

## Negotiated Rulemaking (NRM) Draft

This document contains the resolution status of negotiated sections of WAC related to childcare and the proposed draft edits as of the final Negotiated Rulemaking (NRM) meeting on March 4, 2018. The proposed draft language is the result of the monthly NRM meetings (May 2017-March 2018) where 5 stakeholder groups, including Family Home providers, Center-Based providers, HeadStart/ECEAP providers, DEL Licensors, and Parents, have discussed and recommended edits to the language and weights.

As you review the draft, please note:

- Each section’s negotiation status is noted at the top of the section and on the topic summary table (*linked to the Table of Contents below*).
- Negotiated language is labeled with a blue heading “NRM Negotiated Language”.
- Original draft language is labeled with a purple heading “Original Language”.
- Within a section, subsections of NRM Negotiated Language is ordered numerically. Subsections of Original Language follow the NRM Negotiated language. So, while subsections of NRM Negotiated Language are always in numerical order, Original Language may appear “out of order”. This ordering and “pairing” is to allow the reader to compare the NRM Negotiated Language with the most closely associated with the Original Language.
- Original Language subsections with no associated NRM Negotiated Language are included at the end of each section.
- In February and March NRM, all participants agreed to negotiate language only and leave weights undiscussed. This is noted at each section heading and on the topic summary table.
- The NRM Negotiated Language is *draft* language. There are sections where grammar needs attention, intent is captured with incomplete sentences, or reference placeholders are still included. DEL has extensive notes regarding the technical edits requested by NRM participants to be completed.

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<b>INTENT &amp; AUTHORITY</b>		
<b>SECTION</b>	<b>TITLE</b>	<b>RESOLUTION</b>
170-300-0001	Intent & Authority	Consensus reached
170-300-0010	License required	Consensus reached
170-300-0015	Licensee Absence	Consensus Reached
170-300-0016	Inactive status – voluntary & temporary closure	Consensus reached
170-300-0020	Unlicensed programs	Consensus reached
170-300-0025	Certified and exempt programs	Consensus reached
170-300-0030	Non-discrimination	Consensus Reached

**170-300-0001 – Consensus Reached**  
**Intent and authority.**

**NRM Negotiated Language**

(1) The Department of Early Learning was established under chapter 265, Laws of 2006. Chapter 43.215 RCW establishes the department's responsibility and authority to set and enforce licensing requirements and ECEAP standards, including the authority to adopt rules to implement chapter 43.215 RCW. **Weight NA**

**Original Language**

(1) The Department of Early Learning was established under chapter 265, Laws of 2006. Chapter 43.215 RCW establishes the department's responsibility and authority to set and enforce licensing requirements and ECEAP standards, including the authority to adopt rules to implement chapter 43.215 RCW. **Weight NA**

**NRM Negotiated Language**

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

**Original Language**

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

**NRM Negotiated Language**

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

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

**Original Language**

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

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

**NRM Negotiated Language**

(4) Pursuant to this chapter, the department will periodically monitor early learning programs to determine compliance with health, safety, and these Foundational Quality Standards as well as to assess the quality of early learning programs. **Weight NA**

Original Language

(4) Pursuant to this chapter, the department will periodically monitor early learning programs to determine compliance with health, safety, and these Foundational Quality Standards as well as to assess the quality of early learning programs.

Weight NA

**170-300-0010 - Consensus Reached**  
**License required.**

**NRM Negotiated Language**

(1) An individual or entity that provides child care or early learning services for a group of children birth through twelve years of age must be licensed by the department, pursuant to RCW 43.215.250, unless exempt under RCW 43.215.010(2) and WAC 170-300-0025. **Weight NA**

**Original Language**

(1) An individual or entity that provides child care or early learning services for a group of children birth through twelve years of age must be licensed by the department, pursuant to RCW 43.215.250, unless exempt under RCW 43.215.010(2) and WAC 170-300-0025. **Weight NA**

**NRM Negotiated Language**

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

- (a) Licensing process;
- (b) Placement of a child in a licensed early learning program; or
- (c) Authorization of payment for the child in care. **Weight NA**

**Original Language**

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

- (a) Licensing process;
- (b) Placement of a child in a licensed early learning program; or
- (c) Authorization of payment for the child in care. **Weight NA**

**NRM Negotiated Language**

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

- (a) Outside the child's home on a regular and ongoing basis for one or more children not related to the licensee; or
- (b) For preschool age children for more than four hours a day.
- (c) As used in this chapter, "not related" means not any of the relatives listed in RCW 43.215.010(2)(a). **Weight NA**

**Original Language**

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

- (a) Outside the child's home on a regular and ongoing basis for one or more children not related to the licensee; or
- (b) For preschool age children for more than four hours a day.
- (c) As used in this chapter, "not related" means not any of the relatives listed in RCW 43.215.010(2)(a). **Weight NA**

#### NRM Negotiated Language

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

- (a) Used exclusively for children during the center's operating hours or when children are in care; or
- (b) Separate from the family living quarters. **Weight NA**

#### Original Language

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

- (a) Used exclusively for children during the center's operating hours or when children are in care; or
- (b) Separate from the family living quarters. **Weight NA**

**170-300-0015 Consensus Reached**  
**Licensee absence.**

**NRM Negotiated Language**

(1) In a family home early learning program, the Family Home Licensee must have a written plan in place when the Licensee plans to be absent, but the program shall remain open for the care of children. If a Family Home Licensee is gone more than 10 consecutive operating days, a written notification under this section must be submitted to the department and each child's parent or guardian at least two business days prior to the planned absence from the early learning program.

**Weight #5**

**Original Language**

(1) In a family home early learning program, the Family Home Licensee must provide written notification to the department and parents when the licensee plans to be absent, but the program shall remain open for the care of children. **Weight #5**

**NRM Negotiated Language**

(2) In a center early learning program, the Director or Assistant Director must have a written plan in place when the Director, Assistant Director, and Program Supervisor plan to be simultaneously absent, but the program remains open for the care of children. If the Director, Assistant Director, and Program Supervisor are simultaneously absent for more than ten consecutive operating days, a written notification is required under this section and must be submitted to the department and each child's parent or guardian at least two business days prior to the planned absence from the early learning program. **Weight #5**

**Original Language**

(2) In a center early learning program, the Director or Assistant Director must provide written notification to the department and parents when the Director, Assistant Director, and Program Supervisor plan to be simultaneously absent, but the program remains open for the care of children. **Weight #5**

**NRM Negotiated Language**

(3) If a program staff member to provides direct care to children is taking planned medical leave that will result in absence from the early learning program for more than three business days, they must provide notification to the Department as defined in this section at least two days before the planned absence.

- (a) Upon return to the program, the individual who was on leave must provide a medical release from their medical practitioner.

**Weight #N/A**

**NRM Negotiated Language**

(4) A written notification must include the following information to the department:

- (a) Time period of the absence
- (b) Emergency contact information for the absent early learning provider(s);

- (c) A written plan, which must be provided to the department, for program staff to follow that includes:
- (i) A staffing plan that meets child-to staff ratios;
  - (ii) Identification of a Lead Teacher to be present and in charge;
  - (iii) Early learning program staff roles and responsibilities;
  - (iv) How individual children's specialized needs will be met;
  - (v) Responsibility for meeting licensing requirements; and
  - (vi) How parents will be informed of the absence and the plan to meet their child's needs. **Weight #N/A**

#### Original Language

(3) A written notification required under this section must be submitted to the department and each child's parent or guardian at least two business days prior to the planned absence from the early learning program. Absences requiring notice are:

- (a) A vacation or travel extending beyond seven calendar days;
- (b) Outside employment during child care hours;
- (c) Regular absences scheduled during child care hours. As used in this section, "regular absence" is an absence that is planned and reoccurring, and is more than four hours duration;
- (d) Schooling or educational goals; and
- (e) Planned medical procedures that will result in absence from the early learning program for more than three business days.

**Weight #4**

#### Original Language

- (4) A written notification must include the following information to the department:
- (a) Time period of the absence, including expected outside work schedule if performing outside work;
  - (b) Emergency contact information for the absent early learning provider(s);
  - (c) A written plan, which must be approved by the department, for program staff to follow that includes:
    - (i) A staffing plan that meets child-to staff ratios;
    - (ii) Identification of a Lead Teacher to be present and in charge;
    - (iii) Early learning program staff roles and responsibilities;
    - (iv) How individual children's specialized needs will be met;
    - (v) Responsibility for meeting licensing requirements; and
    - (vi) How parents will be informed of the absence and the plan to meet their child's needs. **Weight NA**

#### NRM Negotiated Language

- (5) If a Facility Licensing Compliance Agreement (FLCA) is developed as a result of early learning program staff failing to follow licensing regulations during an absence described in this section, an early learning program must:
- (a) Retrain early learning program staff on the Foundational Quality Standards documented on the FLCA; and
  - (b) Document that the retraining occurred. **Weight NA**



Original Language

(5) If a Facility Licensing Compliance Agreement (FLCA) is developed as a result of early learning program staff failing to follow licensing regulations during an absence described in this section, an early learning program must:

- (a) Retrain early learning program staff on the Foundational Quality Standards documented on the FLCA; and
- (b) Document that the retraining occurred. **Weight NA**

**170-300-0016 – Consensus Reached**  
**Inactive status – voluntary and temporary closure.**

**NRM Negotiated Language**

(1) If a center or family home licensee plans to temporarily close their early learning program for more than 30 calendar days, and this closure is a departure from the program's regular schedule, an early learning provider must submit a notification to go on inactive status to the department at least two business days prior to the planned closure. Notifications for inactive status must include:

- (a) The date the early learning program will cease operating;
- (b) A reason why the licensee is notifying an inactive status; and
- (c) A projected date the early learning program will reopen. **Weight #1**

**Original Language**

(1) If a center or family home licensee plans to temporarily close their early learning program for more than 14 calendar days, and this closure is a departure from the program's regular schedule, an early learning provider must submit a request to go on inactive status to the department at least two business days prior to the planned closure. Requests for inactive status must include:

- (a) The date the early learning program will cease operating;
- (b) A reason why the licensee is requesting an inactive status; and
- (c) A projected date the early learning program will reopen. **Weight #1**

**NRM Negotiated Language**

(2) The requirements of this section do not apply to licensed early learning programs that have temporary closures beyond 30 calendar days as part of their regular schedule, such as programs based on the school year or seasonal occupation. **Weight NA**

**Original Language**

(2) The requirements of this section do not apply to licensed early learning programs that have temporary closures beyond 14 calendar days as part of their regular schedule, such as programs based on the school year or seasonal occupation. **Weight NA**

**NRM Negotiated Language**

(3) A licensee may not request inactive status during their first initial licensing period (six months) unless for an emergency approved by DEL. **Weight #N/A**

**Original Language**

(3) A licensee may not request inactive status during their first initial licensing period (six months). **Weight #1**

**NRM Negotiated Language**

(4) An early learning provider must inform parents the licensee plans to temporarily close their program. **Weight #1**

**Original Language**

(4) An early learning provider must inform parents the licensee plans to temporarily close their program. **Weight #1**

#### NRM Negotiated Language

(5) An early learning provider is responsible for notifying the department of changes to program status including voluntary closures, new household members or staff, or other program changes. Program status updates must also be completed in the department's electronic system. **Weight #1**

#### Original Language

(6) An early learning provider is responsible for notifying the department of changes to program status including voluntary closures, new household members or staff, or other program changes. Program status updates must also be completed in the department's electronic system. **Weight #1**

#### NRM Negotiated Language

(6) Background check rules in chapter 170-06 WAC, including allegations of child abuse or neglect, will remain in effect during inactive status. **Weight NA**

#### Original Language

(7) Background check rules in chapter 170-06 WAC, including allegations of child abuse or neglect, will remain in effect during inactive status. **Weight NA**

#### NRM Negotiated Language

(7) After receiving a notification of more than 30 days of closure or inactive request form, the department will:

- (a) Place the license on inactive status;
- (b) Close the SSPS provider number;
- (c) Inform the licensee that the license is inactive; and
- (d) Notify the following programs of the voluntary inactive status:
  - (i) Working Connections Child Care subsidy program;
  - (ii) USDA Child and Adult Care Food Program (CACFP); and
  - (iii) Early Achievers, ECEAP, Head Start, and Child Care Aware of Washington. **Weight NA**

#### Original Language

(8) After receiving a notice of closure or inactive request form, the department will:

- (a) Place the license on inactive status;
- (b) Close the SSPS provider number;
- (c) Inform the licensee that the license is inactive; and
- (d) Notify the following programs of the voluntary inactive status:
  - (i) Working Connections Child Care subsidy program;
  - (ii) USDA Child and Adult Care Food Program (CACFP); and
  - (iii) Early Achievers, ECEAP, and Child Care Aware of Washington.

**Weight NA**

#### NRM Negotiated Language

(8) A licensee is still responsible for maintaining annual compliance requirements during inactive status pursuant to [RCW 43.215.260](#). **Weight #1**

**Original Language**

(9) A licensee is still responsible for maintaining annual compliance requirements during inactive status. **Weight #1**

**NRM Negotiated Language**

(9) If inactive status exceeds six months within a twelve-month period, the department must close the license for failing to comply with RCW 43.215.260(2). The licensee must reapply for licensing pursuant to RCW 43.215.260(3). **Weight NA**

**Original Language**

(10) If inactive status exceeds six months within a twelve-month period, the department must close the license for failing to comply with RCW 43.215.260(2). The licensee must reapply for licensing pursuant to RCW 43.215.260(3). **Weight NA**

**NRM Negotiated Language**

(10) If the department attempts three monitoring visits within a three-month span prior to the monitoring due date, but the early learning provider has not been available to permit the visits, the department must attempt to contact the provider by phone while on premises during the third attempt and then may pursue enforcement actions. **Weight NA**

**Original Language**

(11) If the department attempts three monitoring visits within a three-month span prior to the monitoring due date, but the early learning provider has not been available to permit the visits, the department may pursue enforcement actions. **Weight NA**

**NRM Negotiated Language**

(11) When a licensee is ready to reopen their program after a temporary closure of 30 days, they must provide to the department written notification of intent to reopen. The department shall conduct a health and safety check of the early learning program within 10 business days of the written notification to reopen. If the early learning program is in compliance with the department's rules and regulations, the department will:

- (a) Activate the license;
- (b) Reactivate the SSPS provider number; and
- (c) Notify the Working Connections Child Care subsidy program, CACFP, Early Achievers, ECEAP, Head Start Grantee, and Child Care Aware of Washington the license was reactivated. **Weight NA**

**Original Language**

(12) When a licensee is ready to reopen their program after a temporary closure, they must provide to the department written notification of intent to reopen. The department shall conduct a health and safety check of the early learning program

within 10 business days of the written notification to reopen. If the early learning program is in compliance with the department's rules and regulations, the department will:

- (a) Activate the license;
- (b) Reactivate the SSPS provider number; and
- (c) Notify the Working Connections Child Care subsidy program, CACFP, Early Achievers, ECEAP, and Child Care Aware of Washington the license was reactivated.

**Weight NA**

#### Original Language

(5) The department may complete a site inspection of an early learning program during the inactive period to observe health and safety standards and to ensure no children are in care or receiving services. **Weight NA**

**170-300-0020 – Consensus Reached**  
**Unlicensed programs.**

**NRM Negotiated Language**

(1) If the department suspects that an individual or agency is providing unlicensed child care, the department must follow the requirements of RCW 43.215.335.

**Weight NA**

**Original Language**

(1) If the department suspects that an individual is providing unlicensed child care, the department must follow the requirements of RCW 43.215.335. **Weight NA**

**NRM Negotiated Language**

(2) If an individual wishes to obtain a license, within 30 calendar days from the date of the department's notice in subsection (1) of this section, the individual or agency must submit a written agreement on a department form stating that he or she agrees to:

- (a) Attend and participate in the next available child care licensing orientation put on by the department; and
- (b) Submit a child care licensing application after completing orientation.

**Weight #NA**

**Original Language**

(2) If an individual wishes to obtain a license, within 30 calendar days from the date of the department's notice in subsection (1) of this section, the individual must submit a written agreement on a department form stating that he or she agrees to:

- (a) Attend and participate in the next available child care licensing orientation put on by the department; and
- (b) Submit a child care licensing application after completing orientation.

**Weight #1**

**NRM Negotiated Language**

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

- (a) How to respond to the department;
- (b) How to apply for a license;
- (c) How a fine, if issued, may be suspended or withdrawn if the individual applies for a license;
- (d) That the individual has a right to request an adjudicative proceeding (hearing) if a fine is assessed; and
- (e) How to ask for a hearing, under chapter 34.05 RCW (Administrative Procedure Act), chapter 43.215 RCW, and chapter 170-03 WAC (DEL hearing rules).
- (f) Must stop providing care pursuant to RCW 43.215.335 **Weight NA**

**Original Language**

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

- (a) How to respond to the department;
- (b) How to apply for a license;
- (c) How a fine, if issued, may be suspended or withdrawn if the individual applies for a license;
- (d) That the individual has a right to request an adjudicative proceeding (hearing) if a fine is assessed; and
- (e) How to ask for a hearing, under chapter 34.05 RCW (Administrative Procedure Act), chapter 43.215 RCW, and chapter 170-03 WAC (DEL hearing rules).

Weight NA

#### NRM Negotiated Language

(4) If an individual providing unlicensed child care does not submit an agreement to obtain a license as provided in subsection (2) of this section within 30 calendar days from the date of the department's written notice, the department will post information on its web site that the individual is providing child care without a license. **Weight NA**

#### Original Language

(4) If an individual providing unlicensed child care does not submit an agreement to obtain a license as provided in subsection (2) of this section within 30 calendar days from the date of the department's written notice, the department will post information on its web site that the individual is providing child care without a license. **Weight NA**

#### NRM Negotiated Language

(5) A person providing unlicensed child care:

- (a) Shall be guilty of a misdemeanor pursuant to RCW 43.215.340
- (b) May be subject to an injunction pursuant to RCW 43.215.330. **Weight NA**

#### Original Language

(5) A person providing unlicensed child care:

- (a) Shall be guilty of a misdemeanor pursuant to RCW 43.215.340; and
- (b) May be subject to an injunction pursuant to RCW 43.215.330.

**Weight NA**

**170-300-0025 - Consensus Reached**  
**Certified and exempt programs.**

**NRM Negotiated Language**

(1) The department must not license an early learning program that is legally exempt from licensing per RCW 43.215.010(2). However, if an applicant requests it, the department will follow all licensing regulations to certify an otherwise exempt early learning program as meeting licensing and other pertinent requirements. In such a case, all licensing requirements and procedures apply equally to certification.

**Weight NA**

**Original Language**

(1) The department must not license an early learning program that is legally exempt from licensing per RCW 43.215.010(2). However, if an applicant requests it, the department will follow all licensing regulations to certify an otherwise exempt early learning program as meeting licensing and other pertinent requirements. In such a case, all licensing requirements and procedures apply equally to certification.

**Weight NA**

**NRM Negotiated Language**

(2) The department may certify an early learning program for subsidy payment without further inspection if the program is:

- (a) Licensed by an Indian tribe, band, nation, or other organized community of Indians, including an Alaska Native village as defined in 43 U.S.C. § 1602(c), recognized as eligible for services by the United States Secretary of the Interior;
- (b) Certified by the Federal Department of Defense.
- (c) Approved by the Office of Superintendent of Public Instruction (OSPI).

**Weight NA**

**Original Language**

(2) The department may certify an early learning program for subsidy payment without further investigation if the program is:

- (a) Licensed by an Indian tribe, band, nation, or other organized community of Indians, including an Alaska Native village as defined in 43 U.S.C. § 1602(c), recognized as eligible for services by the United States Secretary of the Interior;
- (b) Certified by the Federal Department of Defense.
- (c) Approved by the Office of Superintendent of Public Instruction (OSPI).

**Weight NA**

**NRM Negotiated Language**

(3) An applicant claiming an exemption must provide to the department proof that he or she qualifies for an exemption using the department's form (found at <https://del.wa.gov/providers-educators/publications-forms-and-research/licensing-forms-and-documents-providers>). **Weight NA**

**Original Language**



(3) An applicant claiming an exemption must provide to the department proof that he or she qualifies for an exemption using the department's form (found at <https://del.wa.gov/providers-educators/publications-forms-and-research/licensing-forms-and-documents-providers>). **Weight NA**

#### NRM Negotiated Language

(4) The early learning program seeking certification must be located on the premises over which the tribe, federal Department of Defense or OSPI has jurisdiction. **Weight NA**

#### Original Language

(4) The early learning program seeking certification must be located on the premises over which the tribe, federal Department of Defense or OSPI has jurisdiction. **Weight NA**

#### NRM Negotiated Language

(5) An early learning program regulated by a tribe, the federal Department of Defense or OSPI may request certification:

- (a) For subsidy payment only; or
- (b) As meeting Foundational Quality Standards of this chapter. **Weight NA**

#### Original Language

(5) An early learning program regulated by a tribe, the federal Department of Defense or OSPI may request certification:

- (a) For subsidy payment only; or
- (b) As meeting Foundational Quality Standards of this chapter. **Weight NA**

#### NRM Negotiated Language

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

- (a) Certification process;
- (b) Placement of a child in a certified program; or
- (c) Authorization of payment for the child in care. **Weight NA**

#### Original Language

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

- (a) Certification process;
- (b) Placement of a child in a certified program; or
- (c) Authorization of payment for the child in care.

**Weight NA**

**170-300-0030 Consensus Reached  
Non-Discrimination.**

**NRM Negotiated Language**

- (1) Early learning programs are defined by state and federal law as places of public accommodation that must:
- (a) Not discriminate in employment practices or client services based on race, creed, ethnicity, national origin, marital status, gender, sexual orientation, class, age, religion, or ability; and
  - (b) Comply with the requirements of the Washington Law Against Discrimination (Chapter 49.60 RCW) and the ADA.
  - (C) An early learning program must have and follow a written non-discrimination policy addressing at least the factors listed in this section.
- Weight #5**

**Original Language**

- (1) Early learning programs are defined by state and federal law as places of public accommodation that must not discriminate in employment practices or client services based on race, creed, color, national origin, marital status, gender, sexual orientation, class, age, religion, or disability. **Weight #5**

**Original Language**

- (2) An early learning program must:
- (a) Have a written non-discrimination policy addressing at least the factors listed in subsection (1) of this section; and
  - (b) Comply with the requirements of the Washington Law Against Discrimination (chapter 49.60 RCW) and the ADA. **Weight #5**

<b>CHILD OUTCOMES</b>		
<b>SECTION</b>	<b>TITLE</b>	<b>RESOLUTION</b>
170-300-0055	Developmental screening, communication to parents or guardians	Consensus Reached
170-300-0065	School readiness and family engagement activities	Consensus Reached

**170-300-0055- Consensus Reached**

**Developmental screening, communication to parents or guardians.**

**NRM Negotiated Language**

(1) An early learning provider must inform parents or guardians about the importance of developmental screenings for each child from birth through age five.

**Weight # 3**

**Original Language**

(1) An early learning provider must inform parents or guardians about the importance of developmental screenings for each child from birth through age five. A provider must keep documentation of this communication to parents in the facility records. **Weight #4**

**NRM Negotiated Language**

(2) If not conducted on site, an early learning provider must share information with parents or guardians about organizations that conduct developmental screenings such as a local business, school district, health care provider, specialist or resource listed on DEL web site. **Weight # 3**

**Original Language**

(2) An early learning provider must share information with parents or guardians about organizations that conduct developmental screenings such as a local business, school district, health care provider, or specialist. **Weight #4**

**170-300-0065 – Consensus Reached**  
**School readiness and family engagement activities.**

**NRM Negotiated Language**

(1) At least once per calendar year, an early learning provider must supply to parents or guardians kindergarten or school readiness materials. **Weight #3**

**Original Language**

(1) At least once per calendar year, an early learning provider must supply to parents or guardians kindergarten or school readiness materials. **Weight #3**

**NRM Negotiated Language**

(2) These materials must be similar to relevant material posted online by OSPI or the department or other equivalent entities such as national ECE accrediting bodies, and may address:

- (a) Kindergarten transition activities if a child is ready to transition to kindergarten; and
- (b) Developmentally appropriate local school and school district activities designed to engage families.

**Weight NA**

**Original Language**

(2) These materials must be similar to relevant material posted online by OSPI or the department, and must address:

- (a) Kindergarten transition activities if a child is ready to transition to kindergarten; and
- (b) Developmentally appropriate local school and school district activities designed to engage families. **Weight #4**

## **FAMILY ENGAGEMENT**

SECTION	TITLE	RESOLUTION
170-300-0080	Family support self-assessment	Consensus Reached
170-300-0085	Family partnerships and communication	Consensus Reached

**170-300-0080 - Consensus Reached**  
**Family support self-assessment.**

**NRM Negotiated Language**

(1) An early learning provider must assess their program within one year of being licensed, or within six months of the date this section becomes effective, to identify ways to support the families of enrolled children. A provider must complete the Strengthening Families Program Self-Assessment, or an equivalent assessment, applicable to the early learning program type (center or family home) and keep documentation of completion. **Weight #1**

**Original Language**

(1) An early learning provider must assess their program within six months of being licensed, or within six months of the date this section becomes effective, to identify ways to support the families of enrolled children. A provider must complete the Strengthening Families Program Self-Assessment, or an equivalent assessment, applicable to the early learning program type (center or family home). **Weight #1**

**Original Language**

(2) An early learning provider must keep certificates of completion from the programs listed above in their facility records, and the certificates must be reviewable by the department. **Weight #1**

**170-300-0085 - Consensus Reached**  
**Family partnerships and communication.**

**NRM Negotiated Language**

(1) An early learning provider must attempt to communicate with families to identify individual children's developmental goals. **Weight #NA**

**Original Language**

(1) An early learning provider must communicate with families to identify individual children's developmental goals. **Weight #1**

**NRM Negotiated Language**

(2) An early learning provider must determine how the program can best accommodate each child's individual characteristics, strengths, and needs. An early learning provider must attempt to communicate with each child's family, upon enrollment and annually thereafter, to obtain information about a child's developmental, behavioral, health, linguistic, cultural, social, and other relevant information.

(a) when appropriate, attempt to discuss with parents or guardians information including, but not limited to:

(i) A child's strength in areas of development, health issues, special needs, and other concerns;

(ii) Family routines or events, approaches to parenting, family beliefs, culture, language, and child rearing practices;

(iii) Internal transitions within the early learning program and transitions to external services or programs, as necessary;

(iv) Collaboration between the provider and the parent or guardian in behavior management; and

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

(c) Communicate the importance of regular attendance for the child;

(d) Upon request, attempt to give parents or guardians information regarding questions or concerns;

(e) Give families opportunities to share their language and culture in the early learning program; and

(f) Arrange a confidential time and space for individual conversations regarding children, as needed.

**Weight # 3**

**Original Language**

(3) An early learning provider must determine how the program can best accommodate each child's individual characteristics, strengths, and needs. To do this, the provider must utilize the information in subsection (2) of this section and seek input from family members and staff familiar with a child's behavior, developmental, and learning patterns. **Weight #1**



### NRM Negotiated Language

- (3) An early learning provider must:
- (a) Communicate verbally or in writing:
    - (i) Provider changes drop-off and pickup arrangements as needed; and
    - (ii) Changes in off-site activities.
  - (b) Allow parents or guardians access to their child during normal hours of operation, except as excluded by a court order. **Weight #5**

### Original Language

- (4) An early learning provider must:
- (a) Attempt to discuss with parents or guardians information including, but not limited to:
    - (i) A child's strength in areas of development, health issues, special needs, and other concerns;
    - (ii) Family routines or events, approaches to parenting, family beliefs, culture, language, and child rearing practices;
    - (iii) Internal transitions within the early learning program and transitions to external services or programs, as necessary;
    - (iv) Collaboration between the provider and the parent or guardian in behavior management; and
    - (v) A child's progress, at least two times per year.
  - (b) Communicate verbally or in writing:
    - (i) Changes in drop-off and pickup arrangements as needed; and
    - (ii) Daily activities.
  - (c) Communicate the importance of regular attendance for child;
  - (d) Give parents or guardians contact information for questions or concerns;
  - (e) Give families opportunities to share their language and culture in the early learning program;
  - (f) Arrange a confidential time and space for individual conversations regarding children, as needed; and
  - (g) Allow parents or guardians access to their child during normal hours of operation, except as excluded by a court order.

**Weight #5**

### Original Language

- (2) An early learning provider must attempt to collaborate with each child's family, upon enrollment and annually thereafter, to obtain information about a child's developmental, behavioral, health, linguistic, cultural, social, and other relevant information. **Weight #4**

PROFESSIONAL DEVELOPMENT, TRAINING AND REQUIREMENTS		
SECTION	TITLE	RESOLUTION
170-300-0100	General staff qualifications	Consensus reached on: 1-9 Weights for 1 (c) (iii-v) tabled Weights for 3, 4, 5 to mirror 1 Weight needed for subsection 8
170-300-0105	Pre-service requirements	Consensus reached
170-300-0106	Training requirements	Consensus reached
170-300-0107	In-service training	Consensus reached on language only; weights undiscussed
170-300-0108	Program-based new staff orientation	Consensus reached to eliminate
170-300-0110	Staff policies	Consensus reached to eliminate
170-300-0110	Program Based Staff Policies and Training (Combination of Section 0108 and 0110)	Consensus reached; weights not discussed in February NRM
170-300-0111	Supervision of staff	Consensus reached; weights not discussed in March NRM
170-300-0115	Staff records	Consensus reached
170-300-0120	Providing for personal, professional, and health needs of staff	Consensus reached on all language; consensus reached on weight of (1); weights for (2-5) not discussed in March NRM

**170-300-0100- Consensus reached on 1-9; Weights for Subsection 1 (c) (iii-v) tabled; Weights in subsections 3, 4, 5 to mirror Subsection 1; Weight for subsection 8 undiscussed in March**  
**General staff qualifications.**

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

### NRM Negotiated Language

\*Weight for (1) (c) (iii-iv) tabled

(1) **Family Home Early Learning Program Licensees** (or “Family Home Licensees”) work from their family home to provide early learning programming to a group of no more than 12 children present in the program at one time. **Weight NA**

(a) A Family Home Licensee must meet the following qualifications upon application:

- (i) Be at least 18 years old;
- (ii) Have a high school diploma or equivalent; **Weight NA**
- (iii) Complete the applicable pre-service requirements pursuant to WAC 170-300-0105 **Weight NA**

(b) Family Home Licensees must meet the following requirements:

(i) Family Home Licensees must have an ECE Initial Certificate, or equivalent as approved and verified in the electronic workforce registry by the department within five years of the date this section becomes effective.

(ii) Upon completion of the ECE Initial Certificate or equivalent, Family Home Licensees must complete an ECE Short Certificate or equivalent within two years, as approved and verified in the electronic workforce registry by the department.

(A) If a Family Home Licensee already has an existing ECE Initial Certificate or equivalent, the Licensee must complete an ECE Short Certificate or equivalent within five years from licensure. Five years from the date this rule takes effect, the Licensee must complete an ECE short Certificate or equivalent within three years.

(iii) Family Home Licensees must have their continued professional development progress documented annually.

**Weight #4**

(c) Family Home Licensees must:

(i) Be on site for the daily operation of the early learning program 50 percent or more of weekly operating hours or designate a person with the qualifications of Licensee to be on site when not present.; **Weight #4**

(ii) Comply with Foundational Quality Standards; **Weight #NA**

(iii) Develop a curriculum philosophy and communicate the philosophy to all early learning program staff and parents. Train staff to ensure the curriculum philosophy serves all ages of children in the early learning program; **Weight #NA**

- (iv) Have knowledge of community resources available to families, including resources for children with special needs and the ability to share these resources with families; and **Weight #1** [
- (v) Oversee early learning program staff and provide support to staff for creating and maintaining staff records in the electronic workforce registry. **Weight #1** [

### Original Language

- (1) **Family Home Early Learning Program Licensees** (or “Family Home Licensees”) work from their family home to provide early learning programming to a group of no more than 12 children. **Weight NA**
  - (a) A Family Home Licensee must meet the following qualifications:
    - (i) Be at least 18 years old;
    - (ii) Have an ECE Initial Certificate or high school diploma or equivalent, as approved and verified in the electronic workforce registry by the department, within three years of the date this section becomes effective or from being licensed;
    - (iii) Complete the applicable pre-service requirements and training pursuant to WAC 170-300-0105, 0106, and 0108. **Weight #1**
  - (b) Family Home Licensees must:
    - (i) Be dependably available for the daily operation of the early learning program 50 percent or more of weekly operating hours; **Weight #5**
    - (ii) Ensure the early learning program meets Foundational Quality Standards and is developmentally appropriate for the ages of children being served; **Weight #5**
    - (iii) Develop a curriculum philosophy and communicate the philosophy to all early learning program staff and parents. Ensure the curriculum philosophy serves all ages of children in the early learning program or designate a Lead Teacher with this responsibility; **Weight #1**
    - (iv) Have knowledge of community resources available to families, including resources for children with special needs and the ability to share these resources with families; and **Weight #1**
    - (v) Oversee early learning program staff and provide support to staff for creating and maintaining staff records in the electronic workforce registry. **Weight #1**

### NRM Negotiated Language

- (2) **Center Early Learning Program Licensees** (or “Center Licensees”) must meet the requirements of a Center Director, listed in WAC 170-300-0100(3), or hire a Center Director who meets the qualifications prior to being granted an initial license. Center Licensees who fulfill the role of Center Director in their early learning program must complete all trainings and requirements for Center Directors. **Weight #1**

### Original Language

- (2) **Center Early Learning Program Licensees** (or “Center Licensees”) must meet the requirements of a Center Director, listed in WAC 170-300-0100(3), or hire a Center Director who meets the qualifications prior to being granted an initial license. Center Licensees who fulfill the role of Center Director in their early learning program must complete all trainings and requirements for Center Directors. **Weight #1**

### NRM Negotiated Language

**\*Weights to be updated to mirror Subsection 1**

**(3) Center Directors or Assistant Directors** manage the early learning program and set appropriate program and staff expectations.

(a) The Center Director must meet the following qualifications:

- (i) Be at least 18 years old;
- (ii) Have an ECE State Certificate or equivalent as approved and verified in the electronic workforce registry by the department as follows:

(A) Center Directors working at the time this chapter becomes effective must complete an ECE State Certificate or equivalent within five years of the date this section becomes effective.

(B) Center Directors hired or promoted after this chapter becomes effective must have an ECE State Certificate or equivalent at the time of hire.

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

(iv) Complete the applicable pre-service requirements and training pursuant to WAC 170-300-0105, 0106, and 0108.

(v) If the Center Director does not meet the minimum requirements, the center must have an Assistant Director or Program Supervisor who does meet the minimum qualifications and will fulfill the requirements of a Center Director.

(vi) Center Directors must have their continued professional development progress documented annually.

(b) The Assistant Director must meet the following qualifications:

- (i) Be at least 18 years old;
- (ii) Have an ECE State Certificate or equivalent as approved and verified in the electronic workforce registry by the department as follows:

(A) Assistant Directors working at the time this chapter becomes effective must complete an ECE State Certificate or equivalent within five years of the date this section becomes effective.

(B) Assistant Directors hired or promoted after this chapter becomes effective must have an ECE State Certificate or equivalent at the time of hire.

