; and (b) At least one attending staff person must be able to swim. 		<p>licensee or program staff must immediately empty, clean, and sanitize.</p> <p>WAC 110-305-5200 Swimming pools defined—Barriers and supervision.</p> <ul style="list-style-type: none"> (1) A swimming pool is a pool that has a water depth greater than two feet. (2) When there is a swimming pool on the premises that is not located on public or private school grounds the licensee must provide: <ul style="list-style-type: none"> (a) A door alarm or bell on each door opening to the pool area to warn staff when the door is opened; (b) A five foot high fence that blocks access to the swimming pool. Any opening between fence slats may not be wider than three and one-half inches; (c) Gates with a self-latching device at entrance and exit points to the swimming pool and lock each gate; and (d) An unlocking device that is inaccessible to children but readily available to the licensee or staff. (3) For any program that does not operate on public or private school premises, the licensee must maintain the swimming pool according to manufacturer's specifications, including cleaning and sanitizing. (4) When the swimming pool on the premises is used by the children in care: <ul style="list-style-type: none"> (a) The licensee must obtain written permission from the parent or guardian of each child using the swimming pool; (b) There must be one person present at the swimming pool at all times who is a certified lifeguard, with a nationally recognized certification; and
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		<p>(c) The licensee must provide one additional staff person more than the required staff-to-child ratio provided in WAC 170-297-5700 to help supervise the children.</p> <p>WAC 110-305-5225 Bodies of water or water hazards on the licensed premises.</p> <p>(1)(a) As used in WAC 170-297-5150 through 170-297-5250, a "body of water" is a natural area or man-made area or device that contains or holds more than two inches of water.</p> <p>(b) "Body of water" does not include a wading pool as defined in WAC 170-297-5175, a water activity table, small bird baths or rain puddles with a water depth of two inches or less.</p> <p>(2) When children are in care the licensee must directly supervise or have a primary staff person directly supervise children, with the staff-to-child ratio observed, whenever children play in any area with a body of water.</p> <p>(3)(a) For any program that does not operate on public or private school premises, the licensee must make any body of water in the licensed space inaccessible with a physical barrier (not to include a hedge or vegetation barrier) or fence that is at least five feet tall. Any opening between fence slats may be no wider than three and one-half inches; and</p> <p>(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.</p> <p>WAC 110-305-5250 Bodies of water outside and near licensed space.</p> <p>(1) The following bodies of water must be made inaccessible to children in care, and the child</p>
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		<p>care program must have a written safety plan approved by the department for:</p> <p>(a) Ponds, lakes, storm retention ponds, ditches, fountains, fish ponds, landscape pools or similar bodies of water located outside and near (in close proximity to) the licensed space, regardless of whether the body of water is on or off the premises; or</p> <p>(b) Any uncovered well, septic tank, below grade storage tank; farm manure pond or similar hazards that are on the premises.</p> <p>(2) Unless attending a swimming or water play activity, when outside the licensed premises the licensee or program staff must keep children from having access to bodies of water that pose a drowning hazard.</p>
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What’s Different? WAC 110-301-0350 Supervising children during water activities.

- *Previous 110-305 vs Updated 110-301:* Similar rules. Previous 110-305-5150(1) states: When the children in care are involved in swimming or other water activities, the program staff must maintain the following water safety precautions: (a) A minimum staff-to-child ratio of 1:10 must be maintained; and Previous 110-305-5200(4) states: When the swimming pool on the premises is used by the children in care: (c) The licensee must provide one additional staff person more than the required staff-to-child ratio provided in WAC [170-297-5700](#) to help supervise the children. Updated 110-301-0350(4) states: (b) At least one additional staff member than would otherwise be required is present to help actively supervise the children.
- *110-300 vs Updated 110-301:* Same rule, except 110-300 includes information about infants and toddlers; Updated 110-301 does not.

Interactions and Curriculum – Program Structure and Organization

110-300 WAC	Updated School-Age 110-301 WAC	Previous School-Age 110-305 WAC
<p>WAC 110-300-0354 Indoor early learning program space capacity.</p> <p>(1) To define capacity, licensed indoor early learning program space must have a minimum of thirty-five square feet per child in attendance and further comply with the requirements of this chapter.</p> <p>(a) Center early learning program space must provide fifteen additional square feet for each infant or toddler using a crib or playpen if the crib or playpen is located or placed in the sleeping or play area.</p>	<p>WAC 110-301-0354 Indoor school-age program space capacity.</p> <p>(1) To define capacity, licensed indoor school-age program space must have a minimum of thirty-five square feet per child in attendance and further comply with the requirements of this chapter.</p> <p>(a) Floor space under tables, desks, chairs, and other equipment used as part of children's activities must be included in the overall capacity.</p> <p>(b) Office or kitchen space that is inaccessible to children and not intended for their use must not be included in the overall capacity.</p>	<p>WAC 110-305-4225 Indoor licensed space— Minimum space.</p> <p>(1) The indoor licensed space must have thirty-five square feet per child for the maximum number of children stated on the license, measured to include only the space intended for use by children in care.</p> <p>(2) Indoor space that is not counted in the minimum square footage requirement includes:</p> <p>(a) Unlicensed space that is made inaccessible to children in care;</p> <p>(b) Hallway space that leads to an exit; and</p> <p>(c) Bathrooms.</p>

<p>(b) Floor space under tables, desks, chairs, and other equipment used as part of children's activities must be included in the overall capacity.</p> <p>(c) Office or kitchen space that is inaccessible to children and not intended for their use must not be included in the overall capacity.</p> <p>(d) Napping areas may be used as early learning program space if mats and cots are removed when not in use and children have free access to the area.</p> <p>(2) The following indoor space must not be counted in the overall capacity:</p> <p>(a) Unlicensed space;</p> <p>(b) Hallway space that is used for emergency evacuation or is not approved to be used for program activities;</p> <p>(c) Bathrooms and diaper changing areas (including twenty-four inches surrounding diaper changing areas and handwashing sink, unless the diaper changing area has a two foot high barrier);</p> <p>(d) Laundry areas;</p> <p>(e) Closets;</p> <p>(f) Stairways; and</p> <p>(g) Floor space occupied by shelves, built-in cabinets, file cabinets, desks, or other office equipment not intended to be accessible to children.</p> <p>(3) A large, licensed indoor gross motor activity space may be used to supplement the requirements of outdoor program space, pursuant to WAC 110-300-0145, but must not be counted in the overall capacity if:</p> <p>(a) The space provides seventy-five square feet per child for the maximum number of children listed on the license or the provider rotates groups of children; and</p>	<p>(2) The following indoor space must not be counted in the overall capacity:</p> <p>(a) Unlicensed space;</p> <p>(b) Hallway space that is used for emergency evacuation or is not approved to be used for program activities;</p> <p>(c) Bathrooms and handwashing sink;</p> <p>(d) Laundry areas;</p> <p>(e) Closets;</p> <p>(f) Stairways; and</p> <p>(g) Floor space occupied by shelves, built-in cabinets, file cabinets, desks, or other office equipment not intended to be accessible to children.</p> <p>(3) A large, licensed indoor gross motor activity space may be used to supplement the requirements of outdoor program space, pursuant to WAC 110-301-0145, if:</p> <p>(a) The space provides seventy-five square feet per child for the maximum number of children listed on the license or the provider rotates groups of children; and</p> <p>(b) The space is safe and appropriate for activities otherwise performed in an outdoor play space.</p> <p>(4) A program may request additional space, such as a library or computer lab, to be licensed without counting in that program's capacity.</p>	
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(b) The space is safe and appropriate for activities otherwise performed in an outdoor play space.		
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What's Different? WAC 110-301-0354 Indoor school-age program space capacity.

- *Previous 110-305 vs Updated 110-301:* Similar rules. Updated WAC 110-301 includes more details.
- *110-300 vs Updated 110-301:* Same rule, except 110-300 includes requirement of fifteen additional square feet for each infant or toddler, and includes info about napping space. Updated 110-301 does not. Updated 110-301-0354(3) is written differently than 110-300-0354(3) to better clarify the intent of the rule. Updated 110-301-0354(4) states: A program may request additional space, such as a library or computer lab, to be licensed without counting in that program's capacity; 110-300 does not state this.

Interactions and Curriculum – Program Structure and Organization

110-300 WAC	Updated School-Age 110-301 WAC	Previous School-Age 110-305 WAC
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<p>WAC 110-300-0355 Family home capacity, ratio, and group size.</p> <p>(1) The department issues initial or nonexpiring family home licenses for up to twelve children. The department will not issue a family license to care for more children than permitted by the rules in this chapter but may issue a license to care for fewer than the maximum allowable enrolled children. Family home licenses state:</p> <p style="padding-left: 20px;">(a) The maximum number of children that may be in care at any one time (total capacity); and</p> <p style="padding-left: 20px;">(b) The age range of children allowed in care.</p> <p>(2) The department determines capacity for a family home early learning program after considering:</p> <p style="padding-left: 20px;">(a) Square footage of the early learning program;</p> <p style="padding-left: 20px;">(b) An early learning provider's years of experience in licensed child care (experience must be from working as a center director, program supervisor, lead teacher, family home licensee, or another similar role in a child care setting);</p> <p style="padding-left: 20px;">(c) A provider's education and ongoing training;</p>	<p>No rule for updated school-age WAC.</p>	<p>No Previous school-age rule.</p>
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(d) The age range requested or approved by the department;

(e) The amount of developmentally appropriate equipment, materials, and toys an early learning program can provide children to use;

(f) A provider's licensing history with the department; and

(g) The number of qualified staff available to meet staff-to-child ratios.