- (iii) Have two years of experience as a school administrator or as a teacher of children in any age group(s) enrolled in the early learning program or a DEL approved plan;
  - (iv) Complete the applicable pre-service requirements and training pursuant to WAC 170-300-0105, 0106, and 0108.
  - (v) Assistant Directors must have their continued professional development progress documented annually.
- (c) The Center Director or Assistant Director or equivalent must provide the following services:
- (i) Be on site for the daily operation of the early learning program 50 percent or more of weekly operating hours up to 40 hours per week or designate a person with the qualifications of an Assistant Director or Program Supervisor or equivalent. Occasionally, a Director may act as a substitute teacher as long as it is not a regular duty which may interfere with management or supervisory responsibilities.
  - (ii) Comply with Foundational Quality Standards;
  - (iii) Ensure there is a curriculum philosophy and the philosophy has been communicated to all early learning program staff and parents. Ensure the curriculum philosophy serves all ages of children in the early learning program or designate a Program Supervisor with this responsibility; **Weight#1**
  - (iv) Have knowledge of community resources available to families, including resources for children with special needs and be able to share these resources with families; and **(N/A if weighted elsewhere)**
  - (v) Oversee early learning program staff professional development plans such as:
    - (A) Providing support to staff for creating and maintaining staff records in the electronic workforce registry;
    - (B) Setting educational goals with staff and locating or coordinating state-approved training opportunities for staff; and
    - (C) Observing and mentoring staff.**Weight #Will mirror (1)**

### Original Language

- (3) **Center Directors** or **Assistant Directors** manage the early learning program and set appropriate program and staff expectations.
- (a) The Center Director or Assistant Director must meet the following qualifications:
- (i) Be at least 18 years old;
  - (ii) Have an ECE State Certificate or equivalent, as approved and verified in the electronic workforce registry by the department, within three years of the date this section becomes effective or from being employed at any licensed early learning program or licensed;
  - (iii) Have two years of experience as a teacher of children in the age group(s) enrolled in the center and six months of experience in administration or management; and
  - (iv) Complete the applicable pre-service requirements and training

pursuant to WAC 170-300-0105, 0106, and 0108. **Weight #6**  
(b) The Center Director or Assistant Director must provide the following services:

- (i) Be dependably available for the daily operation of the early learning program 50 percent or more of weekly operating hours or designate a person with the qualifications of an Assistant Director or Program Supervisor to be on site when not present. Occasionally, a Director may act as a substitute teacher as long as it is not a regular duty which may interfere with management or supervisory responsibilities.
- (ii) Ensure the early learning program meets Foundational Quality Standards and is developmentally appropriate for the ages of children being served;
- (iii) Ensure there is a curriculum philosophy and the philosophy has been communicated to all early learning program staff and parents. Ensure the curriculum philosophy serves all ages of children in the early learning program or designate a Program Supervisor with this responsibility;
- (iv) Have knowledge of community resources available to families, including resources for children with special needs and be able to share these resources with families; and
- (v) Oversee early learning program staff professional development plans such as:
  - (A) Providing support to staff for creating and maintaining staff records in the electronic workforce registry;
  - (B) Setting educational goals with staff and locating or coordinating state-approved training opportunities for staff; and Observing and mentoring staff.

**Weight #6**

## NRM Negotiated Language

**\*Weights to be updated to mirror Subsection 1**

(4) **Center Program Supervisors** oversee planning in the early learning program under the supervision of a Center Director or Assistant Director.

(a) Program Supervisors must meet the following qualifications:

- (i) Be at least 18 years old;
- (ii) If the Director or Assistant Director has an ECE State Certificate or equivalent as approved and verified in the electronic workforce registry by the department as follows, the program supervisor must complete an ECE State Certificate or equivalent within five years of the date this section becomes effective or from the date of hire/promotion, whichever is later.
- (iii) Have at least two years of experience as a teacher of children in any age group enrolled in an early learning program; and
- (iv) Complete the applicable pre-service requirements and training pursuant to WAC 170-300-0105, 0106, and 0108.
- (v) Program supervisors must have their **continued** professional development progress documented annually.

- (b) Program Supervisors perform the following duties:
- (i) Guide the planning of curriculum philosophy, implementation, and environmental design of the early learning program; **Weight #1**
  - (ii) Comply with Foundational Quality Standards;
  - (iii) Act as a teacher or Director as long as it does not interfere with the Program Supervisor's primary responsibilities;
  - (iv) Manage the professional development plans and requirements for staff as needed; and **Weight #3**
  - (v) One person may be the Center Director, Assistant Director, and the Program Supervisor when qualified for all positions, provided that all requirements of WAC 170-300-0100(3)(a) and (b) are met. **Weight NA- Weights will mirror 1- unless otherwise noted**

### Original Language

- (2) **Center Program Supervisors** oversee planning in the early learning program under the supervision of a Center Director or Assistant Director.
- (a) Program Supervisors must meet the following qualifications:
- (i) Be at least 18 years old;
  - (ii) Have an ECE State Certificate or equivalent, as approved and verified in the electronic workforce registry by the department, within three years of the date this section becomes effective or from being employed at any licensed early learning program or licensed;
  - (iii) Have at least two years of experience as a teacher of children in the age group(s) enrolled in the center; and
  - (iv) Complete the applicable pre-service requirements and training pursuant to WAC 170-300-0105, 0106, and 0108. **Weight #5**
- (b) Program Supervisors perform the following duties:
- (i) Guide the planning of curriculum philosophy, implementation, and environmental design of the early learning program;
  - (ii) Ensure practices in the early learning program meet Foundational Quality Standards and are developmentally appropriate for the ages of children being served;
  - (iii) Supervise programs on site at least 50 percent or more of weekly operating hours without being included in the staff-to-child ratio;
  - (iv) Manage the professional development plans and requirements for staff as needed. The Program Supervisor may also perform classroom teaching duties so long as they continue to follow the requirements of subsection (b)(iii); and **Weight #5**
  - (v) One person may be both the Center Director, Assistant Director, and the Program Supervisor when qualified for both positions, provided that all requirements of WAC 170-300-0100(3)(a) and (b) are met. **Weight NA**

### NRM Negotiated Language

**\*Weights to be updated to mirror Subsection 1**

(5) **Lead Teachers** are responsible for implementing the center or family home early learning program. Lead teachers develop and provide a nurturing and responsive learning environment that meets the children's needs.



- (a) All Lead Teachers must meet the following qualifications as approved and verified in the electronic workforce registry by the department:
- (i) Be at least 18 years old;
  - (ii) Have a high school diploma or equivalent; and
  - (iii) Complete the applicable pre-service requirements and training pursuant to WAC 170-300-0105, 0106, and 0108.
- (c) Center Lead Teachers must meet the following requirements:
- (i) Center Lead Teachers must have an ECE Initial Certificate, or equivalent as approved and verified in the electronic workforce registry by the department within five years of the date this section becomes effective or five years from being employed or promoted into this position at any licensed early learning program.
  - (ii) Center Lead Teachers must progress towards an ECE Short Certificate or equivalent as approved and verified in the electronic workforce registry by the department. Center Lead Teachers hired after this chapter becomes effective must have an ECE Short Certificate after two years (seven years total) of receiving an ECE Initial Certificate or seven years from being employed or promoted into this position at any licensed early learning program.
  - (iii) Center Lead teachers must have their professional development progress documented annually.
- (d) Family Home Lead Teachers must meet the following requirements:
- (i) Family Home Lead Teachers must have an ECE Initial Certificate, or equivalent as approved and verified in the electronic workforce registry by the department within five years of the date this section becomes effective or from being employed or promoted into this position at any licensed early learning program.
  - (ii) Family Home Lead teachers must have their professional development progress documented annually.
  - (iii) Prior to being in charge of their early learning program 50 percent or more of the time, Family Home Lead Teachers meet the qualifications of the licensee and complete or be registered in orientation training pursuant to 170-300-0105(1)
  - (iv) Complete the applicable pre-service requirements and training pursuant to WAC 170-300-0105, 0106, and 0108.

**Weight #3 [mirror weights of (1)]**

### Original Language

**Lead Teachers** are responsible for implementing the center or family home early learning program.

- (a) Lead teachers must meet the following qualifications:
- (i) Be at least 18 years old;
  - (ii) Center Lead Teachers must have a minimum of an ECE State Certificate or equivalent as approved and verified in the electronic workforce registry by the department within three years of the date this section becomes effective or from being employed at any licensed early learning program;
  - (iii) Family Home Lead Teachers must have a minimum of an ECE

Initial Certificate or high school diploma or equivalent as approved and verified in the electronic workforce registry by the department within three years of the date this section becomes effective or from being employed; and

(iv) Complete the applicable pre-service requirements and training pursuant to WAC 170-300-0105, 0106, and 0108. **Weight #5**

(b) Lead Teachers perform the following duties:

(i) Be dependably available for the daily operation of a Family Home Early Learning Program when the Family Home Licensee is not present;

(ii) Promote an educational and nurturing indoor and outdoor learning environment that meets enrolled children's developmental needs; and

(iii) Lead Teachers must have the ability to respond appropriately to children's needs and communicate with parents. **Weight #5**

### NRM Negotiated Language

(6) **Assistant Teachers** work to assist a Lead Teacher or licensee in center or family home early learning programs. Assistant teachers assist Lead Teachers or Family Home Licensees to provide instructional support to children and implement developmentally appropriate programs.

(a) Assistant teachers must meet the following qualifications:

(i) Be at least 18 years old;

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

(iii) Assistant teachers must have a minimum of an ECE Initial Certificate or equivalent as approved and verified in the electronic workforce registry by the department within five years of the date this section becomes effective or from being employed or promoted to this position at any licensed early learning program;

(v) Assistant teachers must have their professional development progress documented annually.

(vi) Complete the applicable pre-service requirements and training pursuant to WAC 170-300-0105, 0106, and 0108; and

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

(A) For continuity of care, assistant teachers can act as a substitute lead teacher up to 2 weeks. If longer than 2 weeks, the provider must notify DEL with a plan to manage the classroom. **Weight #4**

### Original Language

(6) **Assistant Teachers** work to assist a Lead Teacher or licensee in center or family home early learning programs.

(a) Assistant teachers must meet the following qualifications:

(i) Be at least 18 years old;

(ii) For center early learning program, have a minimum of an ECE Initial Certificate or high school diploma or equivalent as approved and

verified in the electronic workforce registry by the department within three years of the date this section becomes effective or from being employed at any licensed early learning program;

(iii) For family home early learning program, have an ECE Initial Certificate or high school diploma or equivalent as verified and approved by the department, or be currently enrolled in high school or equivalent education program;

(iv) Assistant Teachers working in this role before this section becomes effective must obtain an ECE Initial Certificate or high school diploma or equivalent within three years of the date this section becomes effective;

(v) Complete the applicable pre-service requirements and training pursuant to WAC 170-300-0105, 0106, and 0108; and

(vi) Assistant Teachers who have an ECE Initial Certificate or high school diploma equivalent may occasionally work alone with children for short periods of time (generally 60 minutes or less). In this section, a short period of time means the time necessary to step out of a room to do program planning, talk with parents, or go to an off-site appointment. **Weight #5**

(b) Assistant Teachers perform the following duties:

(i) Assist Lead Teachers or Family Home Licensees to provide instructional support to children and implement developmentally appropriate programs; and

(ii) Be able to carry out job duties under the supervision of a Lead Teacher, Program Supervisor, Director, Assistant Director, or Family Home Licensee. **Weight #5**

### **NRM Negotiated Language**

(7) **Aides** provide classroom support to an Assistant Teacher, Lead Teacher, Program Supervisor, Center Director, Assistant Director, or Family Home Licensee. Aides must meet the following qualifications as verified and approved by the department.

(a) Be at least 14 years old;

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

(c) Complete the applicable pre-service requirements and training pursuant to WAC 170-300-0105, 0106, and 0108;

(d) Aides may be counted in the staff-to-child-ratio under the continuous supervision of a Lead Teacher, Program Supervisor, Center Director, Assistant Director, Assistant Teacher, or Family Home Licensee; And

(i) Aides working 19 hours per month or less can count towards ratio with pre-service training pursuant to WAC 170-300-0105 and without in-service training requirements pursuant to WAC 170-300-0107(1)(a).

(ii) Aides who work 20 hours or more per month with a cumulative 12 months of employment requires in-service training pursuant to WAC 170-300-0107(1)(a).

**Weight #3**

### Original Language

**Instructional Aides** provide classroom organizational support to a Lead Teacher, Program Supervisor, Center Director, Assistant Director, or Family Home Licensee.

- (a) Instructional Aides must meet the following qualifications:
  - (i) Be at least 16 years old;
  - (ii) Have a high school diploma or equivalent as verified and approved by the department, or be currently enrolled in high school or equivalent education program;
  - (iii) Complete the applicable pre-service requirements and training pursuant to WAC 170-300-0105, 0106, and 0108; and
- (b) Instructional Aides may be counted in the staff-to-child-ratio under the continuous supervision of a Lead Teacher, Program Supervisor, Center Director, Assistant Director, or Family Home Licensee. **Weight #5**

**Aides** offer support to early learning program staff in a center or home.

- (a) An Aide must meet all of the following qualifications:
  - (i) Be at least 16 years old;
  - (ii) Have a high school diploma or equivalent as verified and approved by the department, or be currently enrolled in high school or equivalent education program;
  - (iii) Complete the applicable pre-service requirements and training pursuant to WAC 170-300-0105, 0106, and 0108; and
- (b) An Aide may not be counted in staff-to-child ratio and must be under the continuous supervision of a Lead Teacher, Program Supervisor, Center Director, Assistant Director, or Family Home Licensee.  
**Weight #5**

### NRM Negotiated Language

\*Consensus reached in March NRM on intent of this subsection; no weight proposed or discussed.

(8) Other personnel who do not directly care for children not listed in subsections (1) through (7) must complete and pass background check, have a negative TB test, and complete training for bloodborne pathogens, program orientation.

### NRM Negotiated Language

**"Volunteer"** includes any person who provides labor or services to an early learning provider but is not compensated with employment or benefits. A volunteer must never have unsupervised access to a child unless the volunteer is the parent of guardian of that child, or an authorized person pursuant to WAC 170-300-0345 (1)(c). "Unsupervised access" as used here has the same meaning as in WAC 170-06-0020.

### (9) All volunteers

14 years or older

Under 18, the volunteer must have written parent or guardian permission

Must never have unsupervised access to children (except their own). Always must be under the continuous supervision of a Lead Teacher, Program Supervisor, Center Director, Assistant Director, Assistant Teacher, or Family Home Licensee.

Regular, on-going volunteer

Can count in ratio

Must have a background check

Complete the applicable pre-service requirements and training (volunteers need background check, TB test, Child abuse and neglect, emergency preparedness, safe sleep (if in infant and toddler), and food handlers if serving food, and new staff orientation)

Occasional volunteer – e.g. parent on a field trip, special guest presentation, someone coming in to help with a cultural celebration

Cannot count in ratio

Does not need a background check

Does not need to complete pre-service requirements and training

**Weight: 4**

Original Language

(9) **Volunteers** provide classroom organizational supports to a Lead Teacher in an early learning program.

(a) Volunteers must meet the following qualifications:

(i) Be at least 14 years old;

(ii) Only work under the continuous supervision of a Lead Teacher, Program Supervisor, Center Director, Assistant Director, or Family Home Licensee; and

(iii) Complete the applicable pre-service requirements and training pursuant to WAC 170-300-0105, 0106, and 0108; and

(b) Volunteers may not be counted in the staff-to-child ratio.

**Weight #5**

<b>General Staff Qualifications - WAC 170-300-0100</b>				
<b>Role</b>	<b>Age</b>	<b>Years of Experience</b>	<b>Minimum Hiring Requirement</b>	<b>Education in Proposed WAC</b>
<b>Family Home Owner</b>	18	None	High School Diploma	Initial Cert (12 credits)
<b>Family Home Lead Teacher</b>	18	None	High School Diploma	Initial Cert (12 credits)
<b>Family Home Assistant Teacher</b>	18	None	High School Diploma	Initial Cert (12 credits)
<b>Family Home Aide</b>	14	None	High School Diploma OR Enrolled	High School Diploma OR Enrolled
<b>Family Home Volunteer</b>	14	None	None Required	None
<b>Center Director</b>	18	2	Initial Certificate	State Cert (47 credits)
<b>Center Program Supervisor</b>	18	2	Initial Certificate	State Cert (47 credits)
<b>Center Lead Teacher</b>	18	None	High School Diploma	Short Cert (20 credits)
<b>Center Assistant Teacher</b>	18	None	High School Diploma	Initial Cert (12 credits)
<b>Center Aide</b>	14	None	High School Diploma OR Enrolled	High School Diploma OR Enrolled
<b>Center Volunteer</b>	14	None	None Required	None

		Education Standard WAC standard, meet WCCC or ECEAP standard	Age	Years of Experience
<b>WAC 170-300-0108 Center Early Learning Provider</b>	<b>Center Director, Assistant Director, or Program Supervisor</b> <small>(Licensees or Assistant Directors serving as Director must meet Director requirements)</small>	ECE State Certificate or equivalent	18	2
	<b>Center Lead Teacher</b>	ECE State Certificate or equivalent	18	
	<b>Center Assistant Teacher</b>	Initial Certificate or equivalent	18	
	<b>Center Instructional Aide</b>	Enrolled in high school or equivalent	16	
	<b>Center Aide</b>	Enrolled in high school or equivalent	16	
	<b>Center Volunteer</b>	Enrolled in high school or equivalent	14	
<b>Family Home (FH) Early Learning Provider</b>	<b>FH Licensee</b>	ECE Initial Certificate or equivalent	18	
	<b>FH Lead Teacher</b>	ECE Initial Certificate or equivalent	18	
	<b>FH Assistant Teacher</b>	Enrolled in high school or equivalent	18	
	<b>FH Instructional Aide</b>	Enrolled in high school or equivalent	16	
	<b>FH Aide</b>	Enrolled in high school or equivalent	16	

	FH Volunteer		14	



**170-300-0105- Consensus Reached**  
**Pre-service requirements.**

**NRM Negotiated Language**

(1) All Applicants, Co-Applicants, Family Home Licensees, Center Directors, Assistant Directors, and Program Supervisors must complete a department provided orientation for the applicable early learning program. Prior to being in charge of the early learning program 50 percent of the time or more, those newly promoted or assuming a role of one of the roles listed here must complete or be registered in orientation training. **Weight #1**

**Original Language**

(1) All Applicants, Co-Applicants, Family Home Licensees, Center Directors, Assistant Directors, Program Supervisors, and Lead Teachers in family early learning programs must complete a department provided orientation for the applicable early learning program type. **Weight #1**

**NRM Negotiated Language**

(2) Early learning providers and household members in a family home early learning program ages 14 and older must complete a department background check process, pursuant to chapter 170-06 WAC. **Weight #7**

**Original Language**

(2) Early learning providers and household members ages 14 and older must complete the department background check application, pursuant to chapter 170-06 WAC. **Weight #7**

**NRM Negotiated Language**

(3) Early learning providers, including volunteers, and household members in a family home early learning program ages 14 and over, must provide documentation signed by a licensed health care professional of tuberculosis (TB) testing or treatment consisting of:

- (a) A negative TB symptom screen and negative TB risk assessment; or
- (b) A previous positive FDA approved TB test and a current negative chest radiograph and documentation of clearance to safely work or reside in an early learning program; or
- (c) A positive symptom screening or a positive risk assessment with documentation of:

- (i) A current negative FDA approved TB test;
- (ii) A previous or current positive FDA approved TB test; and
- (iii) A current negative chest radiograph and documentation of clearance to safely work or reside in an early learning program. **Weight #6**

**Original Language**

(3) Early learning providers, including volunteers, and household members ages 14 and over, must provide documentation signed by a licensed health care professional of tuberculosis (TB) testing or treatment consisting of:

- (a) A negative TB symptom screen and negative TB risk assessment; or
- (b) A previous positive FDA approved TB test and a current negative chest radiograph and documentation of clearance to safely work or reside in an early learning program; or
- (c) A positive symptom screening or a positive risk assessment with documentation of:
  - (i) A current negative FDA approved TB test; or
  - (ii) A previous or current positive FDA approved TB test; and
  - (iii) A current negative chest radiograph and documentation of clearance to safely work or reside in an early learning program.

**Weight #6**

#### **NRM Negotiated Language**

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

#### **Original Language**

(4) Upon notification of TB exposure, early learning providers may be required to be retested for TB as directed by the local health jurisdiction. **Weight #7**

#### **Original Language**

(5) Early learning providers who will care for infants, toddlers, and non-immunized children must follow requirements of WAC 170-300-0120(4) prior to starting work in an early learning program. **Weight #6**

Role		Pre-Service Requirements - WAC 170-300-0106																										
Role	DEL Orientation	New Staff Program Orientation	PBC	TB	Child Care Basics	Recognizing and Reporting Child Abuse, Neglect and Exploitation	Emergency Preparedness	Shaken Baby/Abusive Head Trauma	Children Experiencing Homelessness	Safe Sleep	Medication Management	(BBP) Prevention of Exposure to Blood and Body Fluids	CPR/First Aid	Food Handlers														
Renewal Required?	No	No	NA	NA	No	No	No	No	No	Annually	Annually	No	Yes Prior to Expiration	Yes Prior to Expiration														
Federal Requirement? (CCDF)			Yes	Yes	Yes: Includes CCDF H&S	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes														
<b>Family Home</b> Early Learning Provider	Family Home Owner	Yes	Before working with children	Yes	Before Licensed	Completed within 3 months of start date	Completed within 3 months of start date	Before licensed	Completed within 3 months of start date	Before working with Infants or toddlers	Completed within 3 months of start date	Before licensed	Prior to giving medication to a child	Before licensed	Before working with children	Before licensed	Before working alone with children	Before serving food										
	Family Home Lead Teacher				Before working unsupervised, within 3 months of start date			Before working with Infants or toddlers				Before working with Infants or toddlers.		Before working with children														
	Family Home Assistant Teacher	If in charge 50% or more of the time			Yes for Regular Volunteers ; No if always supervised																							
	Family Home Aide																											
	Family Home Volunteer	No																										
<b>Center</b> Early Learning Provider	Center Director	Yes	Before working with children	Yes	Before Licensed	Completed within 3 months of start date	Completed within 3 months of start date	Before licensed	Completed within 3 months of start date	Before working with Infants or toddlers	Completed within 3 months of start date	Before licensed for infants or toddlers	Prior to giving medication to a child	Before licensed	Before working with children	Before working alone with children	Before serving food											
	Center Program Supervisor				Before working unsupervised, within 3 months of start date			Before working with Infants or toddlers				Before working with Infants or toddlers.		Before working with children														
	Center Lead Teacher	No																										
	Center Assistant Teacher																											

	Center Aide														
	Center Volunteer			Yes for Regular Volunteers ; No if always supervised											

## 170-300-0106 and 170-300-0107 Training Requirements and In- Service Training

Role		Prevention of Exposure to Blood and Body Fluids	Safe Sleep	CPR/First Aid	Food Handlers	Child Care Basics	Volunteer and Aides Safety Training (titles abbreviated)	Enhancing Quality of Early Learning	10 hours in-service	Leadership and Business Practice	Child Development
Renewal Required?		No	Yes Each Year	Yes Prior to Expiration	Yes Prior to Expiration	No	No	No	Annually	Yes 3 Years	Yes 3 Years
Family Home Early Learning Provider	Family Home Owner	Before licensed	Before licensed								
	Family Home Lead Teacher	Before working with children	Before working with Infants	Before working with children	Before serving food	Completed within 3 months of start date	Content included in Child Care Basics	Completed within 24 months of start date, counts as in-service	Completed annually	Completed every 3 years	Completed every 3 years
	Family Home Assistant Teacher										
	Family Home Instructional Aide										
	Family Home Aides	Not Required	Not Required	Not Required		Not Required	Reporting abuse/neglect, emergency preparedness, abusive head trauma, homelessness	Not Required	Not Required	Not Required	Not Required
	Family Home Volunteer										
Center Early Learning Provider	Center Director	Before licensed for infants or toddlers	Before licensed for infants or toddlers	Before working with children	Before serving food	Completed within 3 months of start date	Content included in Child Care Basics	Completed within 24 months of start date, counts as in-service	Completed annually	Completed every 3 years	Completed every 3 years
	Center Assistant Director										
	Center Program Supervisor										
	Center Lead Teacher	Before working with children	Before working with Infants or Toddlers								
	Center Assistant Teacher										
	Center Instructional Aide										
	Center Aides	Not Required	Not Required	Not Required		Not Required	Reporting abuse/neglect, emergency preparedness, abusive head trauma, homelessness	Not Required	Not Required	Not Required	Not Required
	Center Volunteer										

**WAC 170-300-0106- Consensus reached**  
**Training requirements.**

**NRM Negotiated Language**

(1) Early learning providers licensed, working, or volunteering in an early learning program before the date this section becomes effective must complete the applicable training requirements of this section within three months of the date this section becomes effective unless otherwise indicated. Early learning providers hired after the date this section becomes effective must complete the training requirements of subsections (5) through (11) of this section within three months of the date of hire and prior to working in an unsupervised capacity with children.

**Weight #1**

**Original Language**

(1) Early learning providers licensed, working, or volunteering in an early learning program before the date this section becomes effective must complete the applicable training requirements of this section within three months of the date this section becomes effective unless otherwise indicated. Early learning providers hired after the date this section becomes effective must complete the training requirements of subsections (5) through (11) of this section prior to working in an unsupervised capacity with children. An early learning provider must implement training skills and knowledge as soon as possible. **Weight #1**

**NRM Negotiated Language**

(2) License applicants and early learning providers must register with the electronic workforce registry prior to being granted an initial license or working with children in an unsupervised capacity. **Weight #1**

**Original Language**

(2) License applicants and early learning providers must register with the electronic workforce registry prior to being granted an initial license or working with children in an unsupervised capacity. **Weight #1**

**NRM Negotiated Language**

(3) License applicants and early learning providers must record, and update completed trainings and other applicable requirements of this chapter in the electronic workforce registry. **Weight #1**

**Original Language**

(3) License applicants and early learning providers must record, and update completed trainings and other applicable requirements of this chapter in the electronic workforce registry. **Weight #1**

**NRM Negotiated Language**

(4) License applicants, Center Directors, Assistant Directors, Program Supervisors, Lead Teachers, Assistant Teachers, and Aides must complete the department Child Care Basics training as approved or offered by DEL:

(a) Prior to being granted a license;

- (b) Prior to working unsupervised with children; or
- (c) Within three months of the date this section becomes effective if already employed or being promoted to a new role. **Weight #5**

#### Original Language

- (4) License applicants, Center Directors, Assistant Directors, Program Supervisors, Lead Teachers, Assistant Teachers, and Instructional Aides must complete the department Child Care Basics training:
  - (a) Prior to being granted a license;
  - (b) Prior to working with children; or
  - (c) Within three months of the date this section becomes effective if already employed or being promoted to a new role.

**Weight #5**

#### NRM Negotiated Language

- (5) Early learning providers must complete the department Recognizing and Reporting Suspected Child Abuse, Neglect, and Exploitation training as approved or offered by DEL according to subsection (1) of this section. Training must include the prevention of child abuse and neglect as defined in RCW 26.44.020 and mandatory reporting requirements under RCW 26.44.030. **Weight #7**

#### Original Language

- (5) Early learning providers must complete the department Recognizing and Reporting Suspected Child Abuse, Neglect, and Exploitation training according to subsection (1) of this section. Training must include the prevention of child abuse and neglect as defined in RCW 26.44.020 and mandatory reporting requirements under RCW 26.44.030. **Weight #7**

#### NRM Negotiated Language

- (6) Early learning providers must complete the department Emergency Preparedness training as approved or offered by DEL (applicable to the early learning program where they work or volunteer) according to subsection (1) of this section. **Weight #5**

#### Original Language

- (6) Early learning providers must complete the department Emergency Preparedness training (applicable to the early learning program where they work or volunteer) according to subsection (1) of this section. **Weight #5**

#### NRM Negotiated Language

- (7) Early learning providers licensed to care for infants must complete the department Prevention and Identifying Shaken Baby Syndrome/Abuse Head Trauma training or as approved or offered by DEL according to subsection (1) of this section. **Weight #6**

#### Original Language

- (7) Early learning providers licensed to care for infants must complete the department Prevention and Identifying Shaken Baby Syndrome/Abuse Head Trauma training according to subsection (1) of this section. **Weight #6**

#### NRM Negotiated Language

(8) Early learning providers must complete the department Serving Children Experiencing Homelessness training as approved or offered by DEL according to subsection (1) of this section. **Weight #5**

#### Original Language

(8) Early learning providers must complete the department Serving Children Experiencing Homelessness training according to subsection (1) of this section. **Weight #5**

#### NRM Negotiated Language

(9) License applicants and early learning providers licensed to care for infants or toddlers must complete the department Safe Sleep training as approved or offered by DEL. This training must be completed annually and:

- (a) Prior to being licensed;
- (b) Prior to working with children; or
- (c) According to subsection (1) of this section. **Weight #7**

#### Original Language

(9) License applicants and early learning providers licensed to care for infants or toddlers must complete the department Safe Sleep training. This training must be completed annually and:

- (a) Prior to being licensed;
- (b) Prior to working with children; or
- (c) According to subsection (1) of this section.

**Weight #7**

#### NRM Negotiated Language

(10) Family Home Licensees, Center Directors, Assistant Directors, Program Supervisors, and Lead Teachers must complete the Child Restraint training as approved or offered by DEL prior to being authorized by the early learning program where they work to restrain an enrolled child, or as indicated in subsection (1) of this section. **Weight #6**

#### Original Language

(10) Family Home Licensees, Center Directors, Assistant Directors, Program Supervisors, and Lead Teachers must complete the department Child Restraint training prior to being authorized by the early learning program where they work to restrain an enrolled child, or as indicated in subsection (1) of this section. **Weight #6**

#### NRM Negotiated Language

(11) Family Home Licensees, Center Directors, Assistant Directors, Program Supervisors, and Lead Teachers must complete the department Medication Management and Administration training as approved or offered by DEL prior to giving medication to an enrolled child, or as indicated in subsection (1) of this section. **Weight #6**



### Original Language

(11) Family Home Licensees, Center Directors, Assistant Directors, Program Supervisors, and Lead Teachers must complete the department Medication Management and Administration training prior to giving medication to an enrolled child, or as indicated in subsection (1) of this section. **Weight #6**

### NRM Negotiated Language

(12) Early learning providers who directly care for children must complete a Prevention of Exposure to Blood and Body Fluids training that meets Washington State Department of Labor & Industries' requirements prior to being granted a license or working with children. This training must be repeated pursuant to Washington State Department Labor and Industries regulations (found at: <http://www.lni.wa.gov/Safety/TrainingPrevention/?F=M>). **Weight #6**

### Original Language

(12) License applicants and early learning providers involved in the direct care of children must complete the current Washington State Department of Labor and Industries training on the Prevention of Exposure to Blood and Body Fluids prior to being granted a license or working with children. This training must be repeated pursuant to Washington State Department Labor and Industries regulations (found at: <http://www.lni.wa.gov/Safety/TrainingPrevention/?F=M>). **Weight #7**

### NRM Negotiated Language

(13) Early learning providers must have a current first-aid and cardiopulmonary resuscitation (CPR) certification prior to being alone with children. Early learning providers must ensure that at least one staff person with a current first aid and CPR certificate is present with each group of children at all times.

- (a) Proof of certification may be a card, certificate, or instructor letter.
- (b) The first-aid and CPR training and certification must:
  - (i) Be delivered in person and include a hands-on component for first-aid and CPR demonstrated in front of an instructor certified by the American Red Cross, American Heart Association, American Safety and Health Institute, or other nationally recognized certification program; and
  - (ii) Include infant, child, and adult CPR.

**Weight #7**

### Original Language

(13) Early learning providers involved in the direct care of children must have a current first-aid and cardiopulmonary resuscitation (CPR) certification as established by the expiration date of the document, prior to working with children. A provider subject to this requirement must renew first aid and CPR certification prior to expiration dates.

- (a) Proof of certification may be a card, certificate, or instructor letter.
- (b) The first-aid and CPR training and certification must:

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

**Weight #7**

#### **NRM Negotiated Language**

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

- (a) Be obtained online at [www.foodworkercard.wa.gov](http://www.foodworkercard.wa.gov) or through the local health jurisdiction; and
- (b) Be renewed prior to expiring.

**Weight #4**

#### **Original Language**

(14) Early learning providers involved in serving food to children at an early learning program must obtain a current Food Worker card prior to serving food. Food Worker cards must:

- (a) Be obtained online at [www.foodworkercard.wa.gov](http://www.foodworkercard.wa.gov) or through the local health jurisdiction; and
- (b) Be renewed prior to expiring. **Weight #6**

**170-300-0107- Consensus reached on language; weights undiscussed  
In-Service Training**

**NRM Negotiated Language**

- (1) Providers must complete ten(10) hours of annual in-service training after 12 months of cumulative employment.
  - (a) Family Home Licensees, Center Directors, Assistant Directors, Program Supervisors, Lead Teachers, Assistant Teachers must complete the department Enhancing Quality of Early Learning (EQEL) in-service training within 36 months of being hired in a licensed facility, unless the provider has completed an alternate training or coursework reviewed and approved by the department . EQEL hours count towards the 10 hours of in-service training required each year. **Weight #4**
  - (b) Every three years, following the completion of EQEL or DEL-approved alternative Family Home Licensees, Center Directors, Assistant Directors, and Program Supervisors, must complete a minimum of ten hours of in-service training on Child Development and a minimum of ten hours of in-service training on Leadership Practices.
    - a. Child Development Includes the following Washington State Core Competencies: Child Growth and Development, Curriculum and Learning Environment, Ongoing Measurements of Child Progress, Family and Community Partnerships, Health, Safety, and Nutrition, Interactions
    - b. Leadership Practice includes the following Washington State Core Competencies: Program Planning and Development, Professional Development and Leadership **Weight #N/A**

**Original Language**

- (1) Family Home Licensees, Center Directors, Assistant Directors, Program Supervisors, Lead Teachers, Assistant Teachers, and Instructional Aides must complete in-service training requirements of this section. An early learning provider must implement in-service training skills and knowledge as soon as possible. **Weight #4**

**NRM Negotiated Language**

- (2) In-Service may be met by completing college credit as aligned with the Washington State core competencies delivered by an institution of post-secondary education as approved by the department.