(3) A family home licensee must not exceed the total capacity or age range stated on the child care license at any time except as provided in this section. All children on the premises, signed in to child care, on an off-site trip from the early learning program, or being transported by the early learning program staff are counted in capacity including the children of staff.

(a) A family home licensee must receive department approval to care for a child with special needs, pursuant to WAC [110-300-0300](#), if the child is older than the maximum age identified on the license. A child with documented special needs may be in care up to age nineteen and must be counted in both capacity and staff-to-child ratio.

(b) A child with special needs who requires individualized supervision pursuant to WAC [110-300-0300](#) counts towards capacity but does not count in the staff-to-child ratio.

(c) A child who turns thirteen years old permitted by chapter [110-15](#) WAC and who must be counted in both capacity and staff-to-child ratio.

(4) Any child birth through twelve years old on the premises, signed in to the child care, on an off-site trip from the early learning program, or being transported counts in capacity. This includes a family home licensee's own children, children of

staff, or visiting children not accompanied or supervised by an adult.

(5) A family home licensee must provide qualified staff to fulfill the staffing requirements and staff-to-child ratios during operating hours, including off-site activities and when transporting children in care.

(6) A family home licensee must provide additional staff, pursuant to WAC [110-300-0350](#), when children are participating in water activities or activities near water.

(7) When applying for an initial or nonexpiring family home license, a family home licensee with less than one year of experience may request from the department a capacity of up to six children, birth through twelve years of age.

(a) A maximum of three children may be under two years of age.

(b) If there are three children under two years of age, one of these children must be able to walk independently.

(8) When applying for an initial or nonexpiring family home license, a family home licensee with at least one year but less than two years of experience and:

(a) Working alone may request a capacity of up to eight children ages two through twelve years of age, with a maximum of four children under three years of age.

(b) Working with a qualified assistant may request a capacity of up to nine children birth through twelve years of age with a maximum of four children under two years of age.

(9) When applying for an initial or nonexpiring family home license, a family home licensee with at least two years' experience and:

(a) Working alone may request a capacity of up to ten children ages three years through twelve years of age;

(b) Working alone may request a capacity of up to twelve children for school age children only; and

(c) Working with a qualified assistant, may request a capacity of up to twelve children birth through twelve years of age with a maximum of six children under two years of age with two children being able to walk independently.

(10) A family home licensee, with two years of experience, may request a license for birth to twenty-four months of age with a maximum group size of eight when:

(a) There are two staff present with the group consisting of one staff who meets the qualification of the licensee and another who meets the qualifications to be counted in ratio;

(b) The staff-to-child ratio is 1:4;

(c) Fifteen additional square feet are provided for each infant or toddler; and

(d) A second staff member is present whenever:

(i) More than two children in care do not walk independently; or

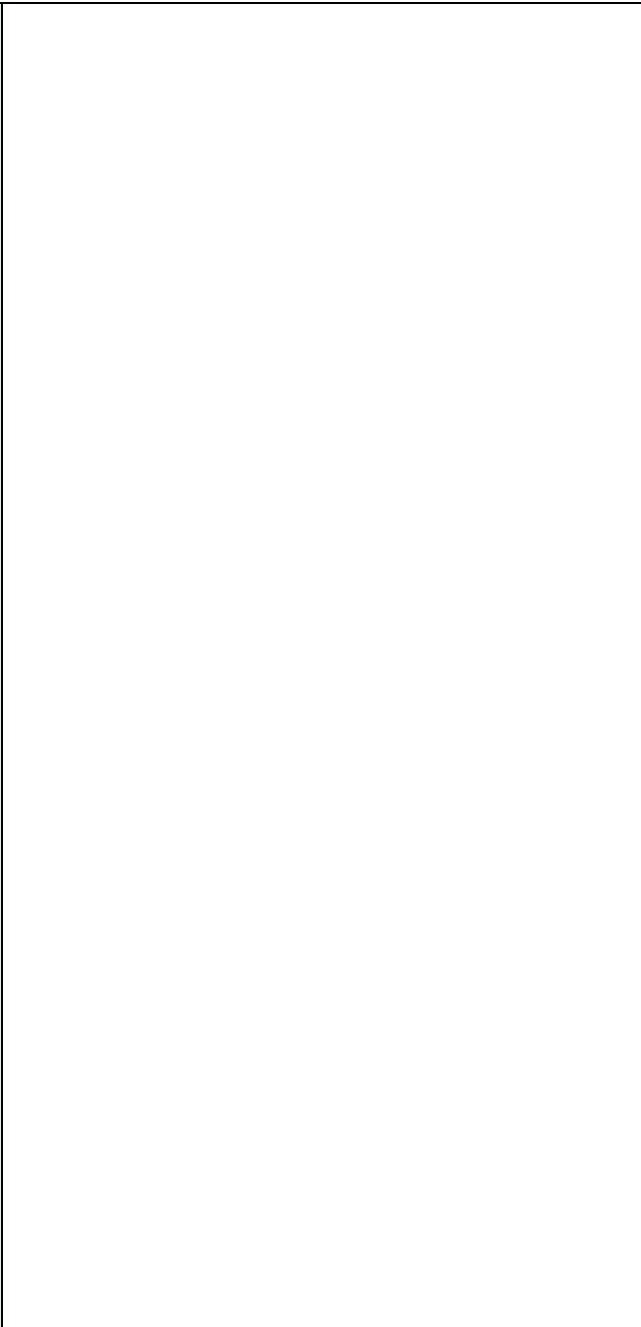
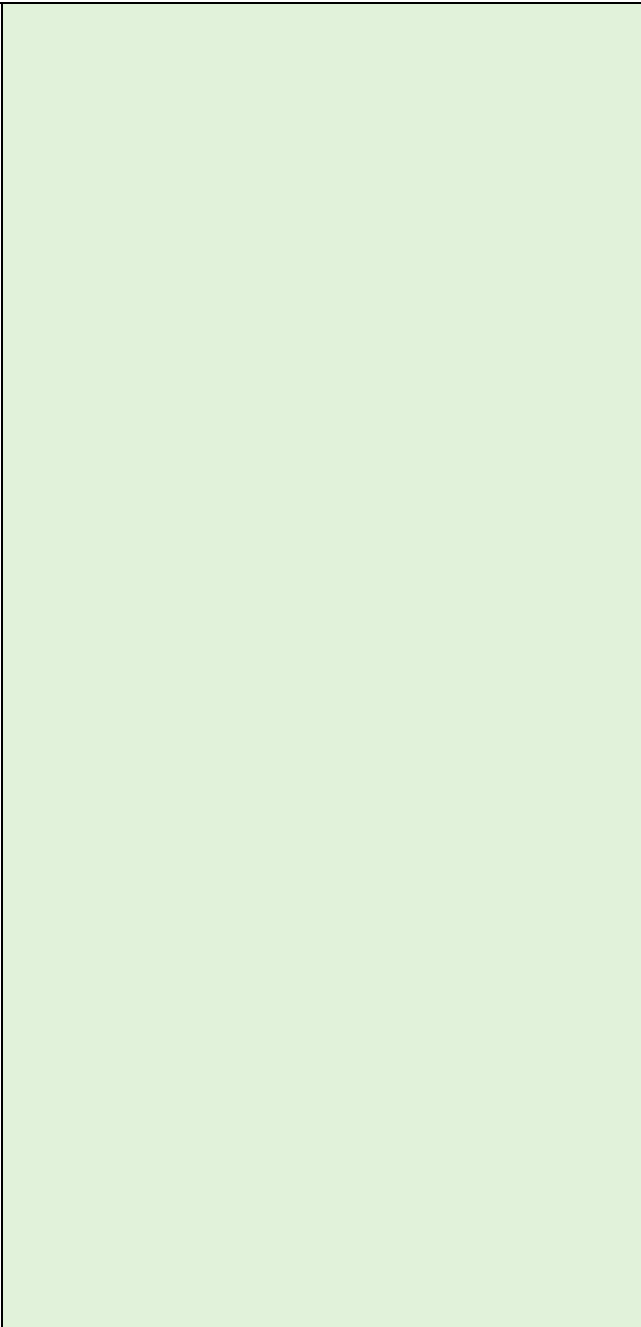
(ii) When there are more than four children in care.