**Original Language**

- (2) The department Enhancing Quality of Early Learning (EQEL) training must be completed within 24 months of being hired in a licensed facility after completing Child Care Basics pursuant to WAC 170-300-0106. During the time the EQEL is being completed, EQEL hours count towards the 10 hours of in-service training required each year. **Weight #4**

### NRM Negotiated Language

- (3) No more than 5 hours may be carried over to the following fiscal year.  
**Weight #4**

### Original Language

- (3) In-service training (10 hours total) must be completed every 12 months based on the start date of employment after an early learning provider completes the EQEL training required in subsection (2) of this section. The department determines how many hours of the 10 hours total are required per Core Competency and how many hours are elective. In-service training:
- (a) Must include one or more of Washington State's Core Competencies for Early Care and Education;
  - (b) May be met by completing credit bearing early childhood education delivered by an institution of post-secondary education as approved by the department; and
  - (c) Hours cannot be carried over to the following year(s), 10 hours of in-service must be completed every 12 months based on the start date of employment.
- Weight NA**

### Original Language

- (4) Family Home Licensees, Center Directors, Assistant Directors and Program Supervisors must complete three of the 10 hours total in Core Competency Professional Development and Leadership each year. **Weight #1**

### Original Language

- (5) Family Home Licensees, Center Directors, Assistant Directors, and Program Supervisors must complete the Strengthening Families Program Self-Assessment or an equivalent assessment as approved by the department (applicable to the early learning program where they work) within twelve months of the date this section becomes effective if already employed or twelve months of being licensed. **Weight #1**

### Original Language

- (6) Family Home Licensees, Center Directors, Assistant Directors, Program Supervisors and Lead Teachers must complete the renewal trainings that include Business and Leadership Practices training and Child Development training. This training must be completed every three years and within twelve months of the date this section becomes effective if already employed. **Weight #1**

		<b>In-service Requirements WAC 170-300-0107</b>			
	<b>Role</b>	Enhancing Quality of Early Learning	10 hours in-service	Leadership and Business Practice	Child Development
	Renewal Required?	No	Annually	Yes 3 Years	Yes 3 Years
	Federal Requirement? (CCDF)	Some Content	Yes	Yes	Yes
<b>Family Home</b> Early Learning Provider	Family Home Owner	Completed within 24 months of start date in licensed care, counts as in-service	Completed annually	Completed every 3 years	Completed every 3 years
	Family Home Lead Teacher				
	Family Home Assistant Teacher				
	Family Home Aide				
	Family Home Volunteer				
<b>Center</b> Early Learning Provider	Center Director	Completed within 24 months of start date in licensed care, counts as in-service	Completed annually	Completed every 3 years	Completed every 3 years
	Center Program Supervisor				
	Center Lead Teacher				
	Center Assistant Teacher				
	Center Aide				
	Center Volunteer				

**170-300-0108- Consensus reached to eliminate  
Program-based new staff orientation.**

**NRM Negotiated Language- Eliminate Section**

**Original Language**

- (1) An early learning provider must develop and deliver a new staff orientation specific to the early learning program and premises. Providers must be orientated prior to working with children. **Weight #5**

**Original Language**

- (2) Orientation topics must include, but are not limited to:
- (a) Those portions of the staff handbook listed in WAC 170-300-0110(4)(f)(g);
  - (b) Chapter 43.215 RCW, Chapters 170-300 and 170-06 WAC;
  - (c) Curriculum philosophy;
  - (d) Child active supervision;
  - (e) Planned daily activities and routines;
  - (f) Developmental screening, when applicable;
  - (g) Positive behavior management;
  - (h) Child abuse and neglect prevention, detection, and reporting policies and procedures;
  - (i) Health and safety policies and procedures;
  - (j) Contagious disease recognition and prevention;
  - (k) Prevention of exposure to blood and body fluids;
  - (l) Emergency preparedness procedures;
  - (m) Special health and developmental needs of the individual child;
  - (n) Safe sleep practices when licensed to care for infants or toddlers;
  - (o) Personnel policies, when applicable;
  - (p) Equity and cultural responsiveness;
  - (q) Non-discrimination policies;
  - (r) Age and developmentally appropriate practices; and
  - (s) Child Care and Development Fund (CCDF) mandates and changes. CCDF is a federal program designed to help low-income families get high quality child care and support high quality child development services.

**Weight #5**

**170-300-0110 – Consensus Reached to eliminate Staff policies.**

**NRM Negotiated Language- Eliminate Section**

**Original Language**

(1) An early learning provider must have and follow written policies for early learning program staff. Staff policies must be reviewed and approved by the department prior to issuing a provider's initial license and when changes are made.

**Weight #1**

**Original Language**

(2) An early learning provider must train all staff and volunteers on the policies.

**Weight #6**

**Original Language**

(3) An early learning provider must document trainings and keep training records current in the individual staff files for all applicable persons. Staff files must be kept current in the electronic workforce registry. Staff names must be deleted from the electronic workforce registry when no longer employed at the early learning program. **Weight #4**

**Original Language**

- (4) Early learning program staff policies must include, but are not limited to:
- (a) All of the information in the parent or guardian handbook except fees;
  - (b) A plan for keeping staff records current in the electronic workforce registry;
  - (c) Job descriptions;
  - (d) Professional development support plan;
  - (e) Attendance, conduct, and pay benefits;
  - (f) Early learning program staff responsibilities for:
    - (i) Child supervision requirements, including preventing children's access to unlicensed space;
    - (ii) Child growth and development;
    - (iii) Age-appropriate curriculum;
    - (iv) Teacher-child interaction;
    - (v) Child protection, guidance and discipline techniques;
    - (vi) Safe sleep practices, if applicable;
    - (vii) Food service practices;
    - (viii) Off-site field trips;
    - (ix) Transporting children;
    - (x) Health, safety and sanitization procedures;
    - (xi) Medication management procedures;
    - (xii) Medical emergencies, fire, disaster and evacuation plans;
    - (xiii) Mandatory reporting of suspected child abuse, neglect, and exploitation, per RCW 26.44.020 and RCW 26.44.030;

- (xiv) Implementation of child's individual health care or special needs plan;
  - (xv) Following non-smoking, vaping, alcohol and drug regulations;
  - (xvi) Overnight care, if applicable;
  - (xvii) Religious and cultural diversity including all children and families; and
  - (xviii) Non-discrimination.
- (g) Staff responsibilities if the Family Home Licensee, Center Director, Assistant Director, or Program Supervisor is absent from the early learning program.
- (h) A plan that includes how job duties are evenly distributed and ensuring duties do not interfere with caretaking responsibilities. **Weight #5**

#### Original Language

- (5) An early learning provider must have and follow written policies requiring staff working with the same group of children to share information with each other on a daily basis regarding:
- (a) Children's health needs, allergies and medication;
  - (b) Any change in a child's daily schedule;
  - (c) Significant educational or developmental information;
  - (d) Any communications from the family; and
  - (e) Information to be shared with the family. **Weight #5**



**170-300-0110- Consensus Reached- weights not discussed**  
**(combination of 0108 and 0110)**  
**Program Based Staff Policies and Training**

**NRM Negotiated Language**

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

**NRM Negotiated Language**

- (2) Early learning program staff policies must include, but are not limited to:
- (a) All of the information in the parent or guardian handbook except fees;
  - (b) Keeping staff records current in the electronic workforce registry;
  - (c) Job descriptions, pay dates, and benefits;
  - (d) Professional development expectations and plans;
  - (e) Expectations for attendance and conduct;
  - (f) Early learning program staff responsibilities for:
    - (i) Child supervision requirements, including preventing children's access to unlicensed space;
    - (ii) Child growth and development;
    - (iii) Developmentally appropriate curriculum;
    - (iv) Teacher-child interaction;
    - (v) Child protection, guidance and discipline techniques;
    - (vi) Safe sleep practices, if applicable;
    - (vii) Food service practices;
    - (viii) Off-site field trips;
    - (ix) Transporting children;
    - (x) Health, safety and sanitization procedures;
    - (xi) Medication management procedures;
    - (xii) Medical emergencies, fire, disaster evacuation and emergency preparedness plans;
    - (xiii) Mandatory reporting of suspected child abuse, neglect, and exploitation, per RCW 26.44.020 and RCW 26.44.030 and all other reporting requirements;
    - (xiv) Implementation of child's individual health care or special needs plan;
    - (xv) Following non-smoking, vaping, alcohol and drug regulations;
    - (xvi) Overnight care, if applicable;
    - (xvii) Religious, equity and cultural responsiveness
    - (xviii) Non-discrimination
    - (xvix) Planned daily activities and routines.
  - (g) Staff responsibilities if the Family Home Licensee, Center Director, Assistant Director, or Program Supervisor is absent from the early learning program.
  - (h) A plan that includes how both administrative and child caretaking duties are met when a job requires such dual responsibilities.

- (i) Observation, evaluation, and feedback policies  
**Weight NA**

#### NRM Negotiated Language

- (3) An early learning provider must have and follow written policies requiring staff working, transitioning, or covering breaks with the same classroom or group of children to share applicable information with each other on a daily basis regarding:
  - (a) A child's health needs, allergies and medication;
  - (b) Any change in a child's daily schedule;
  - (c) Significant educational or developmental information;
  - (d) Any communications from the family; and
  - (e) Information to be shared with the family. **Weight #5**

#### NRM Negotiated Language

- (4) An early learning provider must develop, deliver, and document the delivery of early learning staff training specific to the early learning program and premises.
  - (a) Training topics must include those listed in subsection (5) of this section. Providers must be trained prior to working with children.
  - (b) Training must be updated with changes in program policies and state or federal regulations. **Weight #5**

#### NRM Negotiated Language

- (5) Training topics must include, but are not limited to:
  - (a) Staff policies and retrained as policies are updated or changed listed in (2) and (3) this section; and
  - (b) Chapter 43.215 RCW (Department of Early Learning), Chapters 170-300 (Foundational Quality Standards for Early Learning Programs) and 170-06 (Background Checks) WAC;
  - (c) Curriculum philosophy;
  - (d) Child active supervision;
  - (e) Planned daily activities and routines;
  - (f) Developmental screening, when applicable;
  - (g) Positive behavior management;
  - (h) Child abuse and neglect prevention, detection, and reporting policies and procedures;
  - (i) Health and safety policies and procedures;
  - (j) Contagious disease recognition and prevention;
  - (k) Prevention of exposure to blood and body fluids;
  - (l) Emergency preparedness procedures;
  - (m) Special health and developmental needs of the individual child;
  - (o) Personnel policies, when applicable;
  - (p) Equity and cultural responsiveness;
  - (q) Non-discrimination policies; and
  - (r) Age and developmentally appropriate practices.**Weight #NA**

**170-300-0111- Consensus reached; weights undiscussed in March NRM**  
**NRM Negotiated Language**

**Oversight of Staff**

Original Language

**Supervision of staff.**

NRM Negotiated Language

- (1) When an early learning provider oversees staff, he or she must:
- (a) Establish a work plan with clear expectations for early learning program staff;
  - (b) Be reasonably aware of what staff are doing; and
  - (c) Be available and able to respond in an emergency situation or if the need arises to protect the health and safety of children in care.

Weight #6

Original Language

- (1) When an early learning provider is supervising staff, he or she must be:
- (a) Aware of what staff are doing;
  - (b) Dependably available and able to respond if the need arises to protect the health and safety of children in care; and
  - (c) Dependably available and able to respond in an emergency situation.

Weight #6

NRM Negotiated Language

- (2) When the Family Home Licensee, Center Director, Assistant Director, Program Supervisor, Lead Teacher, or Assistant Teacher is the only supervisory staff, the Aide or Volunteer may be out of the [supervisor's] visual or auditory range when attending to personal needs on the premises. **Weight #NA**

Original Language

- (2) Assistant Teachers, Instructional Aides, Aides, and Volunteers are individuals who help in an early learning program but are supervised by the Family Home Licensee, Center Director, Assistant Director, Program Supervisor or Lead Teacher at all times. **Weight NA**

Original Language

- (3) When the Family Home Licensee, Center Director, Assistant Director, Program Supervisor, or Lead Teacher is the only supervisory staff, the Assistant Teacher, Instructional Aide, Aide, or Volunteer may be out of visual or auditory range for brief period of time while the supervisory staff attends to their personal needs on the premises. **Weight #5**

Original Language

- (4) An early learning provider must have and follow a policy for observing and evaluating early learning program staff. The purpose is to provide meaningful feedback to the provider about how well staff is performing their duties and to inform decisions regarding professional development. Observations, evaluations

and feedback must be kept confidential and in the staff member's employment file.  
**Weight #4**

**Original Language**

(5) Short, informal observations and feedback should occur at least once monthly and may be spontaneous, scheduled at the request of the staff member, done as a result of a complaint, or scheduled as part of the program's continuous quality improvement plan. **Weight #4**

**170-300-0115 – Consensus reached**  
**Staff records.**

**NRM Negotiated Language**

- (1) An early learning provider must establish a records system for themselves, household members, staff, and volunteers that meet the business needs of the early learning program. Early learning program records must be:
- (a) Verified by the Licensee, Center Director, Assistant Director, or Program Supervisor;
  - (b) Input and maintained in the electronic workforce registry; and
  - (c) Easily accessible on site or kept in the program's administrative office for department review for verification during department inspections or early learning program visits, either in the electronic workforce registry or in paper format. Paper records are not required to be kept once entered into and confirmed within the electronic workforce registry. **Weight #1**

**Original Language**

- (1) An early learning provider must establish a records system for themselves, household members, staff, and volunteers that meet the business needs of the early learning program. Early learning program records must be:
- (a) Verified by the Licensee, Center Director, Assistant Director, or Program Supervisor;
  - (b) Input and maintained in the electronic workforce registry; and
  - (c) Available on site for verification during department inspections or early learning program visits, either in the electronic workforce registry or in paper format. Paper records are not required to be kept once entered into and confirmed within the electronic workforce registry. **Weight #1**

**NRM Negotiated Language**

- (2) Early learning program records must include the following for each early learning provider working in the early learning program:
- (a) First and last name of the provider and program staff;
  - (b) Date of birth;
  - (c) Job title;
  - (d) Education and Qualifications, pursuant to WAC 170-300-0100;
  - (e) First and last day of employment;
  - (g) Proof of professional credentials, requirements, and training for each early learning staff member, pursuant to WAC 170-300-0105 through -0110;
  - (h) Documentation of all staff trainings. Staff files must be kept current in the electronic workforce registry. Staff names must be deleted from the electronic workforce registry when no longer employed at the early learning program.
- Weight #4**

**Original Language**

- (2) Early learning program records must include the following for each early learning provider and staff, including the Licensee:

- (a) First and last name of the provider and program staff; **Weight #4**
- (b) Age; **Weight #4**
- (c) Job title; **Weight #3**
- (d) Education and Qualifications; **Weight #3**
- (e) First and last day of employment; **Weight #3**
- (f) Portable Background Check Status; **Weight #5**
- (g) Current Washington State Food Worker card; **Weight #5**
- (h) TB Test results and date or follow-up documentation, as required; **Weight #5**
- (i) Washington state training registry system identification number; **Weight #4**
- (j) Child Care Basics training completion date; **Weight #4**
- (k) Proof of required training; **Weight #4**
- (l) Annual continuing education hours; **Weight #4**
- (m) Early Achievers Training, if applicable; **Weight #4**
- (n) Prevention of Exposure to Blood and Body Fluids training certification date per Chapter 296-823 WAC; **Weight #5**
- (o) Current first aid and infant, child, and adult CPR training, with a hands-on component and valid date range; and **Weight #5**
- (p) Immunization records, if applicable. **Weight #5**

(3) A Licensee, Center Director, Assistant Director, or Program Supervisor must maintain the following records for each early learning provider and staff in a confidential manner. These records must be reviewable by the department and must include at a minimum:

- (a) A copy of current government issued photo identification;
  - (b) Social Security Number or a statement that the provider does not possess one;
  - (c) Emergency contact information;
  - (d) Federal tax documents, EIN if program employs staff;
  - (e) Completed employment application;
  - (f) Professional development support plan;
  - (g) Observation and evaluation information; and
  - (h) A document confirming orientation to early learning policy and procedures.
- Weight #4**

#### NRM Negotiated Language

(3) A Licensee, Center Director, Assistant Director, or Program Supervisor must maintain the following records for each early learning provider and staff in a confidential manner. These records must be reviewable by the department and must include at a minimum:

- (a) A copy of current government issued photo identification;
- (b) Emergency contact information;
- (c) Completed employment application;
- (d) At least annually, Observation, evaluation, and feedback information; and
- (e) The Licensee's Social Security Number, Federal EIN, or a written document stating the Licensee does not possess either;

**Weight #4**

**Original Language**

(3) A Licensee, Center Director, Assistant Director, or Program Supervisor must maintain the following records for each early learning provider and staff in a confidential manner. These records must be reviewable by the department and must include at a minimum:

- (a) A copy of current government issued photo identification;
- (b) Social Security Number or a statement that the provider does not possess one;
- (c) Emergency contact information;
- (d) Federal tax documents, EIN if program employs staff;
- (e) Completed employment application;
- (f) Professional development support plan;
- (g) Observation and evaluation information; and
- (h) A document confirming orientation to early learning policy and procedures.

**Weight #4**

**NRM Negotiated Language**

Consensus to Eliminate

**Original Language**

(4) An early learning provider must meet all requirements of the Washington State Department of Labor and Industries in the filing and retention of documents.

**Weight NA**

**170-300-0120 – Consensus reached; consensus reached on weight for subsection 1; weights for subsection 2-5 undiscussed**  
**Providing for personal, professional, and health needs of staff.**

**NRM Negotiated Language**

- (1) A Licensee must provide for the personal and professional needs of staff by:
- (a) Having a secure place to store personal belongings, which is inaccessible to children;
  - (b) Having a readily accessible phone to use for emergency calls or to contact the parents of enrolled children; and
  - (c) Providing file and storage space for professional materials.

**Weight #4**

**Original Language**

- (1) A Licensee must provide for the personal and professional needs of staff by:
- (a) Having a secure and convenient place for staff to store personal belongings that is inaccessible to children;
  - (b) Having a readily accessible phone to use for emergency calls or brief conversations with the parents of enrolled children; and
  - (c) Providing file and storage space for professional materials.

**Weight #4**

**NRM Negotiated Language**

- (2) An early learning provider must be excluded from the early learning premises when that provider's illness or condition poses a risk of spreading a harmful disease or compromising the health and safety of others. See WAC 170-300-0205 for illnesses and conditions that require a staff member to be excluded. **Weight #6**

**Original Language**

- (3) A Licensee, Center Director, Assistant Director, or Program Supervisor must exclude staff, including Volunteers, from child care activities when a staff member's illness or condition poses a risk of spreading harmful diseases to others or compromises the health and safety of others. See WAC 170-300-0205 for possible illnesses and conditions that would exclude a staff member. **Weight #6**

**NRM Negotiated Language**

- (3) If a staff person has not been vaccinated, or has not shown documented immunity to a vaccine preventable disease, that person may be required by the local health jurisdiction or the department to remain off-site during an outbreak of a contagious disease described in WAC [246-110-010](#), as now and hereafter amended. **Weight NA**

**Original Language**

- (4) Program staff who take care of infants, toddlers, and non-immunized children must have documentation from a health care provider stating the staff person has been immunized for vaccine preventable diseases and follows DOH's adult immunization schedule. If a staff person has not been vaccinated or has shown documented immunity to a vaccine preventable disease, that person may be



required by the local health jurisdiction or the department to remain off-site during an outbreak of an illness defined in the current DOH Notifiable Conditions List.

**Weight #6**

#### **NRM Negotiated Language**

(4)A Licensee, Center Director, Assistant Director, or Program Supervisor must notify the department and the local health jurisdiction within 24 hours of being made aware of a program staff member being diagnosed with a contagious disease described in WAC [246-110-010](#), as now and hereafter amended. The program must follow the guidance of the local health jurisdiction to determine when the staff person can safely return. An early learning provider must follow their Health policy (WAC 170-300-0500) before readmitting the staff person into the early learning program or allowing them to participate in child care activities. **Weight #6**

#### **Original Language**

(5)A Licensee, Center Director, Assistant Director, or Program Supervisor must notify the department, DOH, or the local health jurisdiction within 24 hours of a program staff member being diagnosed with a condition listed in the current DOH Notifiable Conditions List. Unless a health care provider has provided written notification that the staff person can safely return, an early learning provider must follow its health policy (WAC 170-300-0500) before readmitting the staff person into the early learning program or allowing them to participate in child care activities. **Weight #6**

#### **NRM Negotiated Language**

(5) Pursuant to 170-300-0500, an early learning program's Health policy must include provisions for excluding or separating staff with a contagious disease described in WAC [246-110-010](#), as now and hereafter amended. **Weight NA**

#### **Original Language**

(6)An early learning program's health policy must include provisions for excluding or separating staff with a contagious disease as described in the DOH Notifiable Conditions List. **Weight #6**

#### **Original Language**

(2)A Licensee must meet Washington State Department of Labor and Industries rules including, but not limited to, required breaks, pay, and benefits. **Weight #4**

<b>ENVIRONMENT</b>		
<b>SECTION</b>	<b>TITLE</b>	<b>RESOLUTION</b>
170-300-0130	Indoor Early Learning Program Space	Consensus reached
170-300-0135	Routine Care, play, learning, relaxation, and comfort	Consensus reached
170-300-0140	Room Arrangement, child-related displays, private spaces, and belonging	Consensus reached
170-300-0145	Outdoor early learning program space	Consensus reached
170-300-0146	Outdoor early learning equipment and surfaces	Consensus reached
170-300-0147	Weather Conditions and outdoor requirements	Consensus reached
170-300-0148	Gardens in outdoor learning program space	Consensus reached
170-300-0150	Program and Activities	Consensus reached
170-300-0155	Use of television, video, and computers	Consensus reached
170-300-0160	Promoting Acceptance of diversity	Consensus reached
170-300-0165	Safety Requirements	Consensus reached
170-300-0166	Emergency Preparation and Exiting	Consensus reached
170-300-0170	Fire safety	Consensus reached
170-300-0175	Water Hazards and swimming pools	Consensus reached
170-300-0180	Meal and snack schedule	Consensus reached
170-300-0185	Menus, Milk, and food	Consensus reached
170-300-0186	Food allergies and special dietary needs	Consensus reached
170-300-0190	Parent or guardian provided food and Written Food Plan	Consensus reached
170-300-0195	Food service, equipment, and practices	Consensus reached
170-300-0196	Food sources	Consensus reached
170-300-0197	Safe food practices	Consensus reached
170-300-0198	Food preparation areas	Consensus reached
170-300-0200	Handwashing and hand sanitizer	Consensus reached
170-300-0205	Child, staff, and household member illness	Consensus reached
170-300-0210	Immunizations	Consensus reached
170-300-0211	Children exempt from immunizations	Re-written by DEL writers and combined into 0210. 0211 eliminated
170-300-0215	Managing and storing medications	Consensus reached
170-300-0220	Bathroom space and toilet training	Consensus reached
170-300-0221	Diaper changing areas and disposal	Consensus reached
170-300-0225	Pets and animals	Consensus reached
170-300-0230	First aid supplies	Consensus reached
170-300-0235	Safe water sources	Consensus reached
170-300-0236	Safe drinking water	Consensus reached
170-300-0240	Clean and healthy environments	Consensus reached
170-300-0241	Cleaning schedules	Consensus reached
170-300-0245	Laundry and equipment	Consensus reached

170-300-0250	Private septic systems	Consensus reached
170-300-0255	Pest control	Consensus reached; weights undiscussed in February NRM
170-300-0260	Storage of maintenance and janitorial supplies	Consensus reached; weight (5) undiscussed in February NRM
170-300-0265	Sleep, rest, and equipment	Consensus reached
170-300-0270	Evening and overnight care	Consensus reached; weights undiscussed in March NRM
170-300-0275	Infant and toddler care	Consensus reached
170-300-0280	Bottle preparation	Consensus reached
170-300-0281	Breast Milk	Consensus Reached
170-300-0285	Infant and toddler nutrition and feeding	Consensus reached; weight for (2) (l) undiscussed in February
170-300-0290	Infant and toddler sleep, rest, and equipment	Consensus reached
170-300-0291	Infant and toddler safe sleep practices	Consensus reached on Language Weights tabled
170-300-0295	Infant and toddler programs and activities	Consensus reached
170-300-0296	Infant and toddler development	Consensus reached

**170-300-0130-Consensus Reached**  
**Indoor early learning program space.**

**NRM Negotiated Language**

(1) Indoor early learning program space must be accessible during program operating hours. **Weight #4**

**Original Language**

(3) Indoor early learning program space includes only the space intended to be used by children in care and must be accessible during program operating hours. **Weight #4**

**NRM Negotiated Language**

(2) Early learning program space, ramps, and handrails must comply with, be accessible to, and accommodate children and adults with disabilities as required by the ADA, as now and hereafter amended. **Weight #2.**

**Original Language**

(4) Early learning program space, ramps, and handrails must comply with, be accessible to, and accommodate children and adults with disabilities as required by the ADA, as now and hereafter amended. **Weight #4**

**NRM Negotiated Language**

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

**Original Language**

(5) Early learning program space must include pathways for children to move between areas without disrupting another child's work or play. **Weight #4**

**NRM Negotiated Language**

(4) A Family Home Licensee must provide a signed and dated declaration form annually, (found at <https://del.wa.gov/providers-educators/publications-forms-and-research/licensing-forms-and-documents-providers>) if the early learning program meets any of the following requirements in unlicensed space:

- (a) Furnace area safety, or smoke or carbon monoxide detector requirements under WAC 170-300-0170(3);
- (b) Guns, weapon, or ammunition storage under WAC 170-300-0165(2)(f);
- (c) Medication storage under WAC 170-300-0215;
- (d) Refrigerator or freezer under WAC 170-300-0198; or
- (e) Storage areas that contain chemicals, utility sinks, or wet mops under WAC 170-300-0260. **Weight NA**

**Original Language**

(6) A Family Home Licensee must provide a signed and dated declaration form, (found at <https://del.wa.gov/providers-educators/publications-forms-and-research/licensing-forms-and-documents-providers>) if the early learning program meets any of the following requirements in unlicensed space:

research/licensing-forms-and-documents-providers) if the early learning program meets any of the following requirements in unlicensed space:

- (a)Furnace area safety, or smoke or carbon monoxide detector requirements under WAC 170-300-0170(3);
- (b)Guns, weapon, or ammunition storage under WAC 170-300-0165(2)(f);
- (c)Medication storage under WAC 170-300-0215;
- (d)Refrigerator or freezer under WAC 170-300-0198; or
- (e)Storage areas that contain chemicals, utility sinks, or wet mops under WAC 170-300-0260. **Weight NA**

#### Original Language

(1)Indoor center early learning program space must comply with the Washington State Building Code (chapter 19.27 RCW) and the International Building Code (chapter 51-50 WAC) which the department adopts and incorporates by reference as now or hereafter amended. **Weight #7**

#### Original Language

(2)Indoor family home early learning program space must comply with the International Residential Code (chapter 51-51 WAC) which the department adopts and incorporates by reference as now or hereafter amended. **Weight NA**

**170-300-0135- Consensus Reached**

**Routine care, play, learning, relaxation, and comfort.**

**NRM Negotiated Language**

(1) An early learning provider must have accessible and child-size or, altered and adapted in a family home, furniture and equipment in sufficient quantity for the number of children in care. Tables must not be bucket style. **Weight #4**

**Original Language**

(1) An early learning provider must have accessible and child-size furniture and equipment in sufficient quantity for the number of children in care. Tables must not be bucket style. **Weight #4**

**NRM Negotiated Language**

(2) Furniture and equipment must be:

- (a) Maintained in a safe working condition;
- (b) Developmentally and age appropriate;
- (c) Visually Inspected at least weekly for hazards, broken parts, or damage. All equipment with hazardous, broken parts, or damage must be repaired immediately or must be made inaccessible to children until repairs are made according to the manufacturer's instructions, if available;
- (d) Arranged in a way that does not interfere with other play equipment;
- (e) Installed and assembled according to manufacturer specifications. For furniture and equipment purchased after the date this section becomes effective, an early learning provider must keep manufacturer specifications, if available, on file for review by the department;
- (f) Stored in a manner to prevent injury; and
- (g) Accessible to the child's height so that he or she can find, use, and return materials independently. **Weight #5**

**Original Language**

(2) Furniture and equipment must be:

- (a) Maintained in a safe working condition;
- (b) Developmentally and age appropriate;
- (c) Inspected at least weekly for hazards, broken parts, or damage. All equipment with hazardous, broken parts, or damage must be repaired immediately or must be made inaccessible to children until repairs are made according to the manufacturer's instructions, if available;
- (d) Arranged in a way that does not interfere with other play equipment;
- (e) Installed and assembled according to manufacturer specifications. An early learning provider must keep manufacturer specifications on file for review by the department;
- (f) Stored in a manner to prevent injury; and
- (g) Accessible to the child's height so that he or she can find, use, and return materials independently. **Weight #6**

**NRM Negotiated Language**

(3) An early learning provider must provide soft furnishings in licensed space accessible to children. Soft furnishings may include, but are not limited to, carpeted areas and area rugs, upholstered furniture, cushions or large floor pillows, stuffed animals and culturally responsive soft dolls. Soft furnishings must be developmentally appropriate for the children in care. **Weight #4**

**Original Language**

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

- (a) Accessible to the children in care;
- (b) Developmentally appropriate for the children in care; and
- (c) Maintained in a clean and sanitary condition. **Weight #4**

**Original Language**

(3) Indoor handmade play structures must be maintained for safety or removed when no longer safe. The department must review and approve construction plans and a list of materials to be used to construct indoor handmade play structures before construction begins. **Weight #5**

**170-300-0140- Consensus Reached**

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

**NRM Negotiated Language**

(1) Early learning materials and equipment must be visible and reasonably accessible to children in care and must be arranged to promote and encourage independent access by children. **Weight #3**

**Original Language**

(1) Early learning materials and equipment must be visible and accessible to children in care and must be arranged to promote and encourage independent access by children. **Weight #3**

**NRM Negotiated Language**

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

**Original Language**

(2) An early learning provider must display age and developmentally appropriate early learning materials. Materials must be posted at enrolled children's eye level and related to current activities, themes, or lessons plans. **Weight #1**

**NRM Negotiated Language**

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

- (a) Allow for appropriate level of supervision; and
- (b) Include an area for children, visible to staff, and accessible to children who seek or need time alone or small group time. **Weight #4**

**Original Language**

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

- (a) Allow for appropriate supervision; and
- (b) Include an area for children, visible to staff, and accessible to children who seek or need time alone or small group time. **Weight #4**

**NRM Negotiated Language**

(4) An early learning provider must have extra clothing available for children who wet, soil, or have a need to change clothes. **Weight #1**

**Original Language**

(4) An early learning provider must have extra clothing available for children who wet, soil, or have a need to change clothes. A provider may require parents to provide their own children's extra clothing. **Weight #1**

**NRM Negotiated Language**



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

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

**Weight # 3**

#### Original Language

(5) An early learning provider must provide individual and separate storage space for each child's belongings. At a minimum, the space must be:

- (a) Accessible to the child;
- (b) Large enough and spaced sufficiently apart from other storage space to:
  - (i) Store the child's personal articles and clothing;
  - (ii) Prevent contact with the belongings of other children;
  - (iii) Prevent the spread of diseases or parasites; and
  - (iv) Promote or encourage children to organize their possessions.

**Weight #4**

#### NRM Negotiated Language

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

- (a) Be designed to allow for an appropriate level of supervision;
- (b) Allow children to move freely and be designed to allow for different types of activities at the same time (for example: blocks, puppets, language and literacy materials, art materials, clay or play dough, music and movement, or dramatic play. **Weight #4**

#### Original Language

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

- (a) Be designed to allow for appropriate supervision so no obstructions to sight such as walls, tall shelving, or tall furniture are between the children in care and the staff supervising the children; **Weight #5**
- (b) Allow children to move freely from one interest area to another (for example: blocks, puppets, language and literary materials, art materials, clay or play dough, music and movement, or dramatic play); and **Weight #5** (c) Be designed to allow for different types of activities at the same time. **Weight #1**

**170-300-0145- Consensus Reached**  
**Outdoor early learning program space.**

**NRM Negotiated Language**

(1) An early learning provider must visually inspect outdoor play areas daily to ensure outdoor program space is safe and free of hazards. **Weight #6**

**Original Language**

(1)An early learning provider must inspect outdoor play areas daily to ensure outdoor program space is safe and free of hazards. **Weight #6**

**NRM Negotiated Language**

(2) Outdoor play space must contain a minimum of 75 square feet of licensed usable space per child accessing the play space at any given time. An early learning provider may develop an alternate plan if an early learning program does not have enough outdoor play space to accommodate all enrolled children at once (for example, rotating groups of children to play outdoors or using an off-site play area). The department must approve alternate plans to use off-site play spaces.