(11) The staff-to-child ratio is determined by the ages and number of children in care. Two early learning program staff are required anytime:

(a) More than six children are in care and any child in care is under two years of age;

(b) More than eight children are in care and any child in care is under three years of age; or

(c) More than ten children are in care and any child is under school age.



What's Different?

- *Previous 110-305 vs Updated 110-301*: No difference. Neither version includes ‘Family home capacity, ratio, and group size’ rule.
- *110-300 vs Updated 110-301*: 110-300 includes ‘Family home capacity, ratio, and group size’ rule; Updated 110-301 does not include ‘Family home capacity, ratio, and group size’ rule.

Interactions and Curriculum – Program Structure and Organization

110-300 WAC	Updated School-Age 110-301 WAC	Previous School-Age 110-305 WAC
<p>WAC 110-300-0356 Center capacity, ratio, and group size.</p> <p>(1) The department issues initial or nonexpiring center early learning provider licenses. The department will not issue a center license to care for more children than permitted by the rules in this chapter. The department may issue a license to care for fewer than the maximum allowable enrolled children. For each center, licenses state:</p> <p>(a) The maximum number of children that may be in care at any one time (total capacity);</p> <p>(b) The licensed capacity for each space within the center licensed for use by children; and</p> <p>(c) The age range of children allowed in care.</p> <p>(2) The department determines capacity for a center early learning program after considering:</p> <p>(a) Square footage of the early learning program;</p> <p>(b) A provider's education and ongoing training;</p> <p>(c) The age range of children requested or approved by the department;</p> <p>(d) The amount of developmentally appropriate equipment, materials, and toys an early learning program can provide children to use;</p> <p>(e) A provider's licensing history with the department; and</p> <p>(f) The number of qualified staff available to meet staff-to-child ratios.</p>	<p>WAC 110-301-0356 School-age capacity, ratio, and group size.</p> <p>(1) The department issues initial or nonexpiring school-age program licenses. The department will not issue a school-age license to care for more children than permitted by the rules in this chapter. The department may issue a license to care for fewer than the maximum allowable enrolled children. For each school-age program, licenses state the:</p> <p>(a) Maximum number of children that may be in care at any one time (total capacity);</p> <p>(b) Licensed capacity for each space within the school-age program licensed for use by children; and</p> <p>(c) Age range of children allowed in care.</p> <p>(2) The department determines capacity for a school-age program after considering:</p> <p>(a) Square footage of the school-age program;</p> <p>(b) A provider's education and ongoing training;</p> <p>(c) The age range of children requested or approved by the department;</p> <p>(d) The amount of developmentally appropriate equipment, materials, and toys a school-age program can provide children to use;</p> <p>(e) A provider's licensing history with the department; and</p> <p>(f) The number of qualified staff available to meet staff-to-child ratios.</p> <p>(3) A licensee must not exceed the total capacity or age range stated on the school-age</p>	<p>WAC 110-305-5600 Staff-to-child ratio.</p> <p>(1) The licensee must provide qualified staff to meet the staffing requirements and ratios described in WAC 170-297-5700 at all times during operating hours, including off-site trips or when transporting children in care.</p> <p>(2) The licensee must provide additional staff as described in WAC 170-297-5150 through 170-297-5250 when children are participating in water activities or near water.</p> <p>(3) At minimum, a 1:15 staff-to-child ratio must be maintained at all times.</p> <p>WAC 110-305-5625 Capacity.</p> <p>(1) The child care program must not exceed the total number or ages of children in attendance stated on the child care license.</p> <p>(2) All children in care through twelve years of age in attendance on the premises, attending an off-site field trip or activity, or being transported by the licensee or program staff are counted in capacity.</p> <p>(3) All children within the age range on the license count in ratio, including children of program staff, or visiting children who are not accompanied by an adult.</p> <p>(4) The licensee must receive department approval to care for a child with special needs as documented in WAC 170-297-0050 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.</p>

<p>(3) A center licensee must not exceed the total capacity or age range stated on the child care license at any time except as provided in this section. All children on the premises, signed in to child care, on an off-site trip from the early learning program, or being transported by the early learning program staff are counted in capacity including the children of staff.</p> <p>(a) A center licensee must receive department approval to care for a child with special needs, pursuant to WAC 110-300-0300, if the child is older than the maximum age identified on the license. A child with documented special needs may be in care up to age nineteen and must be counted in capacity and staff-to-child ratio.</p> <p>(b) A child with special needs who requires individualized supervision pursuant to WAC 110-300-0300 does not count in the staff-to-child ratio.</p> <p>(c) A child who turns thirteen years old permitted by chapter 110-15 WAC must be counted in both capacity and staff-to-child ratio.</p> <p>(4) A center licensee must provide qualified staff to fulfill staffing requirements, staff-to-child ratios, group size, and mixed age grouping during operating hours, including off-site activities or when transporting children in care.</p> <p>(5) In each classroom or well-defined space, the maximum group size and ratio of center staff members to children, including children related to staff or the licensee, must be:</p> <p>(a) Infants (birth through eleven months of age) with a:</p> <p>(i) Maximum group size of eight with a ratio of one staff to four children (1:4);</p> <p>(ii) Maximum group size of nine with a ratio of 1:3.</p> <p>(b) Toddlers (twelve through twenty-nine months of age) with a:</p>	<p>program license at any time except as provided in this section. All children on the premises, signed in to the school-age program, on an off-site trip from the school-age program, or being transported by the school-age program staff are counted in capacity including the children of staff.</p> <p>(a) A licensee must receive department approval to care for a child with special needs, pursuant to WAC 110-301-0300, if the child is older than the maximum age identified on the license. A child with documented special needs may be in care up to age nineteen and must be counted in capacity and staff-to-child ratio.</p> <p>(b) A child with special needs who requires individualized supervision pursuant to WAC 110-301-0300 counts toward capacity but does not count in the staff-to-child ratio.</p> <p>(c) A child who turns thirteen years old permitted by chapter 110-15 WAC must be counted in both capacity and staff-to-child ratio.</p> <p>(4) A licensee must provide qualified staff to fulfill staffing requirements, staff-to-child ratios, and group size during operating hours, including off-site activities or when transporting children in care.</p> <p>(5) In each classroom or well-defined space, the maximum group size of thirty children and ratio of 1:15 staff members to children, including children related to staff or the licensee, must be met.</p> <p>(a) Group size may exceed thirty children only for special events such as assemblies or performances.</p> <p>(6) A licensee must conduct activities for each group of children in a specific room or other defined space within a larger area.</p> <p>(7) A licensee must provide additional staff as described in WAC 110-301-0350 when children</p>	<p>(5) If an individual child with special needs requires individualized supervision, a program staff person providing individualized supervision for that child does not count in the staff-to-child ratio for the other children in care.</p> <p>WAC 110-305-5725 Groups.</p> <p>(1) The program must provide clearly defined licensed space for each group of children.</p> <p>(2) A 1:15 staff-to-child ratio must be maintained at all times.</p> <p>(3) Group size must not exceed thirty children.</p> <p>(4) Group size may exceed thirty only for brief periods of time not to exceed fifteen minutes, or for special events such as assemblies or performances.</p> <p>(5) Qualified staff must supervise each group.</p> <p>(6) The total number of children in all groups must not exceed the licensed capacity of the space.</p>
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<p>(i) Maximum group size of fourteen with a ratio of 1:7;</p> <p>(ii) Maximum group size of fifteen with a ratio of 1:5.</p> <p>(c) Preschoolers (thirty months through six years of age who are not attending kindergarten or elementary school) with a maximum group size of twenty with a ratio of 1:10; and</p> <p>(d) School-age children (five years through twelve years of age who are enrolled in or attending kindergarten or elementary school) with a maximum group size of thirty with a ratio of 1:15.</p> <p>(6) A center licensee may combine children of different age groups for periods of no more than the first two hours of the day or the last two hours of the day, not to exceed two hours in any given day, provided the staff-to-child ratio and group size designated for the youngest child in the mixed group are maintained.</p> <p>(7) Children at least five years old and enrolled in or attending kindergarten may be a part of the preschool or school-age group if developmentally appropriate and the child's parent or guardian agrees to this placement.</p> <p>(8) A center licensee must conduct activities for each group of children in a specific room or other defined space within a larger area.</p> <p>(9) A center licensee must provide additional staff as described in WAC 110-300-0350 when children are participating in water activities or activities near water.</p> <p>(10) When only one center staff is required to care for the only group of children on-site for up to an hour at the beginning or end of the day, the center licensee must ensure:</p>	<p>are participating in water activities or activities near water.</p> <p>(8) When only one staff is required to care for the only group of children on-site for up to an hour at the beginning or end of the day, the licensee must ensure:</p> <p>(a) The staff member provides an appropriate level of supervision at all times to the children in care;</p> <p>(b) The staff member is free of all other duties while providing care to children; and</p> <p>(c) A second individual with a cleared background check is on-site and readily available to respond if needed, or the department approves an alternate plan.</p>	
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<p>(a) That staff member provides an appropriate level of supervision at all times to the children in care;</p> <p>(b) That staff member is free of all other duties while providing care to children; and</p> <p>(c) A second individual with a cleared background check is on-site and readily available to respond if needed, or the department approves an alternate plan.</p>		
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What's Different? WAC 110-301-0356 School-age capacity, ratio, and group size.