**Weight #5**

**Original Language**

(2)Outdoor play space must contain a minimum of 75 square feet of licensed space per child accessing the play space at any given time. An early learning provider may develop an alternate plan if an early learning program does not have enough outdoor play space to accommodate all enrolled children at once (for example, rotating groups of children to play outdoors or using an off-site play area). The department must approve plans to use off-site play spaces. **Weight #5**

**NRM Negotiated Language**

(3) An early learning program must have shaded areas in outdoor play space provided by trees, buildings, or shade structures. If there are no shaded areas in outdoor play space, outdoor play must be limited to 20 minutes in weather exceeding 90 degrees Fahrenheit. **Weight #1**

**Original Language**

(4)An early learning program must have shaded areas in outdoor play space provided by trees, buildings, or shade structures. **Weight #1**

**NRM Negotiated Language**

(4) Outdoor play space must promote a variety of age and developmentally appropriate active play areas for children in care. Activities must encourage and promote both moderate and vigorous physical activity such as running, jumping, skipping, throwing, pedaling, pushing and pulling, kicking, and climbing. **Weight #1**

**NRM Negotiated Language**

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

and active supervision and take precautions to and from the licensed outdoor play space. **Weight #6**

#### Original Language

(5) Outdoor play space must promote a variety of age and developmentally appropriate active play areas for children in care. Activities must encourage and promote both moderate and vigorous physical activity such as running, jumping, skipping, throwing, pedaling, pushing and pulling, kicking, and climbing. **Weight #1**

#### Original Language

(5) Outdoor play space must promote a variety of age and developmentally appropriate active play areas for children in care. Activities must encourage and promote both moderate and vigorous physical activity such as running, jumping, skipping, throwing, pedaling, pushing and pulling, kicking, and climbing. **Weight #1**

#### NRM Negotiated Language

(6) Licensed outdoor play areas must be enclosed with a fence or barrier that is intended to prevent children from exiting and discourages climbing. If the outdoor play area is enclosed by a barrier that is not a fence, the barrier may be a wall constructed with brick, stone, or a similar material. **Weight #7**

#### Original Language

(7) Licensed outdoor play areas must be enclosed with a fence or barrier that prevents children from exiting and discourages climbing. If the outdoor play area is enclosed by a barrier that is not a fence, the barrier may be a wall constructed with brick, stone, or a similar material. **Weight #7**

#### NRM Negotiated Language

(7) Licensed outdoor play areas must be enclosed to deter people without permission from entering. **Weight #7**

#### Original Language

(8) Licensed outdoor play areas must be enclosed to prevent people without permission from entering. **Weight #7**

#### NRM Negotiated Language

(8) Fences, barriers, and gates must be in good condition, have no gap through which a sphere with a diameter of three and one-half inches can pass, and have a minimum height of 48 inches or conform to applicable local codes in height. For a fence lower than 48 inches, the provider must submit an active supervision plan to the department. **Weight #6**

#### Original Language

(9) Fences, barriers, and gates must be in good condition and conform to applicable local building codes in height and construction or have a minimum height of 48 inches and not have a gap more than three and one-half inches from the ground. **Weight #6**

#### NRM Negotiated Language

(9) The opening between a fence post and gate or fence post and building must have no gap through which a sphere with a diameter of three and one-half inches can pass. **Weight #6**

#### Original Language

(10) The opening between a fence post and gate or fence post and building must not be greater than three and one-half inches. **Weight #6**

#### NRM Negotiated Language

(10) An early learning provider must not install any wooden fence, playground structure, or furniture if it contains chromated copper arsenate (CCA), creosote or pentachlorophenol. If wooden fences, structures, and furniture are suspected of having CCA they must be tested. If CCA is present, fences, structures, and furniture must be removed or sealed with an oil-based outdoor sealant annually or as needed within six months of the date this section becomes effective. **Weight #6**

#### Original Language

(11) An early learning provider must not install any wooden fence, playground structure, or furniture if it contains chromated copper arsenate (CCA), creosote or pentachlorophenol. If wooden fences, structures, and furniture are suspected of having CCA they must be tested. If CCA is noted, fences, structures, and furniture must be removed or sealed with an oil-based outdoor sealant annually or as needed within six months of the date this section becomes effective. **Weight #6**

#### NRM Negotiated Language

(11) Within six months of the date this section becomes effective or prior to licensing, exiting mechanism on gates from a licensed outdoor play area to unlicensed space must be equipped with a self-closing and self-latching mechanism (shuts automatically when released from an individual's control). A gate that is not an emergency exit must be locked or self-closing and self-latching. **Weight #6**

#### Original Language

(12) Gates allowing access to a licensed outdoor play area must be equipped with self-closing or self-latching mechanisms (shuts automatically when released from an individual's control) within six months of the date this section becomes effective. The latch or securing device must be high enough or of a type that children cannot open. **Weight #6**

#### NRM Negotiated Language

(12) Outdoor play areas must have two exits that must not be partially or entirely blocked, with at least one being remote from the building. **Weight #5**

#### Original Language

(13) Outdoor play areas must have two exits that must not be partially or entirely blocked. At least one exit must be located away from the early learning program, and one exit may be into the early learning program space. **Weight #6**

**Original Language**

(3) "Usable space" means the areas that are available at all times for use by children in an early learning program and meets licensing requirements. **Weight NA**

**Original Language**

(6) When the licensed outdoor play space is not immediately adjacent to the early learning program site, an early learning provider must identify and use a safe route to and from the licensed outdoor play space. **Weight #6**

**170-300-0146- Consensus Reached**  
**Equipment and surfaces in outdoor early learning space.**

**NRM Negotiated Language**

(1) Playground equipment and surfacing used by an early learning provider must comply with applicable CPSC's guidelines at time of installation including, but not limited to, installing, arranging, designing, constructing, and maintaining outdoor play equipment and surfacing:

- (a) Climbing play equipment must not be placed on or above concrete, asphalt, packed soil, lumber, or similar hard surfaces;
- (b) The ground under swings and play equipment must be covered by shock absorbing materials. (Grass alone is not an acceptable) such as:

**Weight #6**

- (i) Pea gravel at least nine inches deep;
- (ii) Playground wood chips at least nine inches deep;
- (iii) Shredded recycled rubber at least six inches deep; or
- (iv) A material that has a certificate of compliance, label, or documentation stating it meets ASTM standards F1292-13 and F2223-10 as now or hereafter amended. **Weight #6**

**Original Language**

(2) Playground equipment used by an early learning provider must comply with CPSC's guidelines for playground equipment as now or hereafter amended including, but not limited to:

- (a) Climbing play equipment must not be placed on or above concrete, asphalt, packed soil, lumber, or similar hard surfaces;
- (b) The ground under swings and play equipment must be covered by a shock absorbing material. Grass alone is not an acceptable ground cover material under swings or other play equipment.

**Weight #6**

**Original Language**

(3) An early learning provider must comply with the standards in the CPSC's guidelines including, but not limited to installing, arranging, designing, constructing, and maintaining outdoor play equipment. **Weight #**

**NRM Negotiated Language**

(2) Permanently anchored outdoor play equipment must not be placed over septic tank areas or drain fields and must be installed according to the manufacturer's directions. **Weight #6**

**Original Language**

(4) Permanently anchored outdoor play equipment must not be placed over septic tank areas or drain fields and must be installed according to the manufacturer's directions. **Weight #6**

**NRM Negotiated Language**

(3) Handmade playground equipment must be maintained for safety or removed when no longer safe. Prior to construction of new handmade playground equipment, the provider must notify the department and have plans and materials list available on request. **Weight #6**

**Original Language**

(5) Handmade playground equipment must be maintained for safety or removed when no longer safe. The department must review and approve construction plans and a list of materials to be used to construct handmade playground equipment before construction begins. **Weight #6**

**NRM Negotiated Language**

(4) Bouncing equipment including, but not limited to, trampolines, rebounders and inflatable equipment must be inaccessible and locked. This requirement does not apply to bounce balls designed to be used by children individually. **Weight #7**

**Original Language**

(6) Bouncing equipment including, but not limited to, trampolines, rebounders and inflatable equipment must be inaccessible and not in early learning program space. This requirement does not apply to bounce balls designed to be used by children individually. **Weight #7**

**Original Language**

(1) An early learning provider must inspect outdoor play equipment daily to:  
(a) Ensure it is properly maintained and safe, and  
(b) Ensure unsafe equipment is removed or made inaccessible to children.  
**Weight #6**

**170-300-0147- Consensus Reached**  
**Weather conditions and outdoor requirements.**

**NRM Negotiated Language**

(1) An early learning provider must observe weather conditions and other possible hazards and take appropriate action to ensure child health and safety. Conditions that pose a health or safety risk may include, but are not limited to the following:

- (a) Heat in excess of 100 degrees Fahrenheit or pursuant to advice of the local sources;
- (b) Cold less than 20 degrees Fahrenheit, or pursuant to advice of the local sources;
- (c) Lightning storm, tornado, hurricane, or flooding if there is immediate or likely danger to children in care;
- (d) Earthquake;
- (e) Air quality emergency ordered by a local or state authority on air quality or public health;
- (f) When notified of a lockdown ordered by a public safety authority; and
- (g) Other similar incidents. **Weight #7**

**Original Language**

(1) An early learning provider must observe weather conditions and other possible hazards. The provider must not take or leave children outside if conditions exist that may pose a health or safety risk. Conditions that pose a health or safety risk include, but are not limited to the following:

- (a) Heat in excess of 100 degrees Fahrenheit or less for children under five years old, or pursuant to advice of the local sources;
- (b) Cold less than 20 degrees Fahrenheit, or pursuant to advice of the local sources;
- (c) Lightning storm, tornado, hurricane, or flooding if there is immediate or likely danger to children in care;
- (d) Earthquake;
- (e) Air quality emergency ordered by a local or state authority on air quality or public health;
- (f) Lockdown ordered by a public safety authority; and
- (g) Other similar incidents. **Weight #7**

**NRM Negotiated Language**

(2) An early learning provider must dress children for weather conditions during outdoor play time. **Weight # 5**

**Original Language**

(2) An early learning provider must appropriately dress children for weather conditions during outdoor play time. **Weight #6**



**170-300-0148- Consensus Reached**  
**Gardens in outdoor early learning program space.**

**NRM Negotiated Language**

- (1) A garden in early learning program space must:
- (a) Have safeguards in place to minimize risk of cross-contamination by animals; **Weight #5**
  - (b) Use soil free from agricultural or industrial contaminants such as lead or arsenic if gardening directly in the ground; **Weight #6**
  - (c) If gardening in raised beds, use new soil that is labeled as organic and safe for children and obtained from a gardening supply store or other retail store, or composted soil made from safe material following the Washington State University's Extension Master Gardener composting guidelines. **Weight #5**
  - (d) Use water that comes from a private well approved by the local health jurisdiction or from a public water system. An early learning provider must make water for gardens inaccessible to children if the provider uses irrigation water. **Weight #5**

**Original Language**

- (1) A garden in early learning program space must:
- (a) Have safeguards in place to minimize risk of cross-contamination by animals; **Weight #5**
  - (b) Use soil free from agricultural or industrial contaminants such as lead or arsenic if gardening directly in the ground; **Weight #6**
  - (c) Use new soil that is labeled as organic and obtained from a gardening supply store or other retail store if gardening in raised beds; and **Weight #5**
  - (d) Use water that comes from a private well approved by the local health jurisdiction or from a public water system. An early learning provider must make water for gardens inaccessible to children if the provider uses irrigation water. **Weight #5**

**NRM Negotiated Language**

- (2) Garden beds must be made of materials that will not leach chemicals into the soil including, but not limited to, wood treated with chromated copper arsenate, creosote or pentachlorophenol, reclaimed railroad ties, or tires. **Weight #6**

**Original Language**

- (2) Garden beds must be made of materials that will not leach chemicals into the soil including, but not limited to, wood treated with chromated copper arsenate, creosote or pentachlorophenol, reclaimed railroad ties, or tires. **Weight #6**

**NRM Negotiated Language**

- (3) Any herbicide or pesticide must be applied pursuant to the product manufacturer's directions. The product must not be applied while children are present. Children must not apply the product or have access to the garden during the manufacturer's prescribed waiting period following application. **Weight #7**

**Original Language**

(3) Any herbicide or pesticide must be applied pursuant to the product manufacturer's directions. The product must not be applied during program hours. Children must not apply the product or have access to the garden during the manufacturer's prescribed waiting period following application. **Weight #7**

**NRM Negotiated Language**

(4) Commonplace toxic plants or plants with poisonous leaves (for example: tomato, potato, or rhubarb) may be grown in the garden. An early learning provider must actively supervise children who are able to access a garden where commonplace toxic plants or plants with poisonous leaves are growing. **Weight #6**

**Original Language**

(4) Commonplace toxic plants or plants with poisonous leaves (for example: tomato, potato, or rhubarb) may be grown in the garden. An early learning provider must actively supervise children who are able to access a garden where commonplace toxic plants or plants with poisonous leaves are growing. **Weight #6**

## **170-300-0150 – Consensus Reached Program and activities.**

### **NRM Negotiated Language**

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

- (a) Clean;
- (b) Washable or disposable;
- (c) Allow for a range of abilities of children in care;
- (d) Available to children in care appropriate to a child's age and developmental level

#### **Weight # 4**

(e) Nonpoisonous and free of toxins. If an early learning provider is using prepackaged art materials, they must be labeled "non-toxic" and meet ASTM standard D-4236 as described in 16 C.F.R. 1500. 14(b)(8)(i) as now or hereafter amended.

- (f) In good and safe working condition;
- (g) Accommodating to special needs of children in care; and
- (h) Removed from the early learning program space once an item has been recalled by CPSC. **Weight 6**

### **Original Language**

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

- (a) Clean;
- (b) Washable or disposable;
- (c) Nonpoisonous and free of toxins;
- (d) Large enough to prevent swallowing or choking;
- (e) In good and safe working condition;
- (f) Be child-size;
- (g) Allow for a range of abilities of children in care;
- (h) Accessible to children in care at child's height so they can independently find, use, and return materials;
- (i) Accommodating to special needs of children in care; and
- (j) Removed from the premises once a provider becomes aware an item has been recalled by CPSC. **Weight #6**

### **NRM Negotiated Language**

(2) An early learning provider must ensure a sufficient quantity and variety of early learning materials and equipment to engage children in the early learning program.

The materials may include, but are not be limited to, arts and crafts materials, texture materials, construction materials, manipulative equipment and materials, music and sound materials, books, and social living equipment. Such materials and equipment must:

- (a) Encourage both active physical play and quiet play activities.
- (b) Promote imagination and creativity.
- (c) Promote language development and literacy skills.
- (d) Promote numeracy (counting and numbers) and spatial ability.
- (e) Encourage discovery and exploration.
- (f) Promote learning skills. **Weight #4**

#### Original Language

(2) An early learning provider must only use prepackaged art materials that are labeled “non-toxic” and meet ASTM standard D-4236 as described in 16 C.F.R. 1500. 14(b)(8)(i) as now or hereafter amended. This requirement does not apply to food items used as art materials, bulk paper, or items from the natural environment. **Weight #5**

#### Original Language

(3) An early learning provider must ensure a sufficient quantity and variety of early learning materials and equipment to engage children in the early learning program. The materials must include, but are not be limited to, arts and crafts materials, texture materials, construction materials, manipulative equipment and materials, music and sound materials, books, and social living equipment. Such materials and equipment must:

- (a) Encourage both active physical play and quiet play activities.
  - (i) Active play materials and equipment include, but are not limited to, toy balls, bean bags, jump ropes, hula-hoops, riding toys, and developmentally appropriate climbing equipment.
  - (ii) Quiet play materials and equipment include, but are not limited to, puzzles, writing or drawing, musical instruments and dancing scarves.
- (b) Promote imagination and creativity. For example, building blocks, sand, water, play dough, dramatic play areas, manipulatives, and art materials.
- (c) Promote language development and literacy skills. For example, interactive storybook reading, writing materials, pattern blocks, alphabet games, rhymes and songs, felt boards, and puppets.
- (d) Promote numeracy (counting and numbers) and spatial ability. For example, blocks, matching and sorting toys and cards, counting objects, nested cups, measuring and balance items, beads and bead patterns and calendar activities.
- (e) Encourage discovery and exploration. For example, collections of natural objects such as leaves, rocks, and seashells, magnifying glasses and microscopes, magnets, sink and float objects, planting seeds, aquarium with small animals or fish, and class pets.
- (f) Promote learning skills. For example, same and different activities, classifying and sorting toys, simple games to help understand rules and cooperation, blocks and accessories, and music. **Weight #4**

**170-300-0155 – Consensus Reached**  
**Use of television, video, and computers.**

If an early learning provider offers screen time to children in care:

**NRM Negotiated Language**

(1) The screen time available for each child must be educational, developmentally and age appropriate, non-violent, and culturally sensitive and should be interactive with staff. **Weight #5**

**Original Language**

(1)The screen time available for each child must be educational, developmentally and age appropriate, non-violent, and culturally sensitive; **Weight #5**

**Original Language**

(2) The screen time must be interactive. For example, staff must help children focus on the story on the screen and less on the sounds and movements. Staff must ask questions and direct children to point to pictures or talk about what is happening; **Weight #4**

**NRM Negotiated Language**

(2) Children must not be required to participate in screen time activities. Alternative activities must be provided to children in care when the television or computer is being used. **Weight #4**

**Original Language**

(3)Children must not be required to participate in screen time activities; **Weight #4**

**Original Language**

(4)Alternative activities must be provided to children in care when the television or computer is being used; **Weight #1**

**NRM Negotiated Language**

(3) Screen time must not occur during scheduled meals or snacks; **Weight #4**

**Original Language**

(5)Screen time must not occur during meals or snacks; **Weight #4**

**NRM Negotiated Language**

(4) Total screen time must not exceed 2.5 hours per week for each child over 24 months of age through preschool in full-day care (1.25 hours per child in half-day care). **Weight# 4**

**Original Language**

(6) Total screen time must not exceed one hour per day for each child over 24 months of age in full-day care (30 minutes per child in half-day care); **Weight #4**

**Original Language**

(7) For preschool children, computer use must be limited to 15 minutes per day for each child in full-day care (7 minutes per child in half-day care) unless computer use is a part of curriculum approved under this chapter; **Weight #3**

**NRM Negotiated Language**

(5) For school-age children, screen time must be limited 2.5 hours per week for each child unless computer use is required for homework or a part of curriculum. **Weight #4**

**Original Language**

(8) For school-age children, computer use must be limited to 30 minutes per day for each child unless computer use is required for homework or a part of curriculum approved under this chapter; and **Weight #4**

**NRM Negotiated Language**

(6) There must not be intentional screen time for children under 24 months of age. An infant or toddler must be redirected from an area where screen time is displayed. **Weight #4**

**Original Language**

(9) There must not be screen time for children under 24 months of age. **Weight #4**

**170-300-0160- Consensus Reached**  
**Promoting acceptance of diversity.**

**NRM Negotiated Language**

(1) An early learning provider must provide culturally and racially diverse learning opportunities. Diverse learning opportunities must be demonstrated by the provider's curriculum, activities, and materials that represent all children, families, and staff. A provider must use equipment and materials that may include, but are not limited to:

- (a) Diverse dolls, books, pictures, games, or materials that do not reinforce stereotypes;
- (b) Diverse music from many cultures in children's primary languages; and
- (c) A balance of different ethnic and cultural groups, ages, abilities, family styles, and genders.

**Weight #4**

**Original Language**

(1) An early learning provider must provide culturally and racially diverse learning opportunities. Diverse learning opportunities must be demonstrated by the provider's curriculum, activities, and materials that represent all children, families, and staff. To promote diverse learning opportunities, a provider must use the following equipment and materials in an early learning program:

- (a) Diverse dolls, books, pictures, games, or materials;
- (b) Diverse music from many cultures in children's primary languages; and
- (c) A balance of different ethnic and cultural groups, ages, abilities, family styles, and genders. **Weight #4**

**NRM Negotiated Language**

(2) Upon becoming aware, an early learning provider must intervene appropriately to stop biased behavior displayed by children or adults including, but not limited to:

- (a) Taking appropriate action when observing biased behavior such as redirecting an inappropriate conversation or inappropriate behavior;
- (b) Taking actions to be aware of situations that may involve bias and responding appropriately; and
- (c) Refusing to ignore bias.

**Weight #6**

**Original Language**

(2) An early learning provider must intervene appropriately to stop biased behavior displayed by children or adults including, but not limited to:

- (a) Refusing to ignore bias;
- (b) Being aware of situations that may involve bias and responding appropriately; and
- (c) Taking appropriate action when observing biased behavior such as redirecting an inappropriate conversation or inappropriate behavior. **Weight #6**

**#6**

**170-300-0165- Consensus Reached**  
**Safety requirements.**

**NRM Negotiated Language**

(1) An early learning provider must keep indoor and outdoor early learning program space, materials, and equipment free from hazards and in safe working condition. Equipment and toys purchased and used must be compliant with CPSC guidelines or ASTM standards as now or hereafter amended. Playground equipment and surfaces must meet the requirements of WAC 170-300-0146. **Weight N/A**

**Original Language**

(1) An early learning provider must keep indoor and outdoor early learning program space, materials, and equipment free from hazards and in safe working condition.

**Weight #7**

(a) An early learning program must purchase and use equipment and toys that are compliant with CPSC guidelines or ASTM standards as now or hereafter amended; and **Weight #3**

(b) Playground surfaces must have a certificate of compliance, label, or documentation stating they meet ASTM standards F1292-13 and F2223-10 as now or hereafter amended. **Weight #3**

**NRM Negotiated Language**

(2) An early learning provider must take measures intended to prevent hazards to children including, but not limited to:

(a) Making inaccessible to infants and toddlers any equipment, material, or objects that may pose a risk of choking, aspiration, or ingestion. For the purposes of this section, equipment, material, or objects that have a diameter or overall dimension of one and three-quarter ( $1\frac{3}{4}$ ) inches or less shall be considered items that may pose a risk of choking, aspiration, or ingestion. Small parts from larger equipment, material, or objects that have a diameter or overall dimension of one and three-quarter ( $1\frac{3}{4}$ ) inches or less, that may become detached from the larger equipment, materials, or object shall also be considered items that may pose a risk of choking, aspiration, or ingestion; **Weight #6**

(b) Eliminating and not using in the licensed space, pursuant to RCW 43.215.360, as now or hereafter amended, any window blinds or other window coverings with pull cords or inner cords capable of forming a loop and posing risk of strangulation to children;

(i) Window blinds and other window coverings that have been manufactured or properly retrofitted in a manner that eliminates the formation of loops posing a risk of strangulation are allowed;

(ii) A window covering must not be secured to the frame of a window or door used as an emergency exit in a way that would prevent the window or door from opening easily.

**Weight #7**



- (c) Making inaccessible to children straps, strings, cords, wires, or similar items capable of forming a loop around a child's neck that are not being used for an appropriate level of supervised activity; **Weight #5**
- (d) Making inaccessible to children plastic bags and other suffocation hazards; **Weight #7**
- (e) Making inaccessible to children poisons, chemicals, toxins, or any product labeled "Keep out of reach of children"; **Weight #N/A**
- (f) Ensuring firearms, guns, weapons, and/or ammunition are not in the premises of a center early learning program. Firearms, guns, weapons, and ammunition on the licensed space of a family home early learning program must be stored in a locked gun safe or locked room inaccessible to children. If stored in a locked room, each gun must be stored unloaded and with a trigger lock or other disabling device. The locked room must be inaccessible to children at all times; and **Weight #8**
- (g) Preventing children from attempting to walk or go through a glass door, window, or other glass barrier, there must be stickers or art work placed at child's eye level on the glass. **Weight #3**
- (h) Cribs, play pens, bassinets, infant beds, and indoor climbing structures must not be placed next to windows, to prevent harm from shattered glass, unless the window is made of safety glass. **Weight #6**

### Original Language

(2) An early learning provider must prevent hazards to children including, but not limited to:

- (a) Making inaccessible to infants and toddlers any equipment, material, or objects that may pose a risk of choking, aspiration, or ingestion. For the purposes of this section, equipment, material, or objects that have a diameter or total size of one and three-quarter ( $1 \frac{3}{4}$ ) inches or less shall be considered items that may pose a risk of choking, aspiration, or ingestion. Small parts from larger equipment, material, or objects that have a diameter or total size of one and three-quarter ( $1 \frac{3}{4}$ ) inches or less, that may become detached from the larger equipment, materials, or object shall also be considered items that may pose a risk of choking, aspiration, or ingestion;
- (b) Eliminating and not using in the premises, pursuant to RCW 43.215.360, as now or hereafter amended, any window blinds or other window coverings with pull cords or inner cords capable of forming a loop and posing risk of strangulation to children;
  - (i) Window blinds and other window coverings that have been manufactured or properly retrofitted in a manner that eliminates the formation of loops posing a risk of strangulation are allowed;
  - (ii) A window covering must not be secured to the frame of a window or door used as an emergency exit in a way that would prevent the window or door from opening easily.
- (c) Making inaccessible to children straps, strings, cords, wires, or similar items capable of forming a loop around a child's neck. Activities using string, yarn, jump ropes, or other similar items must be supervised at all times;
- (d) Making inaccessible to children plastic bags and other suffocation hazards;

- (e) Making inaccessible to children poisons, chemicals, toxins, or any product labeled “Keep out of reach of children”;
- (f) Ensuring firearms, guns, weapons, or ammunition are not on the premises of a center early learning program. Firearms, guns, weapons, and ammunition on the premises of a family home early learning program must be stored in a locked gun safe or locked room inaccessible to children. If stored in a locked room, each gun must be stored unloaded and with a trigger lock or other disabling device. The locked room must be inaccessible to children at all times; and
- (g) Preventing children from attempting to walk or go through a glass door, window, or other glass barrier, there must be stickers or art work placed at child’s eye level on the glass. Cribs, play pens, bassinets, infant beds, and indoor climbing structures must not be placed next to windows unless the window is made of safety glass. **Weight #8**

### NRM Negotiated Language

- (3) An early learning provider must take measures intended to prevent other hazards to children in care in early learning program space including, but not limited to:
- (a) **Cuts, abrasions, and punctures.** Equipment, materials, and other objects on the premises that have splintered edges, sharp edges, points, protruding nails, bolts, or other dangers must be repaired, removed, or made inaccessible to children; **Weight #5**
  - (b) **Burns.** Equipment, materials, or products that may be hot enough to injure a child must be made inaccessible to children; **Weight #7**
  - (c) **Sheering, crushing, or pinching.** Broken or cracked equipment, materials, and objects must be repaired, removed, or made inaccessible to children; **Weight #5**
  - (d) **Entrapment.** Freezers, refrigerators, washers, dryers, compost bins, and other entrapment dangers must be inaccessible to children unless being actively supervised; **Weight #6**
  - (e) **Tripping.** tripping hazards must be eliminated. Uneven walkways, damaged flooring or carpeting, or other tripping hazards must be removed or repaired; **Weight #4**
  - (f) **Falling objects.** Large objects capable of tipping must be securely attached. Large objects include, but are not limited to, televisions, dressers, bookshelves, wall cabinets, sideboards or hutches, and wall units; and **Weight #6**
  - (g) **Equipment in poor condition.** Equipment in poor condition must be repaired, removed, or made inaccessible to children. **Weight #4**

### Original Language

- (3) An early learning provider must prevent other hazards to children in care in early learning program space including, but not limited to:
- (a) **Cuts, abrasions, and punctures.** Equipment, materials, and other objects on the premises that have sharp edges, points, corners, protruding nails, bolts, or other dangers must be repaired, removed, or made inaccessible to children;

- (b) Burns. Equipment, materials, or products that may be hot enough to injure a child must be made inaccessible to children;
- (c) Sheering, crushing, or pinching. Broken or cracked equipment, materials, and objects must be repaired, removed, or made inaccessible to children;
- (d) Splinters. All equipment, materials, and objects made of wood or material that splinters must be sanded and sealed;
- (e) Entrapment. Freezers, refrigerators, washers, dryers, compost bins, and other entrapment dangers must be inaccessible to children;
- (f) Tripping. Cables, wires, ropes, and chains must not be a tripping hazard and must be inaccessible to children. Uneven walkways, damaged flooring or carpeting, or other tripping hazards are prohibited;
- (g) Falling objects. Large objects must be securely attached to the premises. Large objects include, but are not limited to, televisions, dressers, bookshelves, wall cabinets, sideboards or hutches, and wall units; and
- (h) Equipment in poor condition. Equipment with loose parts, rusty parts, flaking paint, or other dangers must be repaired, removed, or made inaccessible to children.

**Weight #8**

#### **NRM Negotiated Language**

(4) To ensure a safe environment for children in care, an early learning provider must comply with the following requirements:

(a) **Indoor temperatures for the premises.**

(i) The indoor temperature for the early learning licensed space must not be less than 65 degrees Fahrenheit or greater than 82 degrees Fahrenheit; and

(ii) Fans, air conditioner or cross ventilation must be used in licensed space when the indoor temperature exceeds 82 degrees Fahrenheit.

Fans and air conditioners must be inaccessible to children. **Weight #4**

(b) **Window openings.** Windows within the reach of children must only open up to three and one-half inches or have some barrier or preventative measure to discourage children exiting through the window. The three and one-half inch opening does not apply to a family home early learning program when a window is utilized as an exit window. **Weight #5**

(c) **Licensed Space lighting.** All areas of an early learning program licensed space must have natural or artificial light that provides appropriate illumination for early learning program activities and supervision. A provider must comply with all light fixture manufacturer's installation and use requirements. A provider must also ensure compliance with the following requirements:

- (i) Light fixtures must have shatter-resistant covers or light bulbs;
- (ii) Lights or light fixtures used indoors must be designed for indoor use only;
- (iii) Free standing lamps must be attached or secured to prevent tipping; and
- (iv) Halogen lamps and bulbs are prohibited.

**Weight #5**

(d) **Safe noise levels.** Noise levels must be maintained at a level in which a normal conversation may occur. **Weight #3**

(e) **Safe water temperature.** All water accessible to children must not be hotter than 120 degrees Fahrenheit. **Weight #7**

(f) **Stairway safety.**

(i) All stairways (indoor and outdoor) must have natural or artificial light that provides sufficient illumination to safely use the stairway;

(ii) There must not be clutter or obstructions in the stairway;

(iii) All stairways (indoor and outdoor), not including play structures, must meet local building codes pursuant to RCW 43.215.308. Open stairways with no walls on either side must have handrails with slats (balusters) that prevent a child from falling off either side of the stairway. For stairways with a wall on only one side, there must be a handrail with slats (balusters) on the side without the wall that prevents a child from falling off the stairway. For stairways with a wall on both sides, there must be at least one side of the stairway that has a handrail no higher than 38 inches; and

(iv) Stairways must have a pressure gate, safety gate or, door to keep stairs inaccessible to infants and toddlers when not in use. Openings between slats on pressure or safety gates must not be larger than three and one-half inches in any direction (a 3-1/2" sphere). **Weight #7**

(g) **Platforms and decks.** All platforms and decks used for child care activities must meet local building codes pursuant to RCW 43.215.308 within six months of the date this section becomes effective. This does not include play equipment. All platforms and decks with a drop zone of more than 18 inches must have guardrails in sections without steps. **Weight #7**

### Original Language

(4) To ensure a safe environment for children in care, an early learning provider must comply with the following requirements:

(a) Indoor temperatures for the premises.

(i) The indoor temperature for the early learning premises must not be less than 65 degrees Fahrenheit or greater than 82 degrees Fahrenheit; and

(ii) Fans, air conditioner or cross ventilation must be used in licensed space when the indoor temperature exceeds 82 degrees Fahrenheit. Fans and air conditioners must be inaccessible to children.

(b) Windows screens and openings. All windows designed to be opened and within the reach of children must have screens. Windows within the reach of children must only open up to three and one-half inches. The three and one-half inch opening does not apply to a family home early learning program when a window is utilized as an exit window.

(c) Premises lighting. All areas of an early learning program premises must have natural or artificial light that provides appropriate illumination for early learning program activities and supervision. A provider must comply with all light fixture manufacturer's installation and use requirements. A provider must also ensure compliance with the following requirements:

(i) Light fixtures must have shatter-resistant covers or light bulbs;

- (ii) Lights or light fixtures used indoors must be designed for indoor use only;
  - (iii) Free standing lamps and table lamps must be attached or secured to the floor or a table to prevent tipping; and
  - (iv) Halogen lamps and bulbs are prohibited.
- (d) Safe noise levels. Noise levels must be maintained at a level in which a normal conversation may occur.
- (e) Safe water temperature. All water accessible to children must not be hotter than 120 degrees Fahrenheit.
- (f) Stairway safety.
- (i) All stairways (indoor and outdoor) must have natural or artificial light that provides sufficient illumination to safely use the stairway;
  - (ii) There must not be clutter or obstructions in the stairway;
  - (iii) All stairways (indoor and outdoor), not including play structures, must meet local building codes pursuant to RCW 43.215.308 within six months of the date this section becomes effective. Open stairways with no walls on either side must have handrails with slats (balusters) that prevent a child from falling off either side of the stairway. For stairways with a wall on only one side, there must be a handrail with slats (balusters) on the side without the wall that prevents a child from falling off the stairway. For stairways with a wall on both sides, there must be at least one side of the stairway that has a handrail no higher than 38 inches; and
  - (iv) Stairways must have a pressure gate, safety gate or, door to keep stairs inaccessible to infants and toddlers when not in use. Openings between slats on pressure or safety gates must not be larger than three and one-half inches wide.
- (g) Platforms and decks. All platforms and decks used for child care activities must meet local building codes pursuant to RCW 43.215.308 within six months of the date this section becomes effective. This does not include play equipment. All platforms and decks with a drop zone of more than 18 inches must have guardrails in sections without steps. **Weight #7**

#### NRM Negotiated Language

- (5) To ensure a safe environment for children in care, an early learning provider must comply with the following electrical requirements:
- (a) In areas accessible to children, electrical outlets must have automatic shutters that only allow electrical plugs to be inserted (tamper-resistant) or are covered by blank plates or other tamper-resistant covers appropriate to the electrical outlet;
  - (b) Outlets near sinks, tubs, toilets, or other water sources must be inaccessible to children or be tamper-resistant and equipped with a ground fault circuit interrupter (GFCI) outlet type;
  - (c) Electrical cords must be in good working condition, not torn or frayed, and not have any exposed wires;
  - (d) Electrical cords must be plugged directly into a wall outlet or a surge protector;

- (e) Power strips with surge protectors may be used but must not be accessible to children in care;
- (f) Extension cords may only be used for a brief, temporary purpose and must not replace direct wiring; and
- (g) Electrical devices accessible to children must not be plugged into an electrical outlet near a water source such as sink, tub, water table, or swimming pool. **Weight #7**

#### Original Language

(5) To ensure a safe environment for children in care, an early learning provider must comply with the following electrical requirements:

- (a) In areas accessible to children, electrical outlets must have automatic shutters that only allow electrical plugs to be inserted (tamper-resistant) or are covered by blank plates;
- (b) Outlets near sinks, tubs, toilets, or other water sources must be inaccessible to children or be tamper-resistant and equipped with a ground fault circuit interrupter (GFCI) outlet type;
- (c) Electrical cords must be in good working condition, not torn or frayed, and not have any exposed wires;
- (d) Electrical cords must be plugged directly into a wall outlet or a surge protector;
- (e) Power strips with surge protectors may be used but must not be accessible to children in care;
- (f) Extension cords may only be used for a brief, temporary purpose and must not replace direct wiring; and
- (g) Electrical devices accessible to children must not be plugged into an electrical outlet near a water source such as sink, tub, water table, or swimming pool. **Weight #7**

**170-300-0166- Consensus Reached**  
**Emergency preparation and exiting.**

**NRM Negotiated Language**

- (1) To be properly prepared for an emergency, an early learning program must have and follow an emergency preparedness plan pursuant to WAC 170-300-0470 and comply with the following requirements:
- (a) A working flashlight or other emergency lighting device must be available for use as an emergency light source. Battery powered flashlights must have an extra set of batteries easily available; and
  - (b) A working telephone must be available for use with sufficient backup power to function for at least five hours.

**Weight #6**

**Original Language**

- (1) To be properly prepared for an emergency, an early learning program must have and follow an emergency preparedness plan pursuant to WAC 170-300-0470 and comply with the following requirements:
- (a) A working flashlight or other emergency lighting device must be available for use as an emergency light source. Battery powered flashlights must have an extra set of batteries easily available; and
  - (b) A working telephone must be available for use with sufficient backup power to function for at least five hours. **Weight #6**

**NRM Negotiated Language**

- (2) To ensure a safe exit from the premises during an emergency, the early learning provider must comply with the following requirements:
- (a) Emergency exit doors must remain unlocked from the inside but may be locked from the outside while the early learning program is open. The door handle must be of the type that can be opened from the inside without the use of a key, tools, or special knowledge, and must automatically unlock when the knob or handle is turned;
  - (b) Exit doors that are not designated as an emergency exit door may be locked during operating hours. Locking interior doors in early learning program space must be designed to be unlocked from either side. An unlocking device must be readily available; and
  - (c) Family home early learning programs must have at least one pivoting or side-hinged swinging exit door. Other exit doors may be sliding glass doors.

**Weight #7**

**Original Language**

- (2) To ensure a safe exit from the premises during an emergency, the early learning provider must comply with the following requirements:
- (a) Emergency exit doors must remain unlocked while the early learning program is open. The door handle must be of the type that can be opened from the inside without the use of a key, tools, or special knowledge, and must automatically unlock when the knob or handle is turned;

- (b) Exit doors that are not designated as an emergency exit door may be locked during operating hours. Locking interior doors in early learning program space must be designed to be unlocked from either side. An unlocking device must be readily available; and
  - (c) Family home early learning programs must have at least one pivoting or side-hinged swinging exit door. Other exit doors may be sliding glass doors.
- Weight #7**



**170-300-0170- Consensus Reached**  
**Fire safety.**

**NRM Negotiated Language**

(1) An early learning provider must comply with the State Building Code as now or hereafter amended, pursuant to RCW 19.27.031. **Weight #7**

**Original Language**

(1) An early learning provider must comply with the State Building Code as now or hereafter amended, pursuant to RCW 19.27.031. **Weight #7**

**NRM Negotiated Language**

(2) An early learning provider must arrange for fire safety inspection annually, and inspection documents must be available for department review. A provider must arrange fire safety inspection with a local government agency. If a local government agency is not available to conduct a fire safety inspection, a provider must inspect for fire safety using the State Fire Marshal form (found at <https://del.wa.gov/providers-educators/publications-forms-and-research/licensing-forms-and-documents-providers>). **Weight #6**

**Original Language**

(2) An early learning provider must arrange for a building and fire safety inspection annually, and inspection documents must be available for department review. A provider must arrange a building or fire safety inspection with a local government agency. If a local government agency is not available to conduct a fire safety inspection, a provider must inspect for fire safety using the State Fire Marshal form (found at <https://del.wa.gov/providers-educators/publications-forms-and-research/licensing-forms-and-documents-providers>). **Weight #6**

**NRM Negotiated Language**

(3) To ensure a safe environment for children in care, an early learning provider must comply with the following fire safety requirements:

- (a) **Combustible materials.** Combustible materials must be properly discarded pursuant to local jurisdictions, removed from the premises, or properly stored in closed metal containers specifically designed to hold such combustible materials. Combustible materials stored in a closed metal container must not be stored in the premises licensed space or any place that may be accessible to children in care. Combustible materials include, but are not limited to, lint, gasoline, natural gas, diesel, fuel, propane, rags soaked in combustible materials, oils, chemicals, or solvents.
- (b) **Furnaces and other heating devices.**
  - (i) Paper, rubbish, or other combustible materials must be at least three feet from furnaces, fireplaces, or other heating devices;
  - (ii) Furnaces and other heating devices must be inaccessible to children in care; and
  - (iii) An appliance or heating device that has a surface capable of burning a child or reaching 110 degrees Fahrenheit must be

- inaccessible to children in care. Unless under direct supervision during a specific activity
- (c) **Electrical motors.** Electrical motor fans and appliances must be regularly cleaned to prevent accumulation of dust or lint.
  - (d) **Open flame devices, candles, matches and lighters.** Except for the use of a gas kitchen range, open flame devices must not be used in early learning program space or any other space accessible to children in care during operating hours. Candles must not be used during operating hours, matches, and lighters must be inaccessible to children.
  - (e) **Portable heaters and generators.** Portable heaters or fuel powered generators must not be used inside early learning program space during operating hours.
    - (i) In case of an emergency, a generator may be used but must be placed at least 15 feet from buildings, windows, doors, ventilation intakes, or other places where exhaust fumes may be vented into the premises or early learning space; and
    - (ii) Appliances must be plugged directly into a generator or into a heavy duty outdoor-rated extension cord that is plugged into a generator.
  - (f) **Fireplaces, woodstoves, or similar wood burning heating devices.** Chimneys, fireplaces, gas burning fireplaces, wood stoves or similar wood-burning devices must be inspected annually by a state or locally certified inspector, unless the provider submits to the department a written statement that the chimney, fireplace, wood stove or similar word-burning device will not be used at any time.
  - (g) **Fire alarms and smoke and carbon monoxide detectors.**
    - (i) An early learning program must have and maintain at least one smoke detector per licensed sleeping area and one per floor. Pursuant to the State Building Code, center early learning providers must comply with WAC 51-50-0907 and family early learning providers must comply with WAC 51-51-0314; and
    - (ii) An early learning program must have and maintain carbon monoxide detectors. Pursuant to the State Building Code, the State Building Code, center early learning providers must comply with WAC 51-50-0915 and family early learning providers must comply with WAC 51-51-0315.
  - (h) **Backup method to sound an alarm.** In addition to working smoke detectors, an early learning program must have another method to alert all staff and enrolled children of a fire, emergency situation, or drill.
  - (i) **Extinguishers.** An early learning program must have and maintain working fire extinguishers that are marked with a minimum rating of 2A: 10 BC.
    - (i) Fire extinguishers must be located per the requirements of the International Fire Code with Washington State Amendments and must be readily available for use in case of an emergency.

- (ii) Fire extinguishers must be located on each level of the early learning program space used by children and mounted within seventy-five feet of an exit next to the path of the exit; and
  - (iii) If a fire extinguisher is mounted in a closet, there must be a sign indicating the location of the extinguisher and obstructions must not block access to the closet.
- (j) **Monthly inspections.** At least once per month a provider must inspect the premises to identify possible fire hazards and eliminate any hazards found. A provider must:
  - (i) Involve Lead Teachers responsible for a child or group of children and staff persons responsible for observing the premises or their individual classrooms.
  - (ii) Keep records of monthly inspections for department review for:
    - (A) Fire extinguishers;
    - (B) Smoke detectors;
    - (C) Alternate alarms; and
    - (D) Emergency lighting. **Weight #7**

#### Original Language

(3) To ensure a safe environment for children in care, an early learning provider must comply with the following fire safety requirements:

- (a) Combustible materials. Combustible materials must be properly discarded pursuant to local jurisdictions, removed from the premises, or properly stored in closed metal containers specifically designed to hold such combustible materials. Combustible materials stored in a closed metal container must not be stored in the premises licensed space or any place that may be accessible to children in care. Combustible materials include, but are not limited to, lint, gasoline, natural gas, diesel, fuel, propane, rags soaked in combustible materials, oils, chemicals, or solvents.
- (b) Furnaces and other heating devices.
  - (i) Paper, rubbish, or other combustible materials must be at least three feet from furnaces, fireplaces, or other heating devices;
  - (ii) Furnaces and other heating devices must be inaccessible to children in care; and
  - (iii) An appliance or heating device that has a surface capable of burning a child or reaching 110 degrees Fahrenheit must be inaccessible to children in care.
- (c) Electrical motors. Electrical motor fans and appliances must be regularly cleaned to prevent accumulation of dust or lint.
- (d) Open flame devices, candles, matches and lighters. Except for the use of a gas kitchen range, open flame devices must not be used in early learning program space or any other space accessible to children in care during operating hours. Candles must not be used during operating hours, matches, and lighters must be inaccessible to children.
- (e) Portable heaters and generators. Portable heaters or fuel powered generators must not be used inside early learning program space during operating hours.

- (i) In case of an emergency, a generator may be used but must be placed at least 15 feet from buildings, windows, doors, ventilation intakes, or other places where exhaust fumes may be vented into the premises or early learning space; and
  - (ii) Appliances must be plugged directly into a generator or into a heavy duty outdoor-rated extension cord that is plugged into a generator.
- (f) Fireplaces, woodstoves, or similar wood burning heating devices. Chimneys, fireplaces, gas burning fireplaces, wood stoves or similar wood-burning devices must be inspected annually by a state or locally certified inspector, unless the provider submits to the department a written statement that the chimney, fireplace, wood stove or similar wood-burning device will not be used at any time.
- (g) Fire alarms and smoke and carbon monoxide detectors.
- (i) An early learning program must have and maintain at least one smoke detector per licensed sleeping area and one per floor. Pursuant to the State Building Code, center early learning providers must comply with WAC 51-50-0907 and family early learning providers must comply with WAC 51-51-0314; and
  - (ii) An early learning program must have and maintain carbon monoxide detectors. Pursuant to the State Building Code, the State Building Code, center early learning providers must comply with WAC 51-50-0915 and family early learning providers must comply with WAC 51-51-0315.
- (h) Backup method to sound an alarm. In addition to working smoke detectors, an early learning program must have another method to alert all staff and enrolled children of a fire, emergency situation, or drill.
- (i) Extinguishers. An early learning program must have and maintain working fire extinguishers that are marked with a minimum rating of 2A:10 BC.
- (i) Fire extinguishers must be readily available for use in case of an emergency;
  - (ii) Fire extinguishers must be located on each level of the early learning program space used by children and mounted within seventy-five feet of an exit next to the path of the exit; and
  - (iii) If a fire extinguisher is mounted in a closet, there must be a sign indicating the location of the extinguisher and obstructions must not block access to the closet.
- (j) Monthly inspections. At least once per month a provider must inspect the premises to identify possible fire hazards and eliminate any hazards found. A provider must:
- (i) Involve Lead Teachers responsible for a child or group of children and staff persons responsible for observing the premises or their individual classrooms.
  - (ii) Keep records of monthly inspections for department review for:
    - (A) Fire extinguishers;
    - (B) Smoke detectors;
    - (C) Alternate alarms; and
    - (D) Emergency lighting. **Weight #7**

**170-300-0175 – Consensus Reached**  
**Water hazards and swimming pools.**

To prevent injury or drowning and ensure the health and safety of children, an early learning provider must comply with the requirements described in this section.

**NRM Negotiated Language**

(1) The following bodies of water must be inaccessible to children in care by using a physical barrier with a locking mechanism:

- (a) Swimming pools when not being used as part of the early learning program, hot tubs, spas and jet tubs;
- (b) Ponds, lakes, storm retention ponds, ditches, fountains, fish ponds, landscape pools or similar bodies of water; and
- (c) Uncovered wells, septic tanks, below grade storage tanks, farm manure ponds or other similar hazards. **Weight #8**

**Original Language**

(1)The following bodies of water must be inaccessible to children in care by using a physical barrier with a locking mechanism:

- (a)Swimming pools when not being used as part of the early learning program, hot tubs, spas and jet tubs;
- (b)Ponds, lakes, storm retention ponds, ditches, fountains, fish ponds, landscape pools or similar bodies of water; and
- (c)Uncovered wells, septic tanks, below grade storage tanks, farm manure ponds or other similar hazards. **Weight #8**

**NRM Negotiated Language**

(2) An early learning provider must comply with the following requirements when using a swimming pool as part of the early learning program:

- (a) Comply with the supervision requirements of WAC 170-300-0350;
- (b) Audible alarms must be on all doors, screens, and gates in licensed areas that lead to a swimming pool. The alarm must be sufficient to warn staff when children enter the outdoor area and could access the swimming pool;
- (c) Swimming pools must be maintained according to manufacturer specifications;
- (d) Swimming pools must be cleaned and sanitized according to manufacturer instructions and DOH or local health jurisdiction guidelines;
- (e) A swimming pool must not be used if the main drain cover is missing; and
- (f) Children in diapers or toilet training must wear swim pants to lower the risk of contaminating the water. **Weight #8**

**Original Language**

(2)An early learning provider must comply with the following requirements when using a swimming pool as part of the early learning program:

- (a) Comply with the supervision requirements of WAC 170-300-0350;

- (b) Audible alarms must be on all doors, screens, and gates in licensed areas that lead to a swimming pool. The alarm must be sufficient to warn staff when children enter the outdoor area and could access the swimming pool;
- (c) Swimming pools must be maintained according to manufacturer specifications;
- (d) Swimming pools must be cleaned and sanitized according to manufacturer instructions and DOH or local health jurisdiction guidelines;
- (e) A swimming pool must not be used if the main drain is missing; and
- (f) Children in diapers or toilet training must wear swim pants to lower the risk of contaminating the water. **Weight #8**

#### NRM Negotiated Language

- (3) Portable wading pools must be inaccessible to enrolled children when not in use. "Wading pool" means a pool that has a water depth of less than two feet (24 inches). A portable wading pool is one that is formed of molded plastic or inflatable parts and can be removed after use. **Weight #7**

#### Original Language

- (3)Unfiltered wading pools must be inaccessible to enrolled children. "Wading pool" means a pool that has a water depth of less than two feet (24 inches). A portable wading pool is one that is formed of molded plastic or inflatable parts and can be removed after use. **Weight #7**

#### NRM Negotiated Language

- (4) For bodies of water not located in early learning program space, but that are in close proximity, a physical barrier on the property must make such bodies of water inaccessible to children in care. **Weight #8**

#### Original Language

- (4)For bodies of water not located in early learning program space, but that are in close proximity, a physical barrier on the property must make such bodies of water inaccessible to children in care. **Weight #8**

#### NRM Negotiated Language

- (5) Five-gallon buckets or other similar containers must not be used for infant or toddler water play. **Weight #8**

#### Original Language

- (5)Five-gallon buckets or other similar containers must not be used for infant or toddler water play. **Weight #8**

#### NRM Negotiated Language

- (6) If a provider uses water tables or similar containers, they must be emptied and sanitized daily, or more often if necessary. **Weight # 4**

#### Original Language

- (6)Water tables or other similar containers must be emptied and sanitized after each activity session, or more often if necessary. **Weight #6**

### NRM Negotiated Language

(7) “Locking mechanism” means a lock that requires a key, tumbler, dial, passcode, touchpad, or similar device or method to lock and unlock. **Weight NA**

### Original Language

(7) “Locking mechanism” means a lock that requires a key, tumbler, dial, passcode, touchpad, or similar device or method to lock and unlock. **Weight NA**

### NRM Negotiated Language

(8) “Physical barrier” means:

- (a) A non-climbable fence or wall that is at least five feet tall and has no openings greater than two inches
- (b) A gate or door that allows entry to and exit from the body of water must meet the following requirements:
  - (i) Contain a locking mechanism;
  - (ii) Be at least five feet tall;
  - (iii) Have no openings greater than two inches;
  - (iv) Have a self-closing or self-latching device;
  - (v) A device used to open the locks must be inaccessible to children but readily available to staff; and **Weight NA**

### Original Language

(8) “Physical barrier” means:

- (a) A non-climbable fence or wall that is at least five feet tall and has no openings greater than two inches
- (b) A gate or door that allows entry to and exit from the body of water must meet the following requirements:
  - (i) Contain a locking mechanism;
  - (ii) Be at least five feet tall;
  - (iii) Have no openings greater than two inches;
  - (iv) Have a self-closing or self-latching device;
  - (v) A device used to open the locks must be inaccessible to children but readily available to staff. **Weight NA**

### NRM Negotiated Language

(9) “Swimming pool” means a pool that has a water depth greater than two feet. **Weight NA**

### Original Language

(9) “Swimming pool” means a pool that has a water depth greater than two feet. **Weight NA**

**170-300-0180- Consensus Reached**  
**Meal and snack schedule.**

**NRM Negotiated Language**

(1) An early learning provider must serve meals and snacks to children in care as follows:

- (a) Meals and snacks must be served not less than two hours and not more than three hours apart unless the child is asleep.
- (b) Children in care for five to nine hours:
  - (i) At least one meal and two snacks; or
  - (ii) Two meals and one snack.
- (c) Children in care for more than nine hours:
  - (i) Two meals and two snacks; or
  - (ii) Three snacks and one meal.
- (d) After school snack, dinner, evening snack, and breakfast:
  - (i) A snack or meal must be provided to a child that arrives to the early learning program after school;
  - (ii) Dinner must be provided to children in nighttime care if a child is at an early learning program after his or her dinnertime, or has not had dinner;
  - (iii) An evening snack must be provided to children in nighttime care;
  - (iv) Breakfast must be provided to children in nighttime care if a child remains in care after the child's usual breakfast time; and
  - (v) A breakfast or morning snack must be available to children in care.

**Weight # 4**

**Original Language**

(1) An early learning provider must serve meals and snacks to children in care as follows:

- (a) Children in care for nine hours or less:
  - (i) At least one meal and two snacks; or
  - (ii) Two meals and one snack.
- (b) Children in care for more than nine hours:
  - (i) Two meals and two snacks; or
  - (ii) Three snacks and one meal.
- (c) After school snack, dinner, evening snack, and breakfast:
  - (i) A snack or meal must be provided to a child that arrives to the early learning program after school;
  - (ii) Dinner must be provided to children in nighttime care if a child is at an early learning program after his or her dinnertime, or has not had dinner;
  - (iii) An evening snack must be provided to children in nighttime care;
  - (iv) Breakfast must be provided to children in nighttime care if a child remains in care after the child's usual breakfast time; and
  - (v) A breakfast or morning snack must be available to children in care.

**Weight #5**

**Original Language**



(2) Meals and snacks must be served not less than two hours and not more than three hours apart. **Weight #5**

#### NRM Negotiated Language

- (2) An early learning provider must offer dental health education to all children.
- (a) Providers must also offer support for one scheduled daily opportunity for developmentally appropriate tooth-brushing activities that are safe, sanitary, and educational with parent permission (not all children must receive this opportunity);
  - (b) For overnight care, the early learning provider must offer the opportunity before bed;
  - (c) Parents may opt-out of tooth-brushing activities for their children with a signed form that is specific to their child, ensuring they are aware of the ADA guidance for twice daily tooth-brushing; and
  - (d) For children whose parents opt-in to tooth-brushing support, toothbrushes must be stored in a manner that prevents cross contamination.
- Weight #1**

#### Original Language

(3) An early learning provider must offer daily opportunities after a meal or snack for developmentally appropriate tooth brushing activities that are safe, sanitary, educational and with parental permission. Toothbrushes must be stored in a manner that prevents cross contamination. **Weight #1**

## **170-300-0185- Consensus Reached** **Menus, milk, and food.**

To ensure proper nutrition of children in care, an early learning provider must comply with the child nutrition requirements described in this section.

### **NRM Negotiated Language**

- (1) Meals, snack foods, and beverages provided to children in care must comply with the requirements contained in the most current edition of the USDA Child and Adult Care Food Program (CACFP) and CACFP Crediting Handbook or the national school breakfast and lunch program.
  - (a) An early learning provider must provide dated menus.
  - (b) Food and beverage substitutions to a scheduled menu must be of equal nutritional value pursuant to subsection (1).
  - (c) An early learning provider must only serve water, unflavored milk or 100% fruit or vegetable juice.
  - (d) An early learning provider must limit the consumption of 100% fruit juice to no more than 4-6 ounces per day for children between one and six years old, and 8-12 ounces per day for children seven through twelve years old.

**Weight# 5**

### **Original Language**

- (1) Meals, snack foods, and beverages provided to children in care must comply with the requirements contained in the most current edition of the USDA Child and Adult Care Food Program (CACFP). **Weight #5**

### **Original Language**

- (2) Meals, snack foods, and beverages provided to children in care must comply with the requirements contained in the USDA Crediting Handbook for the CACFP, which describes what food and beverages meet meal pattern requirements. **Weight #5**

### **Original Language**

- (3) An early learning provider must provide children's parents or guardians the dates each particular menu is in effect. **Weight #1**

### **Original Language**

- (4) Food and beverage substitutions to a scheduled menu must be of equal nutritional value pursuant to subsection (1). **Weight #1**

### **Original Language**

- (5) An early learning provider must only serve water, milk or 100% fruit or vegetable juice. **Weight #5**

### **Original Language**

(6) An early learning provider must limit the consumption of 100% fruit juice to no more than 4-6 ounces per day for children between one and six years old, and 8-12 ounces per day for children seven through twelve years old. **Weight #1**

**NRM Negotiated Language**

(2) An early learning provider must serve a fruit or vegetable as one of the two required components during at least one snack per day.

**Weight# 5**

**Original Language**

(7) An early learning provider must serve a fruit or vegetable as one of the two required components during at least one snack per day. **Weight #1**

**170-300-0186- Consensus Reached**  
**Food allergies and special dietary needs.**

**NRM Negotiated Language**

- (1) An early learning provider must obtain written instructions (The Individual Care Plan) from the child's health care provider and parent or guardian when caring for a child with a known food allergy or special dietary requirement due to a health condition. The Individual Care Plan (WAC 170-300-0300(3)) must:
- (a) Identify foods that must not be consumed by the child and steps to take in the case of an unintended allergic reaction;
  - (b) Identify foods that can substitute for allergenic foods; and
  - (c) Provide a specific treatment plan for the early learning provider to follow in response to an allergic reaction. The specific treatment plan must include the names of all medication to be administered, directions for how to administer the medication and directions related to medication dosage amounts. The specific treatment plan must also describe allergic reactions and symptoms associated with the child's particular allergies.

**Weight #8**

**Original Language**

- (1)An early learning provider must obtain written instructions (The Individual Care Plan) from the child's health care provider and parent or guardian when caring for a child with a food allergy or special dietary requirement due to a health condition. The Individual Care Plan (WAC 170-300-0300(3)) must:
- (a)Identify foods that must not be consumed by the child and steps to take in the case of an unintended allergic reaction;
  - (b)Identify foods that can substitute for allergenic foods; and
  - (c)Provide a specific treatment plan for the early learning provider to follow in response to an allergic reaction. The specific treatment plan must include the names of all medication to be administered, directions for how to administer the medication and directions related to medication dosage amounts. The specific treatment plan must also describe allergic reactions and symptoms associated with the child's particular allergies. **Weight #8**

**NRM Negotiated Language**

- (2) An early learning provider and staff must arrange with the parents or guardians of a child in care to ensure the early learning program has the necessary medication, training, and equipment to properly manage a child's food allergies.
- Weight #8**

**Original Language**

- (2)An early learning provider and staff must arrange with the parents or guardians of a child in care to ensure the early learning program has the necessary medication, training, and equipment to properly manage a child's food allergies.
- Weight #8**

**NRM Negotiated Language**

- (3) If a child suffers from an allergic reaction, the early learning program staff must promptly administer medication pursuant to the instructions in the Individual Care Plan. **Weight #8**

**Original Language**

- (3) If a child suffers from an allergic reaction, the early learning program staff must promptly administer medication pursuant to the instructions in the Individual Care Plan. **Weight #8**

**NRM Negotiated Language**

- (4) Early learning program staff must immediately contact 911 whenever epinephrine or other lifesaving medication has been administered. **Weight #8**

**Original Language**

- (5) Early learning program staff must immediately contact 911 whenever epinephrine or other lifesaving medication has been administered. **Weight #8**

**NRM Negotiated Language**

- (5) Early learning program staff must immediately notify the parents or guardians of a child if it is suspected or appears that any of the following occurred, or is occurring:
- (a) The child is having an allergic reaction; or
  - (b) The child consumed or came in contact with a food identified by the parents or guardians that must not be consumed by the child, even if the child is not having or did not have an allergic reaction.

**Weight #8**

**Original Language**

- (4) Early learning program staff must immediately notify the parents or guardians of a child if it is suspected or appears that any of the following occurred, or is occurring:
- (a) The child is having an allergic reaction; or
  - (b) The child consumed or came in contact with a food identified by the parents or guardians that must not be consumed by the child, even if the child is not having or did not have an allergic reaction.

**Weight #8**

**NRM Negotiated Language**

- (6) Early learning program staff must notify the parents or guardians of enrolled children of the program's food allergy policies. **Weight # 5**

**Original Language**

- (6) Early learning program staff must notify the parents or guardians of enrolled children of the program's food allergy policies. **Weight #7**

**NRM Negotiated Language**

- (7) Early learning program staff including substitutes must review each child's Individual Care Plan information for food allergies prior to serving food to children. **Weight #7**

**Original Language**

- (7) Early learning program staff must review each child's Individual Care Plan for food allergies prior to serving food to children. **Weight #8**

**NRM Negotiated Language**

- (8) An early learning provider must post individual children's food allergies or special dietary needs in a classroom or wherever food is prepared and served. The list must be posted in a location easily viewable by early learning staff but not viewable by children in care, parents, guardians, or other members of the public.

**\*Weight To Be Confirmed from notes**

**Original Language**

- (8) An early learning provider must post individual children's food allergies or special dietary needs in a classroom or wherever food is prepared and served. The list must be posted in a location easily viewable by early learning staff but not viewable by children in care, parents, guardians, or other members of the public. **Weight #7**

**NRM Negotiated Language**

- (9) To ensure proper treatment of an allergic reaction during field trips, early learning program staff must carry children's written Individual Care Plans, a mobile phone, and children's medication.

**\*Weight To Be Confirmed from notes**

**Original Language**

- (9) To ensure proper treatment of an allergic reaction during field trips, early learning program staff must carry children's written Individual Care Plans, a mobile phone, and children's medication. **Weight #8**

**170-300-0190 – Consensus Reached**

**Parent or guardian provided food and Written Food Plans.**

**NRM Negotiated Language**

- (1) A Written Food Plan must be developed by the provider and parent/guardian, signed by all parties, and followed when providing accommodations for a child's:
- (a) Special feeding needs;
  - (b) Special diets;
  - (c) Religious or cultural preferences;
  - (d) Family preference; or
  - (e) Other needs

**Weight #3**

**Original Language**

- (2) A Written Food Plan may include, but is not limited to, accommodations for a child's:
- (a) Special feeding needs;
  - (b) Special diets;
  - (c) Religious or cultural preferences; or
  - (d) Family preference. **Weight #5**

**NRM Negotiated Language**

- (2) Provider may allow or require parents to bring food to meet the Written Food Plan. **Weight NA**

**Original Language**

- (1) An early learning provider may allow or require parents or guardians to provide food or other special dietary items for their child if a Written Food Plan is completed and signed by the provider and parent or guardian. **Weight #5**

**NRM Negotiated Language**

- (3) If a parent or guardian provides meals for their child, an early learning provider must:
- (a) Notify the parent or guardian in writing of the USDA CACFP requirements for each meal; and
  - (b) Supplement a child's meal that does not satisfy USDA CACFP requirements if necessary.

**Weight #5**

**Original Language**

- (3) An early learning provider must supplement a child's diet to satisfy USDA CACFP requirements if food provided by a parent or guardian does not satisfy these requirements. **Weight #5**

**NRM Negotiated Language**

- (4) On special occasions, such as birthdays, an early learning provider may allow parents or guardians to bring in snacks that may not satisfy the nutritional

requirements for all children. The snacks provided by parents or guardians must be limited to:

- (a) Store purchased fruits and vegetables (uncut);
- (b) Foods prepackaged in the original manufacturer containers; or
- (c) Snacks prepared, cooked, or baked at home by the parent or guardian of a child in care. Prior to serving, an early learning provider must receive written permission from each child's parent or guardian stating their child may consume food prepared, cooked, or baked by another child's parent or guardian.

**Weight #4**

#### Original Language

(4) On special occasions, such as birthdays, an early learning provider may allow parents or guardians to bring in snacks that may not satisfy the nutritional requirements for all children. The snacks provided by parents must be limited to store purchased:

- (a) Uncut fruits and vegetables; and
- (b) Foods prepackaged in original manufacturer's containers. **Weight #4**



**170-300-0195- Consensus Reached**  
**Food service, equipment, and practices.**

**NRM Negotiated Language**

(1) Early learning program staff preparing and/or serving food, including volunteers, must comply with the DOH's current Washington State Food and Beverage Workers' Manual and observe food preparation services when someone other than program staff are preparing food. **Weight #5**

**Original Language**

(1) Early learning program staff, including volunteers, must:  
(a) Comply with the DOH's current Washington State Food and Beverage Workers' Manual; and  
(b) Observe food preparation services. **Weight #6**

**NRM Negotiated Language**

(2) Snacks and meals must be prepared and served by a program staff person who possesses a valid and current Food Worker card pursuant to WAC 0106(14), unless the food is provided pursuant to WAC 170-300-0196(3). **Weight # NA**

**Original Language**

(2) Snacks and meals must be prepared and served by a program staff person who possesses a valid and current Food Worker card, unless the food is provided pursuant to WAC 170-300-0196(3). **Weight #6**

**NRM Negotiated Language**

(3) An early learning provider must:  
(a) Provide durable and developmentally appropriate individual eating and drinking equipment, or developmentally appropriate single use disposable items;  
(b) Clean and sanitize eating and drinking equipment after each use. Water cups/bottles can be cleaned and sanitized daily if designated for a single child;  
(c) Ensure plastic eating and drinking equipment does not contain BPA (a chemical used in hard plastic bottles and as a protective lining in food and beverage cans) or have cracks or chips;  
(d) Use gloves, utensils, or tongs to serve food;  
(e) Serve meals or snacks on plates, dishware, containers, trays, or napkins or paper towels, if appropriate. Food should not be served directly on eating surface.;  
(f) Be respectful of each child's cultural food practices.

**Weight #5**

**NRM Negotiated Language**

(4) An early learning provider must:  
(a) Serve each child individually or serve family style dining, allowing each child the opportunity to practice skills such as passing shared serving bowls and serving themselves; and

(b) Sit with children during meals.

**Weight 3**

**Original Language**

(3) An early learning provider must:

- (a) Provide durable and developmentally appropriate individual eating and drinking equipment, or developmentally appropriate single use disposable items;
- (b) Clean and sanitize eating and drinking equipment after each use;
- (c) Ensure plastic eating and drinking equipment does not contain BPA (a chemical used in hard plastic bottles and as a protective lining in food and beverage cans) or have cracks or chips;
- (d) Use gloves, utensils, or tongs to serve food;
- (e) Serve each child individually or serve family style dining, allowing each child the opportunity to practice skills such as passing shared serving bowls and serving themselves;
- (f) Serve meals or snacks on plates, dishware or trays;
- (g) Sit with children during meals and snacks and engage in pleasant conversation, if family style dining is not possible; and
- (h) Be respectful of each child's cultural food practices. **Weight #5**

**170-300-0196- Consensus Reached**  
**Food sources.**

**NRM Negotiated Language**

(1) Food prepared and served from an early learning program must not be known to be tampered with or spoiled. **Weight #8**

**Original Language**

(1) Food prepared and served from an early learning program must not be tampered with or spoiled. **Weight #8**

**NRM Negotiated Language**

(2) Food prepared and served from an early learning program must be obtained from an approved source licensed and inspected by the local health jurisdiction, the Washington State Department of Agriculture (WSDA), or the USDA. Food items not approved to be served to children in care include:

- (a) Meat, fish, poultry, eggs, or milk that has not been inspected by the USDA or WSDA;
- (b) Home canned food;
- (c) Game meat or other meat that has not been inspected by the WSDA or USDA;
- (d) Leftover food that was previously served from outside of the early learning program; or
- (e) Food from roadside stands selling without a permit. **Weight # 6**

**Original Language**

(2) Food prepared and served from an early learning program must be obtained from an approved source licensed and inspected by the local health jurisdiction, the Washington State Department of Agriculture (WSDA), or the USDA. Food items not approved to be served to children in care include:

- (a) Meat, fish, poultry, eggs, or milk that has not been inspected by the USDA or WSDA;
- (b) Home canned food;
- (c) Game meat or other meat that has not been inspected by the WSDA or USDA;
- (d) Leftover food that was previously served from outside of the early learning program; or
- (e) Food from roadside stands selling without a permit. **Weight #7**

**NRM Negotiated Language**

(3) Food not prepared on-site by early learning program staff pursuant to WAC 170-300-0195(2) must be provided by:

- (a) A licensed food service establishment, kitchen, or catering business that meets DOH food service requirements (chapter 246-215 WAC) and is regularly inspected by a local health jurisdiction;
- (b) A parent or guardian for his or her own children; or

(c) A manufacturer of prepackaged food. **Weight #6**

**Original Language**

(3) Food not prepared on-site by early learning program staff pursuant to WAC 170-300-0195(2) must be provided by:

- (a) A licensed food service establishment, kitchen, or catering business that meets DOH food service requirements (chapter 246-215 WAC) and is regularly inspected by a local health jurisdiction; or
- (b) A parent or guardian for his or her own children. **Weight #6**

**NRM Negotiated Language**

(4) Fruits and vegetables (produce) grown on site in a garden as part of an early learning program may be served to children as part of a meal or snack. Prior to preparing and serving:

- (a) The produce must be thoroughly washed and scrubbed in running cold water to remove soil and other contaminants.
- (b) Damaged or bruised areas on the produce must be removed.
- (c) Produce that shows signs of rotting must be discarded. **Weight # 3**

**Original Language**

(4) Fruits and vegetables (produce) grown on site in a garden as part of an early learning program may be served to children as part of a meal or snack. Prior to preparing and serving:

- (a) The produce must be thoroughly washed and scrubbed in running cold water to remove soil and other contaminants.
- (b) Damaged or bruised areas on the produce must be removed.
- (c) Produce that shows signs of rotting must be discarded. **Weight #6**

**170-300-0197 – Consensus Reached**  
**Safe food practices.**

**NRM Negotiated Language**

(1) Early learning providers must wash their hands pursuant to WAC 170-300-0200 (Handwashing and hand sanitizer). **Weight NA**

**Original Language**

(1) Early learning provider staff must wash their hands prior to handling, preparing, and serving food, and ill staff members must not handle, prepare, or serve food.

**Weight #7**

**NRM Negotiated Language**

(2) Early learning providers must store, prepare, cook and hold food and wash dishes pursuant to WAC 170-300-0195 (Food service, equipment and practices).

**Weight NA**

**Original Language**

(2) An early learning provider and staff must comply with the safe food storage, preparation, cooking, proper holding temperature, serving, and dishwashing guidelines in the current Washington State Food and Beverage Workers' Manual prepared by DOH. **Weight #7**

**NRM Negotiated Language**

(3) For all foods offered by the provider or given to an enrolled child by a parent or guardian, the provider must:

(a) Provide appropriate refrigeration to preserve foods from spoiling. Foods that may be subject to spoiling include, but are not limited to, meats, cooked potatoes, cooked legumes, cooked rice, sprouts, cut melons, cut cantaloupes, milk, and cheese; and

(b) Refrigerate foods requiring refrigeration at 41 degrees Fahrenheit or less and freeze foods required to be frozen at 10 degrees Fahrenheit or less.

**Weight #7**

**Original Language**

(3) For all foods in the early learning provider's possession, including foods offered by the provider or given to an enrolled child by a parent or guardian, the provider must:

(a) Provide appropriate refrigeration to preserve foods from spoiling. Foods that may be subject to spoiling include, but are not limited to, meats, cooked potatoes, cooked legumes, cooked rice, sprouts, cut melons, cut cantaloupes, milk, and cheese; and

(b) Refrigerate foods requiring refrigeration at 41 degrees Fahrenheit or less and freeze foods required to be frozen at 10 degrees Fahrenheit or less.

Foods required to be frozen must not be allowed to thaw until such food is being prepared for immediate consumption. **Weight #7**

**NRM Negotiated Language**

- (4) Food must be stored as follows:
- (a) Food must be in original containers or in clean, labeled, dated, and airtight food grade containers, if appropriate. If refrigeration is not required, the container must be stored at least six inches off the floor;
  - (b) Food must be stored in a manner that prevents contamination from other sources;
  - (c) Food and food service items (such as utensils, napkins, and dishes) must not be stored in an area with toxic materials (such as cleaning supplies, paint, or pesticides);
  - (d) Food that is past the manufacturer's expiration or "best served by" date must be discarded; and
  - (e) Raw meat must be stored in the refrigerator or freezer below cooked or ready to eat foods. **Weight #7**

#### Original Language

- (4) Stored food must be described as follows:
- (a) Food must be in original containers or in clean, labeled, dated, and airtight food grade containers. If refrigeration is not required, the container must be stored at least six inches off the floor;
  - (b) Food must be stored in a manner that prevents contamination from other sources;
  - (c) Food and food service items (such as utensils, napkins, and dishes) must not be stored in an area with toxic materials (such as cleaning supplies, paint, or pesticides);
  - (d) Food that is past the manufacturer's expiration or "best served by" date must be discarded; and
  - (e) Raw meat must be stored in the refrigerator or freezer below cooked or ready to eat foods.

**Weight #7**

#### NRM Negotiated Language

- (5) For food requiring temperature control, a center early learning program must maintain a food temperature log by using a calibrated and working metal stem-type or digital food thermometer. **Weight #5**

#### Original Language

- (5) For food requiring temperature control, a center early learning program must maintain a food temperature log by using a calibrated and working metal stem-type or digital food thermometer. **Weight #5**

#### NRM Negotiated Language

- (6) Prior to storing leftover food in a refrigerator or freezer, an early learning provider must label the food with the date the leftover food was opened or cooked. **Weight #5**

#### Original Language

(6) Prior to storing leftover food in a refrigerator or freezer, an early learning provider must label the food with the date and time the leftover food was opened or cooked. **Weight #5**

#### NRM Negotiated Language

(7) An early learning provider may serve leftover food that originated from the early learning program if:

- (a) The food was not previously served;
- (b) It was stored at the proper temperature for less than 48 hours after preparation; and
- (c) Leftover food may be frozen and served promptly after thawing. **Weight #5**

#### Original Language

(7) An early learning provider may serve leftover food that originated from the early learning program if:

- (a) The food was not previously served; and
- (b) It was stored at the proper temperature for less than 48 hours after preparation. **Weight #5**

#### NRM Negotiated Language

(8) Frozen food must be thawed by one of the following methods:

- (a) In a refrigerator;
- (b) Under cool running water inside a pan placed in a sink with the drain plug removed; or
- (c) In a microwave if the food is to be cooked immediately as part of the continuous cooking process. **Weight #6**

#### Original Language

(8) Frozen food must be thawed by one of the following methods:

- (a) In a refrigerator;
- (b) Under cool running water inside a pan placed in a sink with the drain plug removed; or
- (c) In a microwave if the food is to be cooked immediately as part of the continuous cooking process. **Weight #6**

**170-300-0198- Consensus Reached**  
**Food preparation areas.**

**NRM Negotiated Language**

- (1) An early learning provider or staff must clean and sanitize food preparation areas and eating surfaces before and after each use. **Weight #6**

**Original Language**

- (1) An early learning provider or staff must clean and sanitize food preparation areas and eating surfaces before and after each use. **Weight #7**

**NRM Negotiated Language**

- (2) In an early learning program's food preparation area, kitchens must:
- (a) Have walls, counter tops, floors, cabinets, and shelves that are:
    - (i) Maintained in good repair including, but not limited to, being properly sealed without chips, cracks, or tears; and
    - (ii) Moisture resistant.
  - (b) Have a properly maintained and vented range hood, exhaust fan, or operable window; and
  - (c) Have a properly maintained and working refrigerator, freezer, or a combination refrigerator and freezer with sufficient space for proper storage and cooling of food. **Weight #6**

**Original Language**

- (2) In an early learning program's food preparation area, kitchens must:
- (a) Have walls, counter tops, floors, cabinets, and shelves that are:
    - (i) Maintained in good repair including, but not limited to, being properly sealed without chips, cracks, or tears; and
    - (ii) Moisture resistant.
  - (b) Have a properly maintained and vented range hood, exhaust fan, or operable window; and
  - (c) Have a properly maintained and working refrigerator, freezer, or a combination refrigerator and freezer with sufficient space for proper storage and cooling of food. **Weight #6**

**NRM Negotiated Language**

- (3) An early learning provider must:
- (a) Clean and sanitize a sink immediately before using it to prepare food to be served to children in care;
  - (b) Use a colander or other method to prevent food and kitchen utensils from touching the sink basin; and
  - (c) Dishes, pans, and kitchen utensils must be:
    - (i) Cleaned and sanitized by an automatic dishwasher that sanitizes with heat or chemicals; or
    - (ii) Hand washed, rinsed, sanitized, and allowed to air dry.
  - (d) A center early learning program must have:
    - (i) A handwashing sink separate from dishwashing facilities;
    - (ii) A food preparation sink located in the food preparation area; and



- (iii) A method to clean and sanitize dishes, pans, and kitchen utensils and equipment in the food preparation area using:
  - (A) A two-compartment sink and an automatic dishwasher that sanitizes with heat or chemicals ; or
  - (B) A three-compartment sink method (sink one is used to wash, sink two is used to rinse, sink three contains a sanitizer, and the dishes are allowed to air dry).
- (iv) Grandfathering language goes here for Center-based programs  
**Weight #6**

#### Original Language

- (3) A center early learning program must have:
  - (a) A handwashing sink separate from dishwashing facilities;
  - (b) A food preparation sink located in the food preparation area; and
  - (c) A method to clean and sanitize dishes, pans, and kitchen utensils and equipment in the food preparation area using:
    - (i) A two-compartment sink and an automatic dishwasher that reaches at least 155 degrees Fahrenheit; or
    - (ii) A three-compartment sink method (sink one is used to wash, sink two is used to rinse, sink three contains a sanitizer, and the dishes are allowed to air dry). **Weight #6**

#### Original Language

- (4) A family home early learning provider must:
  - (a) Clean and sanitize a sink immediately before using it to prepare food;
  - (b) Use a colander to prevent food and kitchen utensils from touching the sink basin; and
  - (c) Dishes, pans, and kitchen utensils must be:
    - (i) Cleaned and sanitized by an automatic dishwasher that reaches at least 155 degrees Fahrenheit; or
    - (ii) Hand washed, rinsed, sanitized, and allowed to air dry. **Weight #6**

#### NRM Negotiated Language

- (4) An early learning provider may use the kitchen for actively supervised cooking or food preparation activities with children in care. **Weight #N/A**

#### Original Language

- (5) An early learning provider may use the kitchen for supervised cooking or food preparation activities with children in care. **Weight #4**

## **170-300-0200- Consensus Reached Handwashing and hand sanitizer.**

### **NRM Negotiated Language**

(1) Early learning program staff, including volunteers, must comply with the following handwashing procedures or those defined by the United States Center for Disease Control and Prevention, and children should strongly be encouraged to.

- (a) Wet hands with warm water;
- (b) Apply soap to the hands;
- (c) Rub hands together to wash for at least 20 seconds;
- (d) Thoroughly rinse hands with water;
- (e) Dry hands with a paper towel, single-use cloth towel, or air hand dryer;
- (f) Turn water faucet off with using a paper towel or single use cloth towel unless it turns off automatically; and
- (g) Properly discard paper single-use cloth towels after each use. **Weight #NA**

### **Original Language**

(1) Early learning program staff, including volunteers, and children must comply with the following handwashing procedures or those defined by the United States Center for Disease Control and Prevention. When washing hands, staff and children must:

- (a) Wet hands with warm water;
- (b) Apply soap to the hands;
- (c) Rub hands together to wash for at least 20 seconds;
- (d) Thoroughly rinse hands with water;
- (e) Dry hands with a paper towel, single-use cloth towel, or air hand dryer;
- (f) Turn water faucet off with using a paper towel or single use cloth towel; and
- (g) Properly discard paper and single-use cloth towels after each use. **Weight #6**

### **NRM Negotiated Language**

(2) An early learning provider must wash and sanitize cloth towels after a single use. Soiled and used towels must be inaccessible to children. **Weight #4**

### **Original Language**

(2) An early learning provider must wash and sanitize cloth towels after a single use. Soiled and used towels must be inaccessible to children. **Weight #6**

### **NRM Negotiated Language**

(3) To prevent children from being burned, air hand dryers must have a heat guard (barrier that prevents user from touching heating element) and turn off automatically. **Weight #6**

### Original Language

(3) To prevent children from being burned, air hand dryers must have a heat guard and turn off automatically. **Weight #6**

### NRM Negotiated Language

(4) Early learning program staff must wash their hands following handwashing procedures listed above:

- (a) When arriving at work;
- (b) After toileting a child;
- (c) Before, during, and after diapering a child or (use a wet wipe in place of handwashing during the middle of diapering only) and must wash hands after diapering is complete;
- (d) After personal toileting;
- (e) After attending to an ill child;
- (f) Before and after preparing, serving, or eating food;
- (g) After handling raw or undercooked meat, poultry, or fish;
- (h) Before and after giving medication or applying topical ointment;
- (i) After handling, feeding, or cleaning up after animals;
- (j) After handling bodily fluids;
- (k) After using tobacco or vapor products;
- (l) After being outdoors;
- (m) After gardening activities;
- (n) After handling garbage and garbage receptacles; and
- (o) As needed or required by the circumstances. **Weight N/A**

### Original Language

(4) Early learning program staff must wash their hands:

- (a) When arriving at work;
- (b) After toileting a child;
- (c) Before and after diapering a child or use a wet wipe in place of handwashing during diapering only, and must wash hands after diapering is complete;
- (d) After personal toileting;
- (e) After attending to an ill child;
- (f) Before and after preparing, serving, or eating food;
- (g) After handling raw or undercooked meat, poultry, or fish;
- (h) Before and after giving medication or applying topical ointment;
- (i) After handling, feeding, or cleaning up after animals;
- (j) After handling bodily fluids;
- (k) After using tobacco or vapor products;
- (l) After being outdoors or involved in outdoor play;
- (m) After gardening activities;
- (n) After handling garbage and garbage receptacles; and
- (o) As needed or required by the circumstances.

**Weight #7**

### NRM Negotiated Language

(5) Early learning program staff must direct, assist, teach, and coach, children to wash their hands, using the steps listed above:

- (a) When arriving at the early learning premises;
- (b) After using the toilet;
- (c) After diapering;
- (d) After outdoor play;
- (e) After gardening activities;
- (f) after playing with animals;
- (g) After touching body fluids such as blood or after nose blowing or sneezing;
- (h) Before and after eating or participating in food activities including table setting; and
- (i) As needed or required by the circumstances. **Weight N/A**

### Original Language

(5) Early learning program staff must assist, teach, coach, and ensure children wash their hands:

- (a) When arriving at the early learning premises;
- (b) After using the toilet;
- (c) After diapering;
- (d) After outdoor play;
- (e) After gardening activities;
- (f) Before and after playing with animals;
- (g) After touching body fluids such as blood or after nose blowing or sneezing;
- (h) Before and after eating or participating in food activities including table setting; and
- (i) As needed or required by the circumstances. **Weight #7**

### NRM Negotiated Language

(6) Hand sanitizers or hand wipes with alcohol may be used for adults and children over 24 months of age under the following conditions:

- (a) when proper handwashing facilities are not available;
- (b) Hands are not visibly soiled or dirty;

**Weight N/A**

### Original Language

(6) Hand sanitizers or hand wipes with alcohol may be used for adults and children over 24 months of age under the following conditions:

- (a) Traditional handwashing is not readily available such as during a field trip or after wiping a child's nose on the playground;
- (b) Hands are not visibly soiled or dirty;
- (c) An alcohol-based hand sanitizer must contain 60-95% alcohol to be effective; and
- (d) Children should be supervised when using hand sanitizers to avoid potential ingestion or contact with eyes, nose or mouths. **Weight #7**

**NRM Negotiated Language**

(7) Children should be supervised when using hand sanitizers to avoid potential ingestion or contact with eyes, nose or mouths.

- (a) Hand sanitizer should not be used in place of proper handwashing
- (b) An alcohol-based hand sanitizer must contain 60-95% alcohol to be effective **Weight #7**

**170-300-0205- Consensus Reached**  
**Child, staff, and household member illness.**

**NRM Negotiated Language**

(1) An early learning provider must observe all children for signs of illness when they arrive at the early learning program and throughout the day. Parents or guardians of a child should be notified as soon as possible if the child develops signs or symptoms of illness. **Weight # NA**

**Original Language**

(1) An early learning provider must check all children for signs of illness when they arrive at the early learning program and throughout the day. Parents or guardians of a child should be notified as soon as possible if the child develops signs or symptoms of illness. **Weight #6**

**NRM Negotiated Language**

(2) If an early learning provider becomes ill, a Licensee, Center Director, Assistant Director, or Program Supervisor must determine whether that person should be required to leave the licensed early learning space. **Weight # NA**

**Original Language**

(2) If an early learning provider becomes ill, a Licensee, Center Director, Assistant Director, or Program Supervisor must determine whether that person should be required to leave the premises. **Weight #6**

**NRM Negotiated Language**

(3) When a child becomes ill, and early learning provider or school nurse when applicable must determine whether the child should be sent home and/or separated from others. A provider must supervise the child to reasonably prevent contact between the ill child and healthy children. **Weight #6**

**Original Language**

(3) When a child becomes ill, a Licensee, Center Director, Assistant Director, or Program Supervisor must determine whether the child should be sent home or isolated from others. When isolation is necessary, an early learning provider must provide a mat or cot in an area away from other children. A provider must supervise the child to prevent contact between the ill child and healthy children. **Weight #6**

**NRM Negotiated Language**

(4) An ill child must be sent home or reasonably separated from other children;

- (a) If the illness or condition prevents the child from participating in normal activities;
- (b) If the illness or condition requires more care and attention than the early learning provider can give;
- (c) If the required amount of care for the ill child compromises or places at risk the health and safety of other children in care; or
- (d) If there is a risk that the child's illness or condition will spread to other children or individuals. **Weight # 6**

### Original Language

- (4) An ill child must be sent home or isolated from other children;
- (a) If the illness or condition prevents the child from participating in normal activities;
  - (b) If the illness or condition requires more care and attention than the early learning provider can give;
  - (c) If the required amount of care for the ill child compromises or places at risk the health and safety of other children in care; or
  - (d) If there is a risk that the child's illness or condition will spread to other children or individuals.

**Weight #7**

### NRM Negotiated Language

- (5) Unless covered under an individual care plan or protected by the ADA, an ill child, staff member, or other individual must be sent home or isolated from children in care if he or she has:

- a) A fever 101 degrees Fahrenheit for children over 2 months (or 100.4 degrees F for an infant younger than 2 months) by any method, and behavior change or other signs and symptoms of illness (including sore throat, earache, headache, rash, vomiting, diarrhea);
- (b) Vomiting 2 or more times in the previous 24 hours;
- (c) Diarrhea where stool frequency exceeds 2 stools above normal per 24 hours for that child or whose stool contains more than a drop of blood or mucus
- (d) A rash not associated with heat, diapering, or an allergic reaction;
- (e) Open sores or wounds discharging bodily fluids that cannot be adequately covered with a waterproof dressing or mouth sores with drooling.
- (f) Lice, ringworm, or scabies. Individuals with head lice, ringworm, or scabies must be excluded from the child care premises beginning from the end of the day the head lice or scabies was discovered. The provider may allow an individual with head lice or scabies to return to the premises after receiving the first treatment. or
- (g) a child who has severely ill appearance, which may include lethargy, persistent crying, difficulty breathing, or a significant change in behavior or activity level indicative of illness. **Weight # NA**

### Original Language

- (5) Unless covered under an individual care plan or protected by the ADA, an ill child, staff member, or other individual must be sent home or isolated from children in care if he or she has:

- (a) A fever equal to or greater than 100 degrees Fahrenheit for a person's temperature measured under the arm or by a forehead (temporal artery) scanner;
- (b) A fever 101 degrees Fahrenheit measured orally for preschool age children or older;
- (c) An earache, headache, sore throat, or vomiting;

- (d) Diarrhea that includes more than one abnormally loose, runny, or watery stool, or one bloody stool;
- (e) A rash not associated with heat, diapering, or an allergic reaction;
- (f) Drainage of thick mucus or pus from the eye or nose;
- (g) Open sores or wounds discharging bodily fluids;
- (h) Lice or scabies. Individuals with head lice or scabies must be excluded from the child care premises beginning from the end of the day the head lice or scabies was discovered. An individual with head lice may return to the premises after receiving the first head lice treatment. An individual with scabies may return 24 hours following the beginning of treatment; or
- (i) Fatigue that prevents participation in regular activities.

**Weight #7**

#### NRM Negotiated Language

\*2/8/18-DEL Tech Writers provided language for clarity seen here, capturing the intent agreed upon during NRM.

(6) At the first opportunity, but in no case longer than 24 hours of learning that an enrolled child, staff member, volunteer, or household member has been diagnosed by a health care professional with a contagious disease listed in WAC 246-110-010(3), an early learning provider must provide written notice to the department, the local health jurisdiction, and parents of guardians of each of the children in care. **Weight #7**

#### Original Language

(6) At the first opportunity, but in no case longer than 24 hours of learning that an enrolled child, staff member, volunteer, or household member has been diagnosed with a contagious condition listed in the current DOH Notifiable Conditions List (<http://www.doh.wa.gov/ForPublicHealthandHealthcareProviders/NotifiableConditions/ListofNotifiableConditions>), an early learning provider must provide written notice to:

- (a) The department and DOH or the local health jurisdiction; and
- (b) Parents or guardians of each of the children in care.

**Weight #7**

#### NRM Negotiated Language

(7) An early learning provider must not take ear or rectal temperatures to determine a child's body temperature.

- (a) Providers must use developmentally appropriate methods when taking infant or toddler temperatures (for example, digital forehead scan thermometers or underarm auxiliary methods);
- (b) Oral temperatures may be taken for preschool through school-age children if single use covers are used to prevent cross contamination; and
- (c) Glass thermometers containing mercury must not be used. **Weight #6**

#### Original Language

(7) An early learning provider must not take ear or rectal temperatures to determine a child's body temperature.



- (a) Providers must use developmentally appropriate methods when taking infant or toddler temperatures (for example, digital forehead scan thermometers or underarm auxiliary methods);
- (b) Oral temperatures may be taken for preschool through school-age children if single use covers are used to prevent cross contamination; and
- (c) Glass thermometers containing mercury must not be used.

Weight #6

#### NRM Negotiated Language

- (8) An early learning provider may readmit a child into care or a staff member, volunteer, or household member into the early learning program area with either
- (a) notification from Public Health to the early learning provider stating the individual may safely return after being diagnosed with a Notifiable Condition listed on the current DOH Notifiable Conditions List which required contact prophylaxis and/or follow-up stool testing, or
  - (b) written notification from a health care provider stating the individual may safely return for all other DOH Notifiable Conditions. **Weight #5**

#### Original Language

- (8) An early learning provider may readmit a child into care or a staff member, volunteer, or household member into the early learning program area with written notification from DOH or a health care provider stating the individual may safely return after being diagnosed with a condition from the current DOH Notifiable Conditions List. **Weight #5**

#### NRM Negotiated Language

- (9) An early learning provider must follow its Health policy (WAC 170-300-0500) before readmitting a child into the program, allowing staff or volunteers to continue work, or allowing household members to participate in child care activities. **Weight #6**

#### Original Language

- (9) An early learning provider must follow its Health policy (WAC 170-300-0500) before readmitting a child into the program, allowing staff or volunteers to continue work, or allowing household members to participate in child care activities. **Weight #6**

**170-300-0210- Consensus Reached  
Immunizations and exempt children.**

**NRM Negotiated Language**

(1) Before attending an early learning program, a child must be vaccinated against or show proof of acquired immunity for the vaccine-preventable diseases, pursuant to chapter 246-105 WAC as now and hereafter amended. Immunization forms can be found at

<http://www.doh.wa.gov/YouandYourFamily/Immunization/FormsandPublications/Forms>. An early learning provider may accept children without proof of vaccinations or immunity as otherwise indicated in this section. **Weight #NA**

**Original Language**

(2) Unless the requirements of subsection (4) are met, an early learning provider must exclude a child from care, on or before the child's first day of attendance, if the parent or guardian fails to provide an immunization record. **Weight #5**

**NRM Negotiated Language**

(2) An early learning provider must receive for each enrolled child:

- (a) A current and complete DOH certificate of immunization status (CIS) or certificate of exemption (COE) or other DOH approved form, pursuant to WAC 246-105-050; or
- (b) A current immunization record from the Washington State Immunization Information System (WA IIS);

**Weight #3**

**Original Language**

(1) An early learning provider must obtain from the parent or guardian of an enrolled child one of the following immunization records:

- (a) A current and complete DOH certificate of immunization status (CIS) (found at <https://del.wa.gov/providers-educators/publications-forms-and-research/licensing-forms-and-documents-providers>);
- (b) A current and complete immunization form from the Washington State Immunization Information System (WA IIS); or
- (c) A current and complete DOH certificate of exemption (COE) form signed and dated by a health care provider, pursuant to WAC 170-300-0211 (found at <https://del.wa.gov/providers-educators/publications-forms-and-research/licensing-forms-and-documents-providers>).

**Weight #6**

**NRM Negotiated Language**

(3) To accept a child who is not current with their immunizations, an early learning provider must give written notice to that child's parent or guardian stating the child may be accepted if the immunizations are completed as soon as medically possible and:

- (a) Prior to enrollment the parent or guardian provides written proof the child is scheduled to be immunized; or

(b) The parent or guardian provides a signed and dated statement detailing when the child's immunizations will be brought up to date.

**Weight# 3**

#### Original Language

(4) An early learning provider may accept a child into care who is not current on immunizations or does not have a completed and signed COE. To accept such a child, the provider must give written notice to that child's parent or guardian stating the child may be accepted if the immunizations are completed as soon as medically possible and:

(a) The parent or guardian provides written proof the child is scheduled to be immunized on or before the date the child will enroll; or

(b) If the immunization is scheduled to take place after the date the child will enroll, the parent or guardian provides a signed and dated statement detailing when the child's immunizations will be brought up to date.

Statements in this subsection must be kept in a child's file, if applicable.

**Weight #5**

#### NRM Negotiated Language

(4) An early learning provider must maintain and update each child's records relating to immunizations or exemptions or plans to bring immunizations current. These records must be available in the licensed space or easily accessible for review by department licensors, health specialists, and health consultants.

**Weight #NA**

#### Original Language

(3) To track the immunization status for each child in care, an early learning provider must implement a system to maintain and update each child's immunization records. For each child currently enrolled in the early learning program, the CIS form, the immunization form from the WA IIS, or COE form must be available in the licensed space for review by department licensors, health specialists, and health consultants. **Weight #5**

#### NRM Negotiated Language

(5) An early learning provider may accept homeless or foster children into care without the records listed in this section if the child's family, case worker, or health care provider offers written proof that he or she is in the process of obtaining the child's immunization records. **Weight #3**

#### Original Language

(5) An early learning provider may accept homeless or foster children into care without immunization records if the child's family, case worker or health care provider offers written proof that he or she is in the process of obtaining the child's immunization records. **Weight #5**

#### NRM Negotiated Language

(6) An early learning provider may exclude a child from care if:

- (a) The child's parent or guardian fails to make progress toward full immunization according to a plan submitted under subsection (3) of this section; or
- (b) The parents or guardians of a child with a medical exemption fails to make progress toward full immunization pursuant to WAC 246-105-050(3) upon completion or expiration of medical exemption.

Weight #NA

#### Original Language

(6) For a child attending on a conditional basis under sub-sections (4) or (5), an early learning provider may exclude a child from care if the child's parent or guardian fails to make progress toward full immunization for the child. **Weight #5**

#### NRM Negotiated Language

(7) An early learning provider must notify the parent or guardian of a vaccine exempted child or children without vaccination documentation if an outbreak of a vaccine-preventable disease occurs within the early learning program. A provider may exclude the child from the child care premises for the duration of the outbreak of the vaccine-preventable disease. **Weight #7**

#### Original Language

(7) For a child admitted into care under a temporary medical exemption, an early learning provider may exclude the child from care if the temporary medical exemption is no longer valid, and the child's parent or guardian fails to make progress toward full immunization for the child. A temporary medical exemption is when a child is not fully immunized and cannot receive any additional vaccines at that time. **Weight #5**

#### NRM Negotiated Language

(8) An early learning provider may have a written policy stating children exempted from immunization by their parent or guardian will not be accepted into care unless that exemption is due to an illness protected by the ADA or WLAD or by a completed and signed COE. **Weight # NA**

## 170-300-0215- Consensus Reached

### Medication

#### NRM Negotiated Language

(1) **Managing medication.** An early learning provider must have and follow a medication management policy that includes, but is not limited to, policies on safe medication storage, reasonable accommodations for giving medication, mandatory medication documentation, and forms pursuant to WAC 170-300-0500 (Health policy). **Weight #3**

#### Original Language

(2) An early learning provider must have and implement a medication management policy that includes, but is not limited to, policies on safe medication storage, reasonable accommodations for giving medication, mandatory medication documentation, and forms pursuant to WAC 170-300-0500 (Health policy). **Weight #7**

#### NRM Negotiated Language

(2) **Medication Training.** An early learning provider must not give medication to a child if the provider has not successfully completed:

- (a) An orientation about the early learning program's medication policies and procedures; and
- (b) The department standardized training course in medication administration that includes a competency assessment pursuant to WAC 170-300-0106(10) or other DEL-approved training.
- (c) Parents and guardians, or an appointed designee, must provide training to early learning providers for special medical procedures that are part of a child's Individual Care Plan. This training must be documented and signed by the provider and parent or guardian, or the designee. **Weight #6**

#### Original Language

(9) An early learning provider must not give medication to a child if the provider has not successfully completed:

- (a) An orientation about the early learning program's medication policies and procedures; and
- (b) The department standardized training course in medication administration that includes a competency assessment pursuant to WAC 170-300-0106(10).

**Weight #6**

#### Original Language

(10) Parents and guardians, or an appointed designee, must provide training to early learning providers for special medical procedures that are part of a child's Individual Care Plan. This training must be documented and signed by the provider and parent or guardian, or the designee. **Weight #7**

#### NRM Negotiated Language

(3) **Medication Administration.** An early learning provider must not give medication to any child without written and signed consent from that child's parent

or guardian, must administer medication pursuant to directions on the medication label, and using appropriate cleaned and sanitized medication measuring devices.

**Weight #8**

(a) An early learning provider must administer medication to children in care as follows:

(i) **Prescription Medication.** Prescription medication must only be given to the child named on the prescription. Prescription medication must be prescribed by a health care professional with prescriptive authority for a specific child. Prescription medication must be labeled with:

- (i) A child's first and last name;
- (ii) The date the prescription was filled;
- (iii) The name and contact information of the prescribing health professional;
- (iv) The expiration date, dosage amount, and length of time to give the medication;
- (v) Instructions for the administration, storage

and accompanied with medication authorization form that has the medical need and the possible side effects of the medication.

**Weight #7**

(ii) **Non-prescription oral medication.** Non-prescription (over-the-counter) oral medication brought to the early learning program by a parent or guardian must be in the original packaging.

(i) Non-prescription (over-the-counter) medication needs to be labeled with child's first and last name and accompanied with medication authorization form that has the expiration date, medical need, dosage amount, age, and length of time to give the medication. Early learning providers must follow the instructions on the label or the parent must provide a medical professional's note; and

(ii) Non-prescription medication must only be given to the child named on the label provided by the parent or guardian.

**Weight #7**

(iii) **Other non-prescription medication:** An early learning provider must receive written authorization from a child's parent or guardian and health care provider with prescriptive authority prior to administering if the item does not include age, expiration date, dosage amount, and length of time to give the medication:

- (a) Vitamins;
- (b) Herbal supplements;
- (c) Fluoride supplements;
- (d) Homeopathic or naturopathic medication; and
- (e) Teething gel or tablets (amber bead necklaces are prohibited).

(iv) **Non-medical items.** A parent or guardian may authorize an early learning provider to administer the following non-medical items annually:

- (a) Diaper ointments used as needed and intended only for the diaper area of children;
- (b) Sunscreen
- (c) Lip balm or lotions;
- (d) Hand sanitizers or hand wipes with alcohol, which may be used only for children over 24 months old; and
- (e) Fluoride toothpaste for children two or above. **Weight #2**
- (v) An early learning provider may allow children to take his or her own medication with parent or guardian authorization. The early learning staff member must observe and document that the child took the medication. **Weight #7**
- (vi) An early learning provider must not give or allow another to give any medication to a child for the purpose of sedating the child unless the medication has been prescribed for a specific child for that particular purpose by a qualified health care professional. **Weight #8**
- (b) Medication Documentation (excluding non-medical items). An early learning provider must keep a current written medication log that includes:
  - (a) A child's first and last name;
  - (b) The name of the medication that was given to the child;
  - (c) The dose amount that was given to the child;
  - (d) Notes about any side effects exhibited by the child;
  - (e) The date and time of each medication given or reasons that a particular medication was not given; and
  - (f) The name and signature of the person that gave the medication.**Weight #6**
- (c) Medication must be stored and maintained as directed on the packaging or prescription label, including applicable refrigeration requirements. An early learning provider must comply with the following additional medication storage requirements:
  - (a) Medication must be inaccessible to children;
  - (b) Controlled substances must be locked in a container or cabinet which is inaccessible to children;
  - (c) Medication must be kept away from food in a separate, sealed container;
  - (d) External medication (designed to be applied to the outside of the body) must be stored to provide separation from internal medication (designed to be swallowed or injected) to prevent cross contamination.**Weight #7**
- (d) An early learning provider must return a child's unused medication to that child's parent or guardian. If this is not possible, a provider must follow the Food and Drug Administration (FDA) recommendations for medication disposal. **Weight #5**

### Original Language

- (1) An early learning provider must not give medication to any child without written and signed consent from that child's parent or guardian and must administer medication pursuant to directions on the medication label. **Weight #8**

Original Language

(3) An early learning provider must administer medication to children in care as follows:

(a) **Prescription Medication.**

Prescription medication must only be given to the child named on the prescription. Prescription medication must be prescribed by a health care professional with prescriptive authority for a specific child. A medication authorization form that allows a provider to give prescription medication to a child must be signed by the child's parent or guardian. Prescription medication must be labeled with:

- (i) A child's first and last name;
- (ii) The date the prescription was filled;
- (iii) The name and contact information of the prescribing health professional;
- (iv) The expiration date, medical need, dosage amount, and length of time to give the medication;
- (v) Instructions for the administration, storage, and disposal of the medication; and
- (vi) The possible side effects of the medication.

(b) **Non-prescription medication.** Non-prescription (over-the-counter) medication brought to the early learning program by a parent or guardian must be in the original packaging.

- (i) A parent or guardian must label non-prescription medication with their child's first and last name, the expiration date, medical need, dosage amount, and length of time to give the medication;
- (ii) Non-prescription medication must only be given to the child named on the label provided by the parent or guardian; and
- (iii) A medication authorization form allowing a provider to give non-prescription medication to a child must be signed by that child's parent or guardian. **Weight #7**

Original Language

(4) An early learning provider may allow children to take his or her own medication if the provider and parent or guardian complies with the following requirements:

- (a) The parent or guardian must give the provider a written statement, signed and dated by the parent or guardian, that authorizes the child to take his or her own medication;
- (b) The parent or guardian must give the provider a signed and dated written statement from the child's health care provider that has prescriptive authority stating that the child is physically and mentally capable of taking his or her own medication; and
- (c) An early learning program staff member must observe and document that the child took the medication.

**Weight #7**

Original Language

(5) Medication must be stored and maintained as directed on the packaging or prescription label, including applicable refrigeration requirements. Medication



must be maintained in a manner that prevents cross contamination. An early learning provider must comply with the following additional medication storage requirements:

- (a) Medication must be inaccessible to children;
- (b) Controlled substances must be locked in a container or cabinet which is inaccessible to children;
- (c) Medication must be kept away from food in a separate, sealed container;
- (d) Medication must be kept away from sources of moisture, heat, or light; and
- (e) External medication (designed to be applied to the outside of the body) must be stored separately from internal medication (designed to be swallowed or injected). External medication includes medicated ointments, lotions, or liquids applied to the skin or hair.

**Weight #7**

#### Original Language

- (6) An early learning provider must receive written authorization from a child's parent or guardian and health care provider with prescriptive authority prior to administering:
- (a) Vitamins;
  - (b) Herbal supplements;
  - (c) Fluoride;
  - (d) Homeopathic or naturopathic medication; and
  - (e) Teething gel or tablets (amber bead necklaces are prohibited).

**Weight #7**

#### Original Language

- (7) An early learning provider must not give or allow another to give any medication to a child for the purpose of sedating the child unless the medication has been prescribed for a specific child for that particular purpose by a qualified health care professional. **Weight #8**

#### Original Language

- (8) An early learning provider must not accept or give to a child homemade medication, such as diaper cream or sunscreen. **Weight #6**

#### Original Language

- (11) Parents or guardians must provide to early learning providers appropriate medication measuring devices. **Weight #6**

#### Original Language

- (12) A parent or guardian may authorize an early learning provider to administer the following for up to 180 calendar days:
- (a) Diaper ointments used as needed and intended only for the diaper area of children;
  - (b) Sunscreen;
  - (c) Lip balm or lotions; and

- (d) Hand sanitizers or hand wipes with alcohol, which may be used only for children over 24 months old. **Weight #4**

**Original Language**

- (13) An early learning provider must keep a current written medication log that includes:
- (a) A child's first and last name;
  - (b) The name of the medication that was given to the child;
  - (c) The dose amount that was given to the child;
  - (c) Notes about any side effects exhibited by the child;
  - (d) The date and time of each medication given or reasons that a particular medication was not given; and
  - (e) The name and signature of the person that gave the medication.
- Weight #6**

**Original Language**

- (14) An early learning provider must return a child's unused medication to that child's parent or guardian. If this is not possible, a provider must follow the Food and Drug Administration (FDA) recommendations for medication disposal.
- Weight #5**

**Original Language**

- (15) An early learning provider must keep medication authorization forms and medication logs for no less than twelve months, confidential, within the licensed space, and available for review by department staff. **Weight #5**

**170-300-0220 – Consensus Reached**  
**Bathroom space and toilet training.**

**NRM Negotiated Language**

(1) An early learning provider must provide at least one indoor bathroom in the licensed space that complies with the following:

(a) One working flush-type toilet (center early learning programs for every 15 children and staff) that is an appropriate height and size for children. To comply with height and size requirements for children, a platform may be used that is easily cleanable and resistant to moisture and slipping. For purposes of calculating the number of flush-type toilets, a child in diapers is not included in the calculation until the child begins toilet training;

(i) Staff toilets may be located outside of licensed space on the premises.

(b) One working sink and faucet (center early learning programs for every 15 children and staff) that is an appropriate height and size for children. To comply with the height and size requirements for children, a platform may be used that is easily cleanable and resistant to moisture and slipping.

(i) Staff sinks and faucets may be located outside of licensed space on the premises.

(ii) For handwashing, a faucet must provide warm running water between 60 and 120 degrees Fahrenheit;

(iii) Sinks and faucets must be located in the bathroom or immediately outside each bathroom;

(iv) Bathroom sinks must have water controls that are accessible to the intended user; and

(v) Bathroom sinks must not be used as a drinking source or for food preparation.

(c) The bathroom must provide privacy while toileting for children who demonstrate a need for privacy;

(d) A toilet paper dispenser for each toilet must be within arm's reach of a child;

(e) A window or exhaust fan must ventilate each bathroom;

(f) The bathroom floor must have a washable surface, resistant to moisture, and cleaned and disinfected on a daily basis or more often as needed; and

(g) If an early learning program premises is equipped with a bathtub or shower, the provider must:

(i) Only give a bath or shower to any child with parent or guardian's consent;

(ii) Only use the bath or shower to clean a child after an accident such as diarrhea or vomiting incident or during non-standard hours;

(iii) Ensure the area around a bathtub or shower is equipped with a conveniently located grab bar, or a nonskid floor, pad, or surface;

(iv) Provide developmentally-appropriate supervision to a child taking a shower or bath; and

(v) Make the bathing facility inaccessible to children when not being used by children (in center early learning programs only). **Weight #6**

### Original Language

- (1) An early learning provider must provide at least one indoor bathroom in the licensed space that complies with the following:
- (a) One working flush-type toilet (center early learning programs for every 15 children and staff) that is an appropriate height and size for children. To comply with height and size requirements for children, a platform may be used that is easily cleanable and resistant to moisture and slipping. For purposes of calculating the number of flush-type toilets, a child in diapers is not included in the calculation until the child begins toilet training;
  - (b) One working sink and faucet (center early learning programs for every 15 children and staff) that is an appropriate height and size for children. To comply with the height and size requirements for children, a platform may be used that is easily cleanable and resistant to moisture and slipping.
    - (i) For handwashing, a faucet must provide warm running water between 80 and 120 degrees Fahrenheit;
    - (ii) Sinks and faucets must be located in the bathroom or immediately outside each bathroom;
    - (iii) Bathroom sinks must have water controls that are accessible to the intended user; and
    - (iv) Bathroom sinks must not be used as a drinking source or for food preparation.
  - (c) The bathroom must provide privacy while toileting for children of the opposite sex who are four years old or older, and for other children who demonstrate a need for privacy;
  - (d) A mounted toilet paper dispenser for each toilet must be within arm's reach of a child;
  - (e) A window or exhaust fan must ventilate each bathroom;
  - (f) The bathroom floor must have a washable surface, resistant to moisture, and cleaned and disinfected on a daily basis or more often as needed; and
  - (g) If an early learning program premises is equipped with a bathtub or shower, the provider must:
    - (i) Not give a bath or shower to any child without the parent or guardian's written, signed, and dated consent;
    - (ii) Only use the bath or shower to clean a child after an accident such as diarrhea or vomiting incident;
    - (iii) Ensure the area around a bathtub or shower is equipped with a conveniently located grab bar, or a nonskid floor, pad, or surface;
    - (iv) Provide constant supervision to a child taking a shower or bath; and
    - (v) Make the bathing facility inaccessible to children when not being used by children. **Weight #6**

### NRM Negotiated Language

(2) An early learning provider must discuss toilet training procedures with a child's parent or guardian when a child is ready for training. A provider must facilitate the toilet training process by encouraging the child with:

- (a) Positive reinforcement (which may not include food items);
- (b) Culturally sensitive methods;

- (c) Developmentally appropriate methods; and
- (d) A toilet training routine developed in agreement with the parent or guardian. **Weight #5**

#### Original Language

- (2) An early learning provider must discuss toilet training procedures with a child's parent or guardian when a child is ready for training. A provider must facilitate the toilet training process by encouraging the child with:
  - (a) Positive reinforcement (which may not include food items);
  - (b) Culturally sensitive methods;
  - (c) Developmentally appropriate methods; and
  - (d) A toilet training routine developed in agreement with the parent or guardian. **Weight #5**

#### NRM Negotiated Language

- (3) An early learning provider may use a modified toilet seat if it is cleaned and disinfected using a safe disinfectant at least daily or more often if soiled. **Weight #5**

#### Original Language

- (3) An early learning provider may use a modified toilet seat if it is cleaned and disinfected using a safe disinfectant at least daily or more often if soiled.  
**Weight #5**

#### NRM Negotiated Language

- (4) Toilet training equipment must be cleaned in a designated sink that must not be used for food preparation, handwashing, or clean up.
  - (a) A family home early learning program may use a bathtub or multipurpose sink unless it is used for food preparation. This sink, basin, or bathtub must be cleaned and disinfected after each use with a safe disinfectant. **Weight #6**

#### Original Language

- (4) Toilet training equipment must be cleaned in a designated sink that must not be used for food preparation, handwashing, or clean up.
  - (a) A family home early learning program may use a bathtub or multipurpose sink unless it is used for food preparation. This sink, basin, or bathtub must be cleaned and disinfected after each use with a safe disinfectant.  
**Weight #6**

#### NRM Negotiated Language

- (5) If a child is developmentally ready, and an early learning provider uses a stand-up diapering procedure, it must be done in the bathroom or a diaper changing area. **Weight #5**
  - (a) If applicable, an early learning provider must post and follow a stand-up diapering procedure (found at <https://del.wa.gov/providers-educators/publications-forms-and-research/licensing-forms-and-documents-providers>).

Original Language

- (5) If a child is developmentally ready, and an early learning provider uses a stand-up diapering procedure, it must be done in the bathroom or a diaper changing area. **Weight #5**

Original Language

- (6) An early learning provider must post and follow a stand-up diapering procedure (found at <https://del.wa.gov/providers-educators/publications-forms-and-research/licensing-forms-and-documents-providers>). **Weight #4**

**170-300-0221- Consensus Reached**  
**Diaper changing areas and disposal.**

**NRM Negotiated Language**

(1) A center early learning provider must have a designated diaper changing area, including stand-up diapering, for each classroom or for every age grouping of children who require diapering. Only one diaper changing area is required at a family home early learning provider.

(a) A diaper changing area must:

(i) Be separate from areas where food is stored, prepared, or served;  
(ii) Have a sink with hot and cold running water, not used for food preparation and clean up;

(iii) Have a sturdy surface or mat that:

(A) Is not torn or repaired with tape;

(B) Washable;

(C) Has a moisture resistant surface that is cleanable

(D) Large enough to prevent the area underneath the diaper changing area from being contaminated with bodily fluids; and

(iv) On moisture resistant, washable material that horizontally or vertically surrounds and extends at least two feet from the diaper changing station and handwashing area; and

(v) Be uncluttered and not used for storage of any items not used in diapering a child. **Weight #6**

(b) An early learning provider must not leave a child unattended on the diaper changing surface or mat during the diaper changing process; **Weight #7**

(c) An early learning provider must not use safety belts on diaper changing tables because they are neither cleanable nor safe; and **Weight #6**

(d) An early learning provider must post an easily viewable diaper changing procedure at each station and must follow each step described in the procedure. **Weight #4**

**Original Language**

(1) A center early learning provider must have a designated diaper changing area for each classroom or for every age grouping of children who require diapering. Only one diaper changing area is required at a family home early learning provider.

(a) A diaper changing area must:

(i) Be separate from areas where food is stored, prepared, or served;  
(ii) Have a sink with hot and cold running water, not used for food preparation and clean up;

(iii) Have a sturdy surface or mat that:

(A) Is not torn or repaired with tape;

(B) Washable;

(C) Has a moisture resistant surface that is cleaned and disinfected between children, even if using a non-absorbent covering that is discarded after each use;

- (D) Large enough to prevent the area underneath the diaper changing area from being contaminated with bodily fluids; and
  - (iv) On moisture resistant, washable material that surrounds and extends at least two feet from the diaper changing station and handwashing area; and
  - (v) Be uncluttered and not used for storage of any items not used in diapering a child. **Weight #6**
- (b) An early learning provider must not leave a child unattended on the diaper changing surface or mat during the diaper changing process; **Weight #8**
- (c) An early learning provider must not use safety belts on diaper changing tables because they are neither cleanable nor safe; and **Weight #6**
- (d) An early learning provider must post an easily viewable diaper changing procedure and must follow each step described in the procedure. **Weight #5**

#### NRM Negotiated Language

- (2) If using a diaper changing station at an early learning program, it must be:
  - (a) Within arm's length of a handwashing sink or readily accessible to prevent cross contamination; and
  - (b) On moisture resistant, washable material that horizontally or vertically surrounds and extends at least two feet from the diaper changing station and handwashing area; and either:
    - (i) A table or counter large enough to accommodate the length of a child, with a protective barrier at least three and one-half inches high on all sides from the surface the child lays on; or
    - (ii) A wall mounted diaper changing station that meets manufacturer guidelines and specifications in addition to the requirements of this section. **Weight #5**

#### Original Language

- (2) If using a diaper changing station at an early learning program, it must be:
  - (a) Within arm's length of a handwashing sink; and
  - (b) On moisture resistant, washable material that surrounds and extends at least two feet from the diaper changing station and handwashing area; and either:
    - (i) A table or counter large enough to accommodate the length of a child, with a protective barrier at least three and one-half inches high on all sides; or
    - (ii) A wall mounted diaper changing station that meets manufacturer guidelines and specifications in addition to the requirements of this section. **Weight #5**

#### NRM Negotiated Language

- (3) If reusable or cloth diapers are used, the diapers must:
  - (a) Not be rinsed; and



(b) Placed in a securely sealed moisture impervious bag and stored in a separate disposal container. On a daily basis, the diapers must be delivered to a commercial laundry service or given to the child's parent or guardian.

**Weight #6**

#### Original Language

(3) If reusable or cloth diapers are used, the diapers must:

(a) Not be rinsed; and

(b) Placed in a securely closed plastic bag and stored in a separate disposal container away from the child's other belongings. On a daily basis, the diapers must be delivered to a commercial laundry service or given to the child's parent or guardian.

**Weight #6**

#### NRM Negotiated Language

(4) An early learning provider must provide a container designated for disposing of soiled diapers and diapering supplies only. The diaper disposal container must be:

(a) Hands-free and covered to prevent cross contamination;

(b) Lined with a disposable plastic trash bag;

(c) Within arm's length of the diaper changing area.

**Weight #6**

#### Original Language

(4) An early learning provider must provide a container designated for disposing of soiled diapers and diapering supplies only. The diaper disposal container must be:

(a) Hands-free and covered to prevent cross contamination;

(b) Lined with a disposable plastic trash bag;

(c) Within arm's length of the diaper changing area; and

(d) Emptied, removing contents from the early learning program space, and replaced with a new liner at least daily or more often if odor is present.

**Weight #6**

**170-300-0225- Consensus Reached**  
**Pets and animals.**

**NRM Negotiated Language**

(1) An early learning provider may have pets or other animals on the early learning program premises. **Weight NA**

**Original Language**

(1) An early learning provider may have pets or other animals on the early learning program premises. **Weight NA**

**NRM Negotiated Language**

(2) If an early learning provider keeps pets or animals on the early learning program premises, an early learning provider must have and follow a pet and animal policy and provide written notice to children's parents and guardians.  
**Weight #5**

**Original Language**

(2) Before allowing pets or animals on the early learning program premises, an early learning provider must have and implement a pet and animal policy.  
**Weight #5**

**Original Language**

(3) An early learning provider must provide written notice to children's parents and guardians that pets or animals are allowed and on the premises. **Weight #5**

**NRM Negotiated Language**

(3) Pets or other animals that have contact with children must:  
(a) Have all required vaccinations pursuant to local and county regulations;  
(b) Show no signs of illness, disease, worms, or parasites. If these symptoms appear, the pet or animal must be removed from the licensed space until appropriately treated for the condition; and  
(c) Be nonaggressive. If the pet or animal exhibits aggressive behavior, the pet or animal must be removed from the licensed space.  
**Weight #7**

**Original Language**

(4) Pets or other animals that have contact with children must:  
(a) Have all required vaccinations pursuant to local and county regulations;  
(b) Show no signs of illness, disease, worms, or parasites. If these symptoms appear, the pet or animal must be removed from the premises until appropriately treated for the condition; and  
(c) Be nonaggressive. If the pet or animal exhibits aggressive behavior, the pet or animal must be removed from the premises.  
**Weight #7**

### NRM Negotiated Language

- (4) An early learning provider must:
- (a) supervise children who interact with pets;
  - (b) Actively supervise children who interact with other animals;
  - (c) Require children and early learning program staff to wash hands after handling or feeding pets, or handling pet toys or equipment;
  - (d) Make reptiles and amphibians that are not part of the early learning program or activities inaccessible to the children due to the risk of Salmonella;
  - (e) Require that chickens, ducks, turkeys, doves, pigeons, or other birds are caged, cooped, or penned outside early learning program space when children are in care, at a distance that prevents children from having direct access to the enclosures or waste;
  - (f) Require indoor birds to be caged;
  - (g) If containers or cages are used for pets and animals; the container must have the ability to prevent debris from spilling out of the container or cage;
  - (h) Not allow pets and animals in the kitchen during food preparation and ensure pets and animals do not come into contact with food, food preparation, or serving areas while food is served;
  - (i) Not use a sink used for cleaning food or utensils to clean pet supplies;
  - (j) Not allow animals in rooms or areas typically used by infants or toddlers if a center early learning program;
  - (k) Provide direct supervision when animals are in family home early learning program areas with infants and toddlers, including naptime; and
  - (l) Store pet and animal medication separate from human medication.

Weight #6

### Original Language

- (5) An early learning provider must:
- (a) Directly supervise children who interact with pets or other animals;
  - (b) Require children and early learning program staff to wash hands after handling or feeding pets, or handling pet toys or equipment;
  - (c) Make reptiles and amphibians that are not part of the early learning program or activities inaccessible to the children due to the risk of Salmonella;
  - (d) Require that chickens, ducks, turkeys, doves, pigeons, or other birds are caged, cooped, or penned outside early learning program space when children are in care, at a distance that prevents children from having direct access to the enclosures or waste;
  - (e) Require indoor birds to be caged;
  - (f) Have containers or cages for pets and animals. Containers or cages must prevent debris from spilling out of the container or cage;
  - (g) Not allow pets and animals in the kitchen during food preparation and ensure pets and animals do not come into contact with food, food preparation, or serving areas;
  - (h) Not use a sink used for cleaning food or utensils to clean pet supplies;

- (i) Not allow animals in rooms or areas typically used by infants or toddlers if a center early learning program;
- (j) Provide direct supervision when animals are in family home early learning program areas with infants and toddlers, including naptime; and
- (k) Store pet and animal medication separate from human medication.  
**Weight #6**

#### NRM Negotiated Language

- (5) If early learning program activities or special events include or involve animals that carry Salmonella, which include but is not limited to reptiles, amphibians, chickens, or ducks early learning program staff must:
  - (a) Actively supervise children interacting with these animals to reduce the risk of Salmonella; **Weight #7**
  - (b) Wash their hands after interacting with these animals; and **Weight NA**
  - (c) Require that the children wash their hands after interacting with these animals. **Weight NA**

#### Original Language

- (6) If early learning program activities or special events include or involve reptiles, amphibians, chickens, or ducks, early learning program staff must:
  - (a) Directly supervise children interacting with these animals to reduce the risk of Salmonella;
  - (b) Wash their hands before and after interacting with these animals; and
  - (c) Require that the children wash their hands before and after interacting with these animals. **Weight #7**

#### NRM Negotiated Language

- (6) An early learning provider must require:
  - (a) Animals and pets to go to the bathroom outdoors if the animals do not have a designated indoor litter area. The designated outdoor area must be inaccessible to children in care;
  - (b) Pet containers, cages, to be cleaned and disinfected at least weekly or more often if needed and litterboxes cleaned daily;
  - (c) Litter boxes to be kept inaccessible to children;
  - (d) Animal wastes and litter to be disposed of as soon as possible and the area disinfected;
  - (e) Animal waste is disposed of in a manner that prevents children from coming into contact with the waste material. All animal waste must be inaccessible to children;
  - (f) Animal waste, including fish tank water, must be disposed of in unlicensed space or toilets or custodial sinks. Toilets and custodial sink areas must be washed, rinsed, and disinfected after disposal; and
  - (g) Indoor and outdoor play space to be cleaned and disinfected where animals or bird waste or vomit is present. This must be done as soon as possible, or prior to access by children. **Weight #6**

#### Original Language

- (7) An early learning provider must require:



- (a) Animals and pets to go to the bathroom outdoors if the animals do not have a designated indoor litter area. The designated outdoor area must be inaccessible to children in care;
- (b) Pet containers, cages, and litterboxes to be cleaned and disinfected at least weekly or more often if needed;
- (c) Litter boxes to be kept inaccessible to children;
- (d) Animal wastes and litter to be disposed of immediately and the area disinfected;
- (e) Animal waste is disposed of in a manner that prevents children from coming into contact with the waste material. All animal waste must be inaccessible to children;
- (f) Animal waste, including fish tank water, must be disposed of in toilets or custodial sinks. Toilets and custodial sink areas must be washed, rinsed, and disinfected after disposal; and
- (g) Indoor and outdoor play space to be cleaned and disinfected where animals or birds use the bathroom or vomit. This must be done at the first opportunity, prior to access by children. **Weight #6**

**170-300-0230 – Consensus Reached**

**First aid supplies.**

**NRM Negotiated Language**

(1) An early learning provider must maintain a complete first aid kit in the licensed space, on any off-site trip, and in a vehicle used to transport children in care.

(a) A first aid kit must:

- (i) Be stored in an easily accessible location for staff;
- (ii) Be inaccessible to children;
- (iii) Be separate from food or chemicals;
- (iv) Be kept clean and sanitary;
- (v) Be stored in a manner that prevents contamination; and
- (vi) Have sufficient supplies for the number of enrolled children and staff consistent with the early learning program's licensed capacity, or sufficient supplies for each room in the licensed space. **Weight #7**

**Original Language**

(1) An early learning provider must maintain a complete first aid kit in the licensed space, on any off-site trip, and in a vehicle used to transport children in care.

**Weight #7**

**Original Language**

(3) A first aid kit must:

- (a) Be stored in an easily accessible location for staff;
- (b) Be inaccessible to children;
- (c) Be separate from food or chemicals;
- (d) Be kept clean and sanitary;
- (e) Be stored in a manner that prevents contamination; and
- (f) Have sufficient supplies for the number of enrolled children and staff consistent with the early learning program's licensed capacity, or sufficient supplies for each room in the licensed space. **Weight #6**

**NRM Negotiated Language**

(2) A first-aid kit must include:

- (a) Disposable nonporous protective non-latex gloves;
- (b) Adhesive bandages of various sizes;
- (c) Small scissors;
- (d) Tweezers;
- (e) An elastic wrapping bandage;
- (f) Sterile gauze pads;
- (g) Ice packs;
- (h) A disposable or mercury free thermometer that uses disposable sleeves, or is cleaned and sanitized after each use;
- (i) A sling, or a large triangular bandage;
- (j) Adhesive tape;
- (k) A CPR barrier with a one-way valve or both an adult and pediatric CPR mask with a one-way valve
- (l) A current first-aid manual; and
- (m) Hand-sanitizer (for adult use only). **Weight #1**

### Original Language

- (2) A first-aid kit must only include:
- (a) Disposable nonporous protective gloves;
  - (b) Adhesive bandages of various sizes;
  - (c) Small scissors;
  - (d) Tweezers;
  - (e) An elastic wrapping bandage;
  - (f) Sterile gauze pads;
  - (g) Ice packs;
  - (h) A mercury free thermometer that uses disposable sleeves, or is cleaned and sanitized after each use;
  - (i) A sling, or a large triangular bandage;
  - (j) Adhesive tape;
  - (k) A CPR mask with a one-way valve; and
  - (l) A current first-aid manual. **Weight #1**

**170-300-0235 – Consensus Reached**

**Safe water sources.**

**NRM Negotiated Language**

(1) Hot and cold running water shall be supplied to early learning program premises. **Weight #7**

**Original Language**

(1) Hot and cold running water shall be supplied to early learning program premises. **Weight #7**

**NRM Negotiated Language**

(2) An early learning provider must use a Washington state certified water laboratory accredited by the department of ecology to analyze drinking water to test the program water supply for lead and copper. All fixtures used to obtain water for preparing food or infant formula, drinking, or cooking must be tested prior to licensing and at least once every six years. Testing must be done pursuant to current environmental protection agency standards. A copy of the water testing results must be kept on the licensed premises or easily accessible from a central administrative office. If the test results are at or above the current EPA action level, an early learning provider must immediately (within 24 hours):

- (a) Consult with the department of health for technical assistance;
- (b) Close the early learning program to prevent children from using or consuming water, or supply bottled or packaged water to meet the requirements of this chapter;
- (c) Notify all parents and guardians of the test results;
- (d)

Contact and advise the department of the water test results and steps taken to protect enrolled children;

(d) and

(e) Notify the department once lead and copper levels are below the current EPA action level. **Weight #7**

**Original Language**

(2) An early learning provider must use a Washington state certified water laboratory accredited by the department of ecology to analyze drinking water to test the program water supply for lead and copper within six months of the date this section becomes effective. All fixtures used to obtain water for preparing food or infant formula, drinking, or cooking must be tested prior to licensing and at least once every six years. Testing must be done pursuant to current environmental protection agency standards. A copy of the water testing results must be kept on the licensed premises. If the test results are at or above the current EPA action level, an early learning provider must immediately:

- (a) Close the early learning program to prevent children from using or consuming water, or supply bottled or packaged water to meet the requirements of this chapter;
- (b) Consult with the department of health for technical assistance;
- (c) Contact and advise the department of the water test results and steps

taken to protect enrolled children;



- (d) Notify all parents and guardians of the test results; and
- (e) Notify the department once lead and copper levels are below the current EPA action level. **Weight #7**

### NRM Negotiated Language

(3) If an early learning program space receives water from a private well, the well must comply with Chapter 173-160 WAC minimum standards for construction and maintenance of wells.

(a) Well water must be tested within six months of the date this section becomes effective and at least once every 12 months thereafter for coliform bacteria and nitrates by a Washington state certified laboratory accredited by the department of ecology to analyze drinking water. To achieve desirable results the test must indicate:

- (i) No presence of coliform bacteria; and
- (ii) The presence of less than ten parts per million (ppm) for nitrates. If test results for nitrates are greater than five but less than ten ppm, the water must be retested within six months.

(b) If well water tests positive for coliform bacteria, or greater than ten ppm for nitrates, the provider must:

- (i) Immediately (within 24 hours) stop using the well water in the child care premises; and
- (ii) Inform the local health jurisdiction or the department of health and the department of the positive test results.
- (c) If directed by the department, an early learning provider must discontinue child care operations until repairs are made to the water system and

water tests indicate desirable results pursuant to subsection 3(a) of this section.

(d) If the department determines that child care operations may continue while an unsafe water system is being repaired or installs treatment, an early learning provider must:

- (i) Provide an alternate source of water, approved by the department; and
- (ii) Repair the well or install treatment as required and re-test until the water meets the water quality standards pursuant to subsection 3(a) of this section. **Weight #7**

### Original Language

(3) If an early learning program space receives water from a private well, the well must comply with Chapter 173-160 WAC minimum standards for construction and maintenance of wells.

(a) Well water must be tested within six months of the date this section becomes effective and at least once every 12 months thereafter for coliform bacteria and nitrates by a Washington state certified laboratory accredited by the department of ecology to analyze drinking water. To achieve desirable results the test must indicate:

- (i) No presence of coliform bacteria; and

- (ii) The presence of less than ten parts per million (ppm) for nitrates. If test results for nitrates are greater than five but less than ten ppm, the water must be retested within six months.
- (b) If well water tests positive for coliform bacteria, or greater than ten ppm for nitrates, the provider must:
  - (i) Immediately stop using the well water in the child care premises; and
  - (ii) Immediately inform the local health jurisdiction or the department of health and the department of the positive test results.
- (c) If directed by the department, an early learning provider must discontinue child care operations until repairs are made to the water system and water tests indicate desirable results pursuant to subsection 3(a) of this section.
- (d) If the department determines that child care operations may continue while an unsafe water system is being repaired or installs treatment, an early learning provider must:
  - (i) Provide an alternate source of water, approved by the department; and
  - (ii) Repair the well or install treatment as required and re-test until the water meets the water quality standards pursuant to subsection 3(a) of this section. **Weight #7**

#### NRM Negotiated Language

- (4) An early learning provider must immediately notify the department when the water connection to an early learning program space is interrupted for more than one hour, or the water source becomes contaminated:
  - (a) The department may require the early learning provider to temporarily close until the water connection is restored or the water source is no longer contaminated; or
  - (b) The early learning provider must obtain an alternative source of potable water such as bottled or packaged water. The amount of the alternative source of potable water must be sufficient to ensure compliance with the requirements of this chapter for safe drinking water, handwashing, sanitizing, dishwashing, and cooking. **Weight #7**

#### Original Language

- (4) An early learning provider must immediately notify the department when the water connection to an early learning program space is interrupted for more than one hour, or the water source becomes contaminated:
  - (a) The department may require the early learning provider to temporarily close until the water connection is restored or the water source is no longer contaminated; or
  - (b) The early learning provider must obtain an alternative source of potable water such as bottled or packaged water. The amount of the alternative source of potable water must be sufficient to ensure compliance with the requirements of this chapter for safe drinking water, handwashing, sanitizing, dishwashing, and cooking. **Weight #7**

**170-300-0236- Consensus Reached**  
**Safe drinking water.**

**NRM Negotiated Language**

- (1) An early learning program's drinking water must:
- (a) Be offered frequently and readily available to children at all times;
  - (b) Be offered in outdoor play areas, in each classroom for centers, and in the licensed space for family homes;
  - (c) Be served in a manner that prevents contamination;
  - (d) Not be obtained from a handwashing sink used with toileting or diapering; and
  - (e) Be served fresh daily or more often as needed. **Weight #6**

**Original Language**

- (1) An early learning program's drinking water must:
- (a) Be offered frequently and readily available to children at all times;
  - (b) Be offered in outdoor play areas, in each classroom for centers, and in the licensed space for family homes;
  - (c) Be served in a manner that prevents contamination;
  - (d) Not be obtained from a handwashing sink used with toileting; and
  - (e) Be served fresh daily or more often as needed.  
**Weight #7**

**NRM Negotiated Language**

- (2) Drinking fountains at an early learning program must:
- (a) Not be attached to handwashing sinks or disabled;
  - (b) Not be located in bathrooms;
  - (c) Not be a "bubble type" fountain (the water flow must form an arch);
  - (d) Be cleaned and sanitized daily, or more often as needed; and
  - (e) Be located above water impervious flooring. **Weight #6**

**Original Language**

- (2) Drinking fountains at an early learning program must:
- (a) Not be attached to handwashing sinks;
  - (b) Not be located in bathrooms;
  - (c) Not be a "bubble type" fountain; and
  - (d) Be cleaned and sanitized daily, or more often as needed.  
**Weight #6**

**Original Language**

- (3) All drinking equipment must be cleaned and sanitized:
- (a) On a daily basis or more often as needed; and
  - (b) Between uses by different children. **Weight #7**

**Original Language**

- (4) An early learning program may serve drinking water from:
- (a) Single use or reusable drinkware;
  - (b) Individual water bottles;

- (c) Pitchers; or
- (d) Drinking fountains. **Weight #5**

**170-300-0240- Consensus Reached**  
**Clean and healthy environment.**

**NRM Negotiated Language**

(1) Early learning program premises and program equipment must be clean and sanitary.

(a) Early learning program hard surfaces including, but not limited to, **hard** floors, walls, counters, bookshelves, and tables must be smooth and easily cleanable. A cleanable surface must be:

- (a) Designed to be cleaned frequently and made of sealed wood, linoleum, tile, plastic, or other solid surface materials;
- (b) Moisture resistant; and
- (c) Free of chips, cracks, and tears.

(b) An early learning provider must have at least 24 inches of moisture resistant and cleanable material, or barrier, around sinks, drinking fountains, toilets.

(c) An early learning provider must clean all surfaces before sanitizing or disinfecting. Surfaces must be cleaned with a soap and water solution or spray cleaner and rinsed. If using a spray cleaner, directions on the label must be followed.

(d) Aerosol sprays and air fresheners must not be used during child care hours.

(e) If a bleach solution is used for sanitizing or disinfecting, an early learning provider must use one that is fragrance-free and follow DOH's current Guidelines for Mixing Bleach Solutions for Child Care and Similar Environments.

(f) If an early learning provider uses a product other than bleach, **including wipes**, to sanitize or disinfect, the product must be:

- (a) Approved by the department prior to use;
- (b) Used by trained staff only;
- (c) Registered with the EPA and have Safety Data Sheets (SDS) available;
- (d) Used in accordance with the manufacturer's label, which must include:
  - (i) Directions for use;
  - (ii) A description of the safety precautions, procedures, and equipment that must be used for mixing the substitute product concentration, if applicable;
  - (iii) A description of the safety precautions and procedures if the substitute product contacts skin or is inhaled, if applicable; and
  - (iv) A description of the procedures and safety precautions for rinsing cleaned areas and cleaning equipment, if applicable.
- (d) Labeled as safe to use on food surfaces if the product will be used to sanitize:
  - (i) Food contact surfaces; or
  - (ii) Items such as eating utensils or toys used by the child or put into the child's mouth; and

(e) Fragrance-free. **Weight #6**

**Original Language**

- (1) Early learning program premises and program equipment must be clean and sanitary. **Weight #7**

**Original Language**

- (2) Early learning program surfaces including, but not limited to, floors, walls, counters, bookshelves, and tables must be smooth and easily cleanable. A cleanable surface must be:
- (a) Designed to be cleaned frequently and made of sealed wood, linoleum, tile, plastic, or other solid surface materials;
  - (b) Moisture resistant; and
  - (c) Free of chips, cracks, and tears. **Weight #6**

**Original Language**

- (3) An early learning provider must have at least 24 inches of moisture resistant and cleanable material around sinks, drinking fountains, toilets, and diaper changing areas. **Weight #5**

**Original Language**

- (4) An early learning provider must clean all surfaces before sanitizing or disinfecting. Surfaces must be cleaned with a soap and water solution or spray cleaner. If using a spray cleaner, directions on the label must be followed. **Weight #6**

**Original Language**

- (5) Aerosol sprays and air fresheners must not be used during child care hours. **Weight #5**

**Original Language**

- (6) If a bleach solution is used for sanitizing or disinfecting, an early learning provider must use one that is fragrance-free and follow DOH's current [Guidelines for Mixing Bleach Solutions for Child Care and Similar Environments](#). **Weight #6**

**Original Language**

- (7) If an early learning provider uses a product other than bleach to sanitize or disinfect, the product must be:
- (a) Approved by the department prior to use;
  - (b) Registered with the EPA and have Safety Data Sheets (SDS) available;
  - (c) Used in accordance with the manufacturer's label, which must include:
    - (i) Directions for use;
    - (ii) A description of the safety precautions, procedures, and equipment that must be used for mixing the substitute product concentration, if applicable;
    - (iii) A description of the safety precautions and procedures if the substitute product contacts skin or is inhaled, if applicable; and
    - (iv) A description of the procedures and safety precautions for rinsing cleaned areas and cleaning equipment, if applicable.

- (d) Labeled as safe to use on food surfaces if the product will be used to sanitize:
  - (i) Food contact surfaces; or
  - (ii) Items such as eating utensils or toys used by the child or put into the child's mouth; and
- (e) Fragrance-free. **Weight #6**

**Original Language**

- (8) Sanitizing or disinfecting wipes must not be used in the licensed space. **Weight #4**

**170-300-0241 – Consensus Reached**  
**Cleaning schedules.**

**NRM Negotiated Language**

(1) An early learning provider must develop and follow a cleaning schedule that includes:

- (a) Food preparation areas, tables and chairs, high chairs, and food service counters must be cleaned and sanitized before and after each meal and snack with single use paper towels or one-time use wiping cloths;
- (b) Eating utensils, bottles, drinking equipment, and dishes must be cleaned and sanitized after each use;
- (c) Pacifiers must be cleaned and sanitized either:
  - (i) after each use; or,
  - (ii) may be reused by an individual child only if they have been rinsed off after each use and stored within a separate storage device or container that prevents contamination, and both must be cleaned and sanitized daily; and,
  - (iii) sanitizing must be done by washing and boiling the pacifier or washing the pacifier in the dishwasher.
- (d) Appliances used to prepare food must be cleaned after each use and sanitized daily, or more often as needed;
- (e) Refrigerators and freezers must be cleaned and sanitized monthly or more often as needed; and
- (f) Toys must be cleaned and sanitized under the following conditions:
  - (i) Infant and toddler toys must be cleaned and sanitized at least daily or more often if needed
  - (ii) all other toys must be cleaned and sanitized weekly or as needed
  - (iii) when a toy comes into contact with a child's mouth or bodily fluids it must be removed from use until it can be cleaned and sanitized prior to reuse.
- (g) furniture and equipment cleaning monthly or as needed **Weight #6**

**Original Language**

(1) An early learning provider must develop and follow a cleaning schedule that includes:

- (a) Food preparation areas, tables and chairs, high chairs, and food service counters must be cleaned and sanitized before and after each meal and snack with single use paper towels or one-time use wiping cloths;
- (b) Eating utensils, bottles, drinking equipment, and dishes must be cleaned and sanitized after each use;
- (c) Pacifiers must be cleaned and sanitized after each use (sanitizing must be done by washing and boiling the pacifier or washing the pacifier in the dishwasher);
- (d) Appliances used to prepare food must be cleaned after each use and sanitized daily, or more often as needed;
- (e) Refrigerators and freezers must be cleaned and sanitized monthly or more often as needed; and



- (f) Toys must be cleaned and sanitized daily, or as needed, including but not limited to being removed from the play area or cleaned and sanitized prior to reuse when a toy comes into contact with another child's mouth or bodily fluids.

**Weight #6**

#### NRM Negotiated Language

- (2) Machine washable clothes and toys must be laundered as needed. **Weight #4**

#### Original Language

- (2) Machine washable clothes and toys must be laundered weekly or more often as needed. **Weight #5**

#### NRM Negotiated Language

- (3) Sleeping equipment must be:
- (a) Cleaned and sanitized after each use if used by more than one child; or
  - (b) Cleaned and sanitized weekly or more often as needed if assigned to a child. **Weight #5**

#### Original Language

- (3) Sleeping equipment must be:
- (a) Cleaned and sanitized after each use if used by more than one child; or
  - (b) Cleaned and sanitized weekly or more often as needed if assigned to a child. **Weight #5**

#### NRM Negotiated Language

- (4) Bedding must be:
- (a) Laundered and sanitized weekly or more often as needed when assigned to a child-
  - (b) Laundered and sanitized after each use if used by more than one child. **Weight #5**

#### Original Language

- (4) Bedding must be:
- (a) Laundered and sanitized weekly or more often as needed when assigned to a child. A sanitizer must be added to the rinse cycle.
  - (b) Laundered and sanitized after each use if used by more than one child. A sanitizer must be added to the rinse cycle. **Weight #5**

#### NRM Negotiated Language

- (5) Sinks that are not used for handwashing after toileting, diapering, or food preparation must be cleaned and sanitized daily or more often as needed. **Weight #5**

#### Original Language

- (5) Sinks that are not used for handwashing after toileting, diapering, or food preparation must be cleaned and sanitized daily or more often as needed. **Weight #5**

#### NRM Negotiated Language

(6) Toileting and diaper changing areas including, but not limited to, toilets, counters, sinks, and floors must be cleaned and disinfected daily or more often as needed. **Weight #6**

#### Original Language

(6) Toileting and diaper changing areas including, but not limited to, toilets, counters, sinks, floors, and bathroom garbage cans must be cleaned and disinfected daily or more often as needed. **Weight #6**

#### NRM Negotiated Language

(7) Diaper changing tables and changing pads must be cleaned and disinfected between children, even if using a non-absorbent covering that is discarded after each use. **Weight #7**

#### Original Language

(7) Diaper changing tables and changing pads must be cleaned and disinfected after each use. **Weight #7**

#### NRM Negotiated Language

(8) Diaper receptacles must be emptied, cleaned, and disinfected daily or more often as needed. Contents must be removed from the licensed space, and replaced with a new liner at least daily or more often if odor is present.:

(a) Garbage cans and receptacles not intended for diapers must be emptied on a daily basis and cleaned and disinfected as needed.

**Weight #6**

#### Original Language

(8) Diaper pails and garbage receptacles must be emptied, cleaned, and disinfected daily or more often as needed. **Weight #6**

#### NRM Negotiated Language

(9) Floors must be:

(a) Cleaned by either sweeping or vacuuming at least once per day or more often as needed; and

(b) moisture resistant flooring must be cleaned and sanitized at least once per day or more often as needed. **Weight #5**

#### Original Language

(9) Floors must be:

(a) Cleaned by either sweeping or vacuuming at least once per day or more often as needed; and

(b) Cleaned and sanitized at least once per day or more often as needed for moisture resistant flooring. **Weight #5**

#### NRM Negotiated Language

(10) Large area rugs or installed carpet must be cleaned at least once every six months or when visible dirt or stains are present, using a carpet shampoo machine,

steam cleaner, or other method that minimizes the exposure of children in care to pathogens and allergens.

- (a) An early learning provider must not use dry shampoos or dry chemical sanitizers or disinfectants, unless pre-approved by DEL.
- (b) If caring for infants, a provider must either supply a safe and clean material over large rugs or carpet, or clean rugs or carpet if visible stains are present and at least once per month. **Weight #5**

#### Original Language

(10) Large area rugs or installed carpet must be cleaned at least once every six months or when visible dirt or stains are present, using a carpet shampoo machine, steam cleaner, or other method that minimizes the exposure of children in care to pathogens and allergens.

- (a) An early learning provider must not use dry shampoos or dry chemical sanitizers or disinfectants.
- (b) If caring for infants, a provider must either supply a safe and clean material over large rugs or carpet, or clean rugs or carpet if visible stains are present and at least once per month.  
**Weight #5**

#### NRM Negotiated Language

(11) Small area rugs must be shaken outdoors or vacuumed daily, and laundered as needed. **Weight #5**

#### Original Language

(11) Small area rugs must be shaken outdoors or vacuumed daily, and laundered weekly. **Weight #5**

#### NRM Negotiated Language

(12) Carpets or area rugs soiled with bodily fluids must be cleaned and disinfected with an EPA registered product or high-heat. Precautions must be used to limit exposure to blood and body fluids during cleanup. **Weight #6**

#### Original Language

(12) Carpets or area rugs soiled with bodily fluids must be cleaned and disinfected with an EPA registered product. Precautions must be used to limit exposure to blood and body fluids during cleanup. **Weight #7**

#### NRM Negotiated Language

- (13) Children must not:
- (a) Be present when carpets are cleaned or vacuumed,
    - (i) unless spot vacuuming a spill and children are not within the immediate area; and
    - (ii) if using a vacuum to spot clean, it must have a HEPA filter
  - (b) Use or play on or near carpet areas until dry. **Weight #5**

#### Original Language

(13) Children must not:



- (a) Be present when carpets are cleaned or vacuumed; or
- (b) Use or play on or near carpet areas until dry.

Weight #5

**170-300-0245- Consensus Reached**  
**Laundry and equipment.**

**NRM Negotiated Language**

(1) Laundry and laundry equipment at an early learning program must be inaccessible to children and separated from areas where food is prepared to prevent cross contamination. **Weight #4**

**Original Language**

(1) Laundry and laundry equipment at an early learning program must be inaccessible to children and separated from areas where food is prepared to prevent cross contamination. **Weight #1**

**NRM Negotiated Language**

(2) Dirty or soiled laundry must be:

(a) Kept separate from clean laundry

(b) Cleaned with laundry soap or detergent;

(c) Rinsed; and

(i) Sanitized with bleach or a similar sanitizer registered by the EPA; or

(ii) Sanitized by using a "sanitize" setting on a washing machine setting that reaches at least 140 degrees Fahrenheit **or dryer that has a specific sanitize setting.**

**Weight #6**

**Original Language**

(2) Dirty or soiled laundry must be:

(a) Kept separate from clean laundry; **Weight #6**

(b) Cleaned with laundry soap or detergent; **Weight #5**

(c) Rinsed; and

(i) Sanitized with bleach or a similar sanitizer registered by the EPA; or

(ii) Sanitized by using a "sanitize" setting on a washing machine that reaches at least 140 degrees Fahrenheit, if possible. **Weight #5**

**NRM Negotiated Language**

(3) A dryer must be vented to outside of the building or following manufacturer's specifications. **Weight #5**

**Original Language**

(3) A dryer must be vented to outside of the building. **Weight #5**

**170-300-0250- Consensus Reached**  
**Private septic systems.**

**NRM Negotiated Language**

(1) If an early learning program is served by a private septic system, the septic system must be designed, constructed, and maintained in accordance with state and local health jurisdiction requirements. For purposes of this section, a septic system is a “private septic system” if the septic system is not connected to a public sewer system maintained by a government agency. A “private septic system” includes, but is not limited to, the septic system’s drain field and tanks.

**Weight #6**

(A) A private septic system must be inspected by a septic system inspector certified by the local health jurisdiction; and pumped as directed by the septic system inspector. **Weight #NA**

(B) The most recent private septic system pumping and inspection records must be kept on the premises and/or made available to the department upon request. **Weight #NA**

(c) If an early learning provider does not have the documentation described in subsection (b) of this section, the provider must obtain from the state, local health jurisdiction, or a department approved private company such documentation within six months of the date this section becomes effective.

**Weight #NA**

-(d) An early learning provider must provide notice to the department and local health jurisdiction if there is a problem, concern, or malfunction with a private septic system. **Weight #NA**

(e) If a private septic system problem, concern, or malfunction that interferes with the proper care of children and an approved alternative option is not available, the state, local health jurisdiction, or department may require an early learning program to close until the system is repaired, inspected, and approved by the local health jurisdiction and is operational. **Weight #NA**

**Original Language**

(1) If an early learning program is served by a private septic system, the septic system must be designed, constructed, and maintained in accordance with state and local health jurisdiction requirements. For purposes of this section, a septic system is a “private septic system” if the septic system is not connected to a public sewer system maintained by a government agency. A “private septic system” includes, but is not limited to, the septic system’s drain field and tanks.

**Weight #6**

**Original Language**

(2) A private septic system must be:

(a) Inspected by a septic system inspector certified by the local health jurisdiction; and

(b) Pumped at least once every three years or more often as required by the state or a local health jurisdiction.

**Weight #5**

**Original Language**

(3) The most recent private septic system pumping and inspection records must be kept on the premises and made available to the department upon request.

**Weight #4**

**Original Language**

(4) An early learning program must have inspection documentation from the state, local health jurisdiction, or a private company. This documentation must state that the private septic system and drain field can accommodate the number of occupants, including children and adults, currently using or planned to use the private septic system. **Weight #5**

**Original Language**

(5) If an early learning provider does not have the documentation described in subsection (4) of this section, the provider must obtain from the state, local health jurisdiction, or a department approved private company such documentation within three months of the date this section becomes effective.

**Weight #4**

**Original Language**

(6) An early learning provider must provide notice to the department and local health jurisdiction if there is a problem, concern, or malfunction with a private septic system. **Weight #6**

**Original Language**

(7) If a private septic system malfunctions or a problem arises that interferes with the proper operation of the system, the state, local health jurisdiction, or department may require an early learning program to close until the system is repaired and operates according to the manufacturer's standards. **Weight #6**

**NRM Negotiated Language**

(2) Pursuant to 170-300-0146 (2), playground design must not:

- (a) Interfere with access to or the operation of a private septic system, including a private septic system's drain field and tanks; and
- (b) Be located or placed in a way that impacts private septic system's drain field or tanks as determined by local officials. **Weight #NA**

**Original Language**

(8) Playgrounds must not:

- (a) Interfere with access to or the operation of a private septic system, including a private septic system's drain field and tanks; and
- (b) Be located or placed on the private septic system's drain field or tanks.

**Weight #6**

**170-300-0255- Consensus Reached; Weights undiscussed in February**  
**Pest control.**

**NRM Negotiated Language**

- (1) An early learning provider must take appropriate steps to safely prevent or control pests that pose risk to the health and safety to adults and children in and around the licensed space. **Weight #7**

**Original Language**

- (1) An early learning program must keep premises free from pests such as insects, mice, rats, fleas, and cockroaches. **Weight #7**

**NRM Negotiated Language**

- (2) Pest control steps **must** include:
- (a) Prevention.** A provider must take steps to prevent attracting pests including, but not limited to, identifying and removing food and water sources that attract pests.
  - (b) Inspection.** Indoor and outdoor areas in and around the licensed space must be inspected for evidence of pests. A provider must document the date and location if evidence is found.
  - (c) Identification.** Pests found in the licensed space must be identified and documented so the pest may be properly removed or exterminated.
  - (d) Management.** A provider must document steps taken to remove or exterminate the pests if found in the licensed space.
- Weight #NA**

**Original Language**

- (3) An early learning provider must remove and eliminate pests discovered on the premises, and take steps to prevent future pests. A provider must have policies in place that use an Integrated Pest Management (IPM) program to reduce the risk of chemical exposure to children in care. IPMs must be an effective and environmentally sensitive approach to pest management that relies on a combination of common sense practices and applies pesticide as a last resort. IPMs must include:
- (a) Prevention.** A provider must take steps to prevent attracting pests including, but not limited to, identifying and removing food and water sources that attract pests.
  - (b) Inspection.** Indoor and outdoor areas in and around the premises must be inspected for evidence of pests. A provider must document the date and location if evidence is found.
  - (c) Identification.** Pests found on the premises must be identified and documented so the pest may be properly removed or exterminated.
  - (d) Management.** A provider must document steps taken to remove or exterminate the pests if found on the premises. **Weight #6**

**NRM Negotiated Language**

- (3) A provider must have and follow a pest control policy that emphasizes prevention and natural, non-chemical, low-toxicity methods where pesticides or



herbicides are used as a last resort (i.e. Integrated Pest Management) **Weight NA**

#### Original Language

- (4) At enrollment, and annually thereafter, a written copy of the early learning program's pesticide policies must be given to the parents or guardians of enrolled children. Pesticide policies must require postings on the child care premises and written notice to parents or guardians when:
- (a) Evidence of pests on the premises is discovered; and
  - (b) The early learning program plans to use pesticides or other approved chemicals to eliminate pests.

**Weight #5**

#### NRM Negotiated Language

- (4) If pesticides are used, center providers must follow RCW 17.21 and family home providers must follow the manufacturer's instructions, apply when children are not present, and give parents notice of what pesticide will be applied and where at least 48 hours prior to application, except in an emergency (such as a wasp nest). **Weight NA**

#### Original Language

- (5) An early learning provider must use, apply, or implement the least hazardous or toxic method of pest management available. If using chemical pesticides:
- (a) The individual applying the chemical pesticide must read and follow all directions on the pesticide's product label.
  - (b) Chemical pesticides must not be used, applied, or disbursed when enrolled children are present.
  - (c) Before children may occupy and use areas treated with pesticides, surfaces that may have come into contact with pesticides must be cleaned and rinsed, and rooms where the pesticide was used must be sufficiently ventilated pursuant to the pesticide manufacturer's instructions.
  - (d) Pest baits, poison, traps, and other chemicals or pesticides must be inaccessible to children.
  - (e) In addition, a center early learning provider must:
    - (i) Comply with the Washington State Department of Agriculture's guide for *Pesticide Use at Public Schools (K-12) and Licensed Day Care Centers*, as now or hereafter amended; and
    - (ii) Post a notice to parents or guardians and staff 48 hours before a chemical pesticide is used, applied, or disbursed on the licensed premises, pursuant to RCW 43.215.220 and 17.21.415 as now or hereafter amended. The notice must include:
      - (A) The product name of the pesticide to be applied;
      - (B) The intended date and time of application;
      - (C) The location to which the pesticide is to be applied;
      - (D) The pest to be controlled; and
      - (E) The name and phone number of a contact person at the premises coordinating the pesticide use. **Weight #6**

Original Language

- (2) An early learning provider must prevent or control pests in or around the premises by:
- a. Keeping garbage cans covered except for those containing only paper;
  - b. Maintaining properly fitting screens in good condition for all exterior doors and windows when in use;
  - c. Properly sealing and storing food; and
  - d. Keeping floors and other areas free from crumbs and food debris.

Weight #6

**170-300-0260- Consensus Reached; Weight (5) undiscussed in February  
Storage of maintenance and janitorial supplies.**

**NRM Negotiated Language**

- (1) An early learning provider must ensure all poisonous or dangerous substances including, but not limited to fuels; solvents; oils; laundry, dishwasher, and other detergents; sanitizing products; and disinfectants are stored:
- (a) In a location that is inaccessible to children;
  - (b) Separate and apart from food preparation areas, food items, and food supplies;
  - (c) In their original containers or clearly labeled with the name of the product if not in the original container; and
  - (d) In compliance with the manufacturer's directions including not storing products near heat sources. **Weight #7**

**Original Language**

- (1) An early learning provider must ensure all poisonous or dangerous substances including, but not limited to, fuels, solvents, oils, detergents, sanitizing products, and disinfectants are stored:
- (a) In a location that is inaccessible to children;
  - (b) Separate and apart from food preparation areas, food items, and food supplies;
  - (c) In their original containers or clearly labeled with the name of the product if not in the original container; and
  - (d) In compliance with the manufacturer's directions including not storing products near heat sources. **Weight #7**

**NRM Negotiated Language**

- (2) Storage areas and storage rooms must:
- (a) Be inaccessible to children;
  - (b) Have locking doors or other methods to prevent child access;
  - (c) Have moisture resistant and easily cleanable floors;
  - (d) Have shielded or shatter-resistant lighting;
  - (e) Have a designated maintenance or janitorial utility sink, or another method to dispose of wastewater (kitchen sinks must not be used for disposal of wastewater); and
  - (f) Be kept clean and sanitary. **Weight #7**

**Original Language**

- (2) Storage areas and storage rooms must:
- (a) Be inaccessible to children;
  - (b) Have locking doors or other methods to prevent child access;
  - (c) Have moisture resistant and easily cleanable floors;
  - (d) Have shielded or shatter-resistant lighting;
  - (e) Have a designated maintenance or janitorial utility sink, or another method to dispose of wastewater (kitchen sinks must not be used for disposal of wastewater); and
  - (f) Be kept clean and sanitary. **Weight #7**

#### NRM Negotiated Language

(3) A center early learning provider must have storage areas and rooms that contain chemicals, utility sinks, or wet mops must be ventilated to the outdoors or exterior window or mechanical ventilation to prevent the buildup of odors, fumes, or other hazards. **Weight #6**

#### NRM Negotiated Language

(4) family home providers must store and maintain chemicals and wet mops to minimize buildup of odors, fumes, or other hazards. **Weight #6**

#### Original Language

(3) Storage areas and rooms that contain chemicals, utility sinks, or wet mops must be ventilated to the outdoors or exterior window or mechanical ventilation. **Weight #6**

#### NRM Negotiated Language

\***Weight tabled**

(5) Maintenance and janitorial supplies and equipment must be stored in a manner that prevents access to children including, but not limited to: saws, power tools, lawn mowers, toilet plungers, toilet brushes. **Weight #7**

#### Original Language

(4) Maintenance and janitorial supplies and equipment must be stored in a location that is inaccessible to children including, but not limited to: tools, saws, power tools, lawn mowers, mops, brooms, toilet plungers, toilet brushes, and vacuums. **Weight #7**

**170-300-0265 – Consensus reached**  
**Sleep, rest, and equipment.**

**NRM Negotiated Language**

(1) An early learning provider must offer a supervised daily rest period for children preschool age and younger who remain in care more than six hours per day, or who show a need for rest. **Weight #5**

**Original Language**

(1) An early learning provider must offer a supervised daily rest period for children preschool age and younger who remain in care more than six hours per day, or who show a need for rest. **Weight #5**

**NRM Negotiated Language**

(2) An early learning provider must provide quiet activities for children who do not require rest. Quiet activities must be minimally disruptive to sleeping children.  
**Weight #4**

**Original Language**

(2) An early learning provider must provide quiet activities for children who do not require rest. Quiet activities must be minimally disruptive to sleeping children.  
**Weight #4**

**NRM Negotiated Language**

(3) An early learning provider must communicate a child's sleep needs and patterns with that child's parent or guardian. **Weight #4**

**Original Language**

(3) An early learning provider must communicate a child's sleep needs and patterns with that child's parent or guardian. **Weight #4**

**NRM Negotiated Language**

(4) An early learning provider must not place children directly on the floor to rest or sleep. **Weight #5**

**Original Language**

(4) An early learning provider must not place children directly on the floor to rest or sleep. **Weight #5**

**NRM Negotiated Language**

(5) For children not using cribs or playpens, an early learning provider must provide developmentally appropriate mats, cots, or other sleep equipment made of water resistant material that can be cleaned and sanitized. **Weight #5**

**Original Language**

(5) For children not using cribs or playpens, an early learning provider must provide developmentally appropriate mats, cots, or other sleep equipment made of water resistant material that can be cleaned and sanitized. **Weight #5**

### NRM Negotiated Language

(6) Mats, cots, and other sleep equipment used in an early learning program must be:

- (a) In good condition, have no tears or holes, and have no repairs with tape;
- (b) Cleaned, sanitized, and air dried at least once per week or more often as needed if used by only one child, or after each use if used by more than one child; and
- (c) Stored so sleeping surfaces are not touching each other unless cleaned and sanitized after each use. **Weight #5**

### Original Language

(6) Mats, cots, and other sleep equipment used in an early learning program must be:

- (a) In good condition, have no tears or holes, and have no repairs with tape;
- (b) Cleaned, sanitized, and air dried at least once per week or as needed if used by only one child, or after each use if used by more than one child; and
- (c) Stored so sleeping surfaces are not touching each other unless cleaned and sanitized after each use. **Weight #5**

### NRM Negotiated Language

(7) Floor mats designed for sleeping and mattresses must be at least one inch thick. **Weight #4**

### Original Language

(7) Floor mats designed for sleeping and mattresses must be at least one inch thick. **Weight #4**

### NRM Negotiated Language

(8) Floor mats must be spaced apart from other floor mats, cots, and mattresses to reduce germ exposure and allow early learning providers access to each child during sleep time as follows:

- (a) There must be at least 18 inches on each side between each floor mat, cot, or mattress; and
- (b) Floor mats, cots, and mattresses must be arranged so children are head to toe, or toe to toe. **Weight #4**

### Original Language

(8) Floor mats must be spaced apart from other floor mats, cots, and mattresses to reduce germ exposure and allow early learning providers access to each child during sleep time as follows:

- (a) There must be at least 30 inches on each side between each floor mat, cot, or mattress; and
- (b) Floor mats, cots, and mattresses must be arranged so children are head to toe, or toe to toe. **Weight #4**

### NRM Negotiated Language

- (9) Each child's bedding must:
- (a) Have a clean sheet or blanket to cover the sleeping surface and a clean blanket for the child that is suitable given the child's size and room temperature;
  - (b) Be laundered weekly or more often if soiled, or laundered daily if used by more than one child; and
  - (c) Be stored separately from bedding used by another child, unless it is cleaned and sanitized after each use. **Weight #5**

**Original Language**

- (9) Each child's bedding must:
- (a) Have a clean sheet or blanket to cover the sleeping surface and a clean blanket for the child that is suitable given the child's size and room temperature;
  - (b) Be laundered weekly or more often if soiled, or laundered daily if used by more than one child; and
  - (c) Be stored separately from bedding used by another child, unless it is cleaned and sanitized after each use. **Weight #5**

**NRM Negotiated Language**

- (10) An early learning provider must not allow children less than six years of age to use loft style beds or upper bunks of bunk beds. **Weight #6**

**Original Language**

- (10) An early learning provider must not allow children less than six years of age to use loft style beds or upper bunks of bunk beds. **Weight #6**

**170-300-0270 –Consensus reached on all language; weights undiscussed in March NRM Overnight care.**

**NRM Negotiated Language**

(1) An early learning provider must be approved by the department to provide overnight care between nine o'clock at night and five o'clock in the morning when the child sleeps for three or more hours at the program. **Weight #6**

**Original Language**

(1)An early learning provider must be approved by the department to provide evening and overnight care between eight o'clock at night and six o'clock in the morning. **Weight #6**

**NRM Negotiated Language**

(2) If approved by the department to provide overnight care, an early learning provider must provide every child an individual bed or other sleep equipment that:

- (a) Is safe and in good working condition;
- (b) Is made of moisture resistant material that can be cleaned and sanitized;
- (c) Meets the child's developmental needs; and
- (d) Is stored so sleeping surfaces are not touching each other unless cleaned and sanitized after each use.
- (e) Infant and toddler sleep equipment must meet all requirements in WAC 0290
- (f) Require an annual fire drill during overnight care hours **Weight #5**

**Original Language**

(2)If approved by the department to provide overnight care, an early learning provider must provide every child a bed or other sleep equipment that:

- (a) Is safe and in good working condition;
- (b) Is made of moisture resistant material that can be cleaned and sanitized;
- (c) Meets the child's developmental needs; and
- (d) Is stored so sleeping surfaces are not touching each other unless cleaned and sanitized after each use.

**Weight #5**

**NRM Negotiated Language**

(3) Each child's bedding must:

- (a) Have a clean sheet or blanket to cover the sleeping surface and a clean cover for the child except for infants;
- (b) Be laundered weekly or more often if soiled. Bedding must be laundered daily if used by different children;
- (c) Be stored separately from bedding used by another child, unless it is cleaned and sanitized after each use. **Weight #5**



### Original Language

- (3) Each child's bedding must:
- (a) Have a clean sheet or blanket to cover the sleeping surface and a clean cover for the child;
  - (b) Be laundered weekly or more often if soiled. Bedding must be laundered daily if used by different children;
  - (c) Be stored separately from bedding used by another child, unless it is cleaned and sanitized after each use.

**Weight #5**

### NRM Negotiated Language

- (4) An early learning provider must:
- (a) supervise children until they are asleep, except where children demonstrate the need for privacy to change clothes and can safely do so;
  - (b) Maintain required staff-to-child ratios; and
  - (c) Have department approval prior to using night latches, deadbolts, or security chains. **Weight #6**

### Original Language

- (4) An early learning provider must:
- (a) Keep children in continuous sight and hearing range at all times while they are awake, except where children demonstrate the need for privacy to change clothes prior to sleeping and can safely do so;
  - (b) Maintain required staff-to-child ratios; and
  - (c) Have department approval prior to using night latches, deadbolts, or security chains. **Weight #6**

### NRM Negotiated Language

- (5) An early learning provider who sleeps while children are in overnight care must:
- (a) Have written permission and documentation that parents are aware that the provider is sleeping while their children are in care and have read the facilities policies and procedures for overnight care;
  - (b) Stay awake until all children are asleep or returning to sleep
  - (c) Remain on the same floor level as sleeping children at all times;
  - (d) Sleep in the same room with infants and toddlers;
  - (e) Be physically available and responsive, available to immediately respond to a child's needs
  - (f) Have alarms to alert them if a child should leave the room;
  - (g) Have monitoring devices to assist in hearing and visibly checking on children in each room used for sleeping;
  - (g) Be awake for the arrival and departure of each child in overnight care.

### Original Language

- (5) An early learning provider must ensure all program staff providing care for children remain awake when supervising children, regardless if children are asleep or awake. **Weight #6**

### NRM Negotiated Language

(6) All safe sleep rules in WAC 170-300- 0291 must be followed during the first 15 actual days each infant is in overnight care. After the provider has gotten to know the infant's sleep routines and patterns, the rules in WAC 170-300-0291 relating to observing the infant may be suspended during overnight child care hours for the early learning provider to sleep.

### Original Language

(6)An early learning provider must remain in hearing range of children while they are asleep.

**Weight #7**

**170-300-0275 - Consensus Reached**  
**Infant and toddler care.**

**NRM Negotiated Language**

- (1) An early learning program may care for infants if the department inspects the program space and approves care for infants:
- (a) Prior to issuing the program its license, or
  - (b) Prior to caring for newborn infants if the program has not previously done so. **Weight #6**

**Original Language**

- (1) An early learning program may care for infants if the department inspects the program space and approves care for infants:
- (a) Prior to issuing the program its license, or
  - (b) Prior to caring for newborn infants if the program has not previously done so.
- Weight #6**

**NRM Negotiated Language**

- (2) An early learning provider working directly with infants and toddlers must complete the department required Infant Safe Sleep training pursuant to WAC 170-300-0106(8). See references in 0290-0291. **Weight #NA**

**Original Language**

- (2) An early learning provider must complete the department required Infant Safe Sleep training pursuant to WAC 170-300-0106(8). **Weight #7**

**NRM Negotiated Language**

- (3) An early learning provider must not use or allow the use of wheeled baby walkers. **Weight #7**

**Original Language**

- (3) An early learning provider must not use or allow infants to use wheeled baby walkers. **Weight #7**

**Original Language**

- (4) A center early learning program licensed to care for four or more infants must employ or contract with an infant nurse consultant. An infant nurse consultant's duties depend upon the needs of the center early learning program. A center early learning provider and infant nurse consultant may identify the physical and emotional needs of infants through observations and assessments. **Weight #5**

**Original Language**

- (5) Employment or contract work between a center early learning program and an infant nurse consultant must include:
- (a) A written agreement with an infant nurse consultant currently licensed as a registered nurse (RN) who has worked in pediatrics (care of children) or

- public health within the past year, or has taken or taught classes in pediatric nursing at the college level within the past five years;
- (b) At least one on-site visit from the nurse consultant monthly, if infants are enrolled;
  - (c) A nurse or designee that meets the requirements of a nurse consultant available by phone as needed; and
  - (d) The nurse consultant's written notes from the on-site visit, which must include topics discussed, areas of concern, date, and signatures of the consultant and a representative from the early learning program.

**Weight #5**

**170-300-0280 – Consensus reached**

**Bottle preparation.**

**NRM Negotiated Language**

(1) An early learning provider may allow parents to bring from home filled bottles clearly labeled with the date and infant's first and last name for daily use. Bottles must be immediately refrigerated. **Weight #5**

**Original Language**

(1) An early learning provider may allow parents to bring from home filled bottles clearly labeled with the date and infant's first and last name for daily use. Bottles must be refrigerated immediately. **Weight #5**

**NRM Negotiated Language**

(2) A bottle preparation area including a sink must:

- (a) Be located at least eight feet from any diaper changing tables or counters and sinks used for diaper changing; or
- (b) Be physically separated from the diaper changing area by means of a barrier to prevent cross contamination. If a barrier is used, it must be:
  - (i) Smooth and easily cleanable;
  - (ii) Sealed, if made of wood;
  - (iii) Moisture resistant; and
  - (iv) Extend at least 24 inches in height from the counter or changing surface.
  - (v) Solid without cracks, breaks or separation

**Weight #6**

**Original Language**

(2) A bottle preparation area including a sink must:

- (a) Be located at least eight feet from any diaper changing tables or counters and sinks used for diaper changing; or
- (b) Be physically separated from the diaper changing area by means of a barrier to prevent cross contamination. If a barrier is used, it must be:
  - (i) Smooth and easily cleanable;
  - (ii) Sealed, if made of wood;
  - (iii) Moisture resistant; and
  - (iv) Extend at least 24 inches in height from the counter or changing surface. **Weight #6**

**NRM Negotiated Language**

(3) To prepare bottles, an early learning provider must:

- (a) Clean bottles and nipples before each use using warm soapy water and a bottlebrush and sanitize by boiling in hot water for one minute, or pursuant to WAC 170-300-0198;
- (b) Wash hands in a sink cleaned and sanitized prior to preparing bottles;
- (c) Obtain water from a sink used for bottle or food preparation only, or from another approved source, such as bottled water. Water from a handwashing or diaper changing sink may not be used for bottle preparation;
- (d) Use bottles and nipples in good repair with no-cracks;

- (e) Use glass or stainless steel bottles or use plastic bottles labeled with "1," "2," "4," or "5" on the bottle. A plastic bottle must not contain the chemical bisphenol-A or phthalates;
  - (f) Prepare infant formula according to manufacturer's directions and never serve infant formula past the expiration date on the container;
  - (g) Not heat a bottle in a microwave;
  - (h) Warm bottles under running warm water, in a container of water, or a bottle warmer not to exceed temperatures warmer than 120 degrees Fahrenheit;
  - (i) Keep bottle nipples covered if bottles are prepared ahead,
  - (j) Store prepared and unserved bottles in the refrigerator;
  - (k) Not allow infants or toddlers to share bottles or cups when in use; and
  - (l) Throw away contents of any formula bottle not fully consumed within one hour (partially consumed bottles must not be put back into the refrigerator).
- Weight #6**

### Original Language

- (3) To prepare bottles, an early learning provider must:
- (a) Clean bottles and nipples before each use using warm soapy water and a bottlebrush and sanitize by boiling in hot water for one minute, or pursuant to WAC 170-300-0198;
  - (b) Wash hands in a sink cleaned and sanitized prior to preparing bottles;
  - (c) Obtain water from a sink used for bottle or food preparation only, or from another approved source, such as bottled water. Water from a handwashing or diaper changing sink may not be used for bottle preparation;
  - (d) Use bottles and nipples in good repair with no stains, discoloration, or cracks;
  - (e) Use glass or stainless steel bottles or use plastic bottles labeled with "1," "2," "4," or "5" on the bottle. A plastic bottle must not contain the chemical bisphenol-A or phthalates;
  - (f) Prepare infant formula according to manufacturer's directions and never serve infant formula past the expiration date on the container;
  - (g) Not heat a bottle in a microwave;
  - (h) Warm bottles under running warm water or in a container of water not warmer than 120 degrees Fahrenheit;
  - (i) Keep bottle nipples covered if bottles are prepared ahead, and clearly label the bottle with the infant's first and last name and date it was prepared;
  - (j) Store prepared and unserved bottles in the refrigerator;
  - (k) Not allow infants or toddlers to share bottles or cups; and
  - (l) Throw away contents of any bottle not fully consumed within one hour (partially consumed bottles must not be put back into the refrigerator).
- Weight #6**

**170-300-0281 – Consensus reached**

**Breast milk.**

When breast milk is provided for a child, an early learning provider must:

**NRM Negotiated Language**

(1) Immediately store the breast milk in the appropriate way upon receipt; **Weight #7**

**Original Language**

(1) Immediately freeze breast milk or refrigerate milk to be used the day received; **Weight #7**

**NRM Negotiated Language**

(2) Label the breast milk container with the child's first and last name and the date received; **Weight #6**

**Original Language**

(2) Label the breast milk container with the child's first and last name and the date received; **Weight #6**

**NRM Negotiated Language**

(3) Store frozen breast milk at 0 degrees Fahrenheit or less, and in a closed container to prevent contamination; **Weight #6**

**Original Language**

(3) Store frozen breast milk at 10 degrees Fahrenheit or less, and in a manner that prevents contamination; **Weight #6**

**NRM Negotiated Language**

(4) Keep frozen breast milk for no more than 30 days upon receipt and return any unused frozen breast milk to the parent after 30 days; **Weight #4**

**Original Language**

(4) Keep frozen breast milk for no more than two weeks; **Weight #5**

**NRM Negotiated Language**

(5) Frozen breast milk must be kept in the refrigerator at a temperature of 39\* F for up to 24 hrs. after thawed and not served after 24 hours. **Weight 6**

(a) If not used after 24 hours, label "do not use" and return to parent.

**Weight #4**

(b) Return any unused (fresh, not been previously frozen) refrigerated bottles or containers of breast milk to the parent at the end of the child's day, or label "do not use". **Weight 4**

**Original Language**

(5) Use frozen breast milk within 12 hours after thawing; **Weight #6**

**Original Language**

(8) Return any unused refrigerated bottles or containers of breast milk to the parent at the end of the day; **Weight #5**

**Original Language**

(9) Return any unused frozen breast milk to the parent after two weeks; and  
**Weight #5**

**NRM Negotiated Language**

(6) Thaw frozen breast milk in the refrigerator, under warm running water, or in a container with warm water, or a bottle warmer that is no more than 120 degrees Fahrenheit; **Weight #6**

**Original Language**

(6) Thaw frozen breast milk in the refrigerator, under warm running water, or in a container with warm water that is no more than 120 degrees Fahrenheit;  
**Weight #6**

**NRM Negotiated Language**

(7) Never thaw or heat breast milk in a microwave oven or on the stove; **Weight #7**

**Original Language**

(7) Never thaw or heat breast milk in a microwave oven or on the stove; **Weight #7**

**NRM Negotiated Language**

(8) Obtain parental consent prior to feeding infant formula to an otherwise breastfed infant. **Weight #6**

**Original Language**

(10) Obtain parental consent prior to feeding infant formula to an otherwise breastfed infant. **Weight #6**



**170-300-0285- Consensus reached; weight (2) (L) undiscussed in  
February  
Infant and toddler nutrition and feeding.**

**NRM Negotiated Language**

(1) An early learning provider must have and follow written policies on providing, preparing, and storing breast milk or infant formula and food. **Weight # n/a**

**Original Language**

(1) An early learning provider must have and follow written policies on providing, preparing, and storing breast milk or infant formula and food. **Weight #5**

**NRM Negotiated Language**

- (2) After consulting a parent or guardian, an early learning provider must implement a feeding plan for infants and toddlers that includes:
- (a) A plan to support the needs of a breastfeeding mother and infant by:
    - (i) Providing an area for mothers to breastfeed their infants; and
    - (ii) Providing educational materials and resources to support breastfeeding mothers; **Weight 4**
  - (b) Feeding infants and toddlers when hungry according to their nutritional and developmental needs, unless medically indicated; **Weight #6**
  - (c) Serving only breast milk or infant formula to an infant-unless the child's health care provider offers a written order stating otherwise. **Weight #6**
  - (d) When bottle feeding, an early learning provider must:
    - (i) Test the temperature of bottle contents before feeding to avoid scalding or burning the child's mouth;
    - (ii) Hold infants and, when developmentally appropriate, toddlers to make eye contact and talk to them;
    - (iii) Stop feeding the infant or toddler when he or she shows signs of fullness; and
    - (iv) Not allow infants or toddlers to be propped with bottles or given a bottle or cup when lying down. **Weight #6**
  - (e) Transitioning a child to a cup only when developmentally appropriate; **Weight #-5**
  - (f) Introducing age-appropriate solid foods no sooner than four months of age, based on an infant's ability to sit with support, hold his or her head steady, close his or her lips over a spoon, and show signs of hunger and being full, unless identified in Written Food Plan pursuant to 170-300-0190 or written medical approval; **Weight # 5**
  - (g) Not adding food, medication, or sweeteners to the contents of a bottle unless a health care provider gives written consent; **Weight #6**
  - (h) Not serving 100% juice or any sweetened beverages (for example, juice drinks, sports drinks, or tea) to infants less than 12 months old, unless a health care provider gives written consent, and helping prevent tooth decay by only offering juice to children older than 12 months from a cup; **Weight # 5**
  - (i) Increasing the texture of the food from strained, to mashed, to soft table foods as a child's development and skills progress between six and twelve

- months of age. Soft foods offered to older infants should be cut into pieces ¼ inch or smaller to prevent choking; **Weight #6**
- (j) Allowing older infants or toddlers to self-feed soft foods from developmentally appropriate eating equipment; **Weight 4**
  - (k) When placing infants or toddlers who can sit up on their own in high chairs or at an appropriate child-size table and chairs when feeding solid foods or liquids from a cup and having an early learning provider sitting with and able to observe ~~faci~~ng each child eating. If high chairs are used, each high chair must:
    - (i) Have a base that is wider than the seat;
    - (ii) Have a safety device, used each time a child is seated, that prevents the child from climbing or sliding down the chair;
    - (iii) Be free of cracks and tears; and
    - (iv) Have a washable surface.
    - (v) Be in safe working condition pursuant to 170-300-0165. **Weight #6**
  - 5**
  - (l) Not leaving infants or toddlers alone more than 15 minutes in high chairs waiting for meal or snack time and removing a child as soon as possible once he or she finishes eating. **Weight 5**
  - (m) Reasonably prevent infants or toddlers to share the same dish or utensil; **