- *Previous 110-305 vs Updated 110-301:* Similar rules. Updated WAC 110-301-0320 includes what information is on the license, details about what the department considers when determining capacity, and a child who turns thirteen years old permitted by chapter [110-15](#) WAC must be counted in both capacity and staff-to-child ratio, and what is required of the licensee when only one staff is required to care for the only group of children on-site for up to an hour at the beginning or end of the day; Previous 110-305 does not include these requirements. Previous 110-305 states: (4) Group size may exceed thirty only for brief periods of time not to exceed fifteen minutes, or...; Updated 110-301 does not state this.
- *110-300 vs Updated 110-301:* Similar rules. 110-300 identifies maximum group size and staff:child ratios for the different age groups found in early learning programs [see 110-301-0356(5)(a-d)(6)(7)]; Updated 110-301 does not because school-age programs do not serve early learning-aged children. Updated 110-301 states: (5)(a) Group size may exceed thirty children only for special events such as assemblies or performances; 110-300 does not state this.

Interactions and Curriculum – Program Structure and Organization

110-300 WAC	Updated School-Age 110-301 WAC	Previous School-Age 110-305 WAC
<p>WAC 110-300-0357 Center mixed age group, capacity, ratio, and group size.</p> <p>(1) A center early learning program must do the following to mix age groups of children in care (in addition to any specific requirements of this section):</p> <p>(a) Meet the square footage and staff-to-child ratio requirements for the youngest child present in the group;</p> <p>(b) Meet the health, safety, and developmental needs for all ages of children in the mixed group; and</p> <p>(c) Inform the department of the center's mixed age group policy.</p> <p>(2) A center early learning program must do the following to mix groups of children birth to</p>	<p>No rule for updated school-age WAC.</p>	<p>No Previous school-age rule.</p>

thirty-six months old with a maximum group size of eight children:

(a) Have at least two staff present with the group, consisting of one lead teacher and one other staff member qualified under this chapter; and

(b) Keep a staff-to-child ratio of 1:4.

(3) A center early learning program must do the following to mix groups of children birth to thirty-six months old with a maximum group size of nine children:

(a) Have at least three staff present with the group, consisting of one lead teacher and two other staff members qualified under this chapter; and

(b) Keep a staff-to-child ratio of 1:3.

(4) A center early learning program must do the following to mix groups of children twelve to thirty-six months old:

(a) Have at least two staff present with the group, consisting of one lead teacher and one other staff member qualified under this chapter; and

(b) Keep a staff-to-child ratio of 1:7 with a maximum group size of fourteen children.

(5) A center early learning program must do the following to mix groups of children twelve to thirty-six months old:

(a) Have at least three staff present with the group, consisting of one lead teacher and two other staff members qualified under this chapter; and

(b) Keep a staff-to-child ratio of 1:5 with a maximum group size of fifteen children.

(6) A center early learning program must do the following to mix groups of children between thirty-six months old through

<p>kindergarten with a maximum group size of twenty children:</p> <p>(a) Have at least two staff present with the group, consisting of one lead teacher and one other staff member qualified under this chapter; and</p> <p>(b) Keep a staff-to-child ratio of 1:10.</p> <p>(7) A center early learning program must do the following to mix groups of children between thirty-six months old through kindergarten with a maximum group size of twenty-six children:</p> <p>(a) Have at least three staff present with the group, consisting of one lead teacher and two other staff members qualified under this chapter; and</p> <p>(b) Keep a staff-to-child ratio of 1:10.</p> <p>(8) A center early learning program must do the following to mix groups of children four and one-half to nine years old with a maximum group size of twenty children:</p> <p>(a) Have at least two staff present with the group, consisting of one lead teacher and one other staff member qualified under this chapter; and</p> <p>(b) Keep a staff-to-child ratio of 1:10.</p> <p>(9) A center early learning program must do the following to mix groups of children four and one-half to nine years old with a maximum group size of twenty-six children:</p> <p>(a) Have at least three staff present with the group, consisting of one lead teacher and two other staff members qualified under this chapter; and</p> <p>(b) Keep a staff-to-child ratio of 1:10.</p>		
<p>What's Different?</p> <ul style="list-style-type: none"> • <i>Previous 110-305 vs Updated 110-301:</i> No difference. Neither version includes 'Center mixed age group, capacity, ratio, and group size' rule. 		

- *110-300 vs Updated 110-301*: 110-300 includes ‘Center mixed age group, capacity, ratio, and group size’ rule; Updated 110-301 does not include ‘Center mixed age group, capacity, ratio, and group size’ rule.

Interactions and Curriculum – Program Structure and Organization

110-300 WAC	Updated School-Age 110-301 WAC	Previous School-Age 110-305 WAC
<p>WAC 110-300-0360 Program and daily schedule.</p> <p>(1) An early learning provider must have an established program and daily schedule that is familiar to children.</p> <p>(2) A schedule must be designed to meet enrolled children's developmental, cultural, and special needs. The daily schedule must:</p> <p>(a) Be specific for each age group of children, when applicable;</p> <p>(b) Offer a variety of activities to meet children's needs, pursuant to WAC 110-300-0150;</p> <p>(c) Meet the following daily morning or afternoon active outdoor play time requirements:</p> <p>(i) Twenty minutes for each three hours of programming for infants (as tolerated) and toddlers;</p> <p>(ii) Thirty minutes for each three hours of programming for children preschool age and older; and</p> <p>(iii) Programs that operate more than six hours a day must provide ninety minutes of active play for preschool age and up or sixty minutes of active play for infants and toddlers (thirty minutes of which may be moderate to vigorous indoor activities).</p> <p>(d) Include scheduled and consistent times for meal service;</p> <p>(e) Include routine transportation times, if applicable;</p> <p>(f) Include rest periods, if applicable; and</p> <p>(g) Include overnight care, if applicable.</p>	<p>WAC 110-301-0360 Program and daily schedule.</p> <p>(1) A school-age provider must have an established program and daily schedule that is familiar to children.</p> <p>(2) A schedule must be designed to meet enrolled children's developmental, cultural, and special needs. The daily schedule must:</p> <p>(a) Offer a variety of activities to meet children's needs, pursuant to WAC 110-301-0150;</p> <p>(b) Meet the following daily morning or afternoon active outdoor play time requirements:</p> <p>(i) Ten minutes for each one hour of programming for children; and</p> <p>(ii) A program that operates more than six hours a day must provide ninety minutes of active play for children (thirty minutes of which may be moderate to vigorous indoor activities).</p> <p>(c) Include scheduled and consistent times for meal service; and</p> <p>(d) Include routine transportation times, if applicable; and</p> <p>(e) Include evening and overnight care, if applicable.</p>	<p>WAC 110-305-5125 Outdoor areas and daily physical activities.</p> <p>(1) Program staff must provide outdoor activities at least twenty minutes for every three hours of care unless conditions pose a health and safety risk to the children. ...</p> <p>WAC 110-305-6550 Typical daily schedule.</p> <p>(1) A typical daily schedule must be posted that includes program activities.</p> <p>(2) The typical daily schedule must include:</p> <p>(a) Hours of operation;</p> <p>(b) Types of activities, including screen time;</p> <p>(c) General timelines for activities;</p> <p>(d) Routine transportation times, if applicable;</p> <p>(e) Menus and meal service; and</p> <p>(f) Outdoor times.</p> <p>(3) Evidence of daily activities may be shared or demonstrated through:</p> <p>(a) Display;</p> <p>(b) Writing; or</p> <p>(c) A checklist.</p>

What's Different? WAC 110-301-0360 Program and daily schedule.

- *Previous 110-305 vs Updated 110-301*: Similar rules. Previous 110-305-5125(1) requires outdoor activities at least twenty minutes for every three hours of care; Updated WAC 110-301 requires daily morning or afternoon active outdoor play time requirements: (i) Ten minutes for each one hour of

programming for children; and (ii) Programs that operate more than six hours a day must provide ninety minutes of active play for children (thirty minutes of which may be moderate to vigorous indoor activities). Previous 110-305 requires a typical daily schedule to be posted; Updated 110-301 does not require a typical daily schedule to be posted.

- *110-300 vs Updated 110-301*: Same rule, except 110-300 requires the schedule to: (2)(a) be specific for each age group of children, when applicable"; Updated 110-301 does not require this because school-age programs are not required to have children in groups based on children's ages. Daily morning or afternoon active outdoor play time requirements are different in 110-300-0360(2)(c)(i-iii) and Updated 110-301-0360(2)(b)(i-ii). 110-300 requires the schedule to: (2)(f) Include rest periods, if applicable; and (2)(g) Include overnight care, if applicable; Updated 110-301 does not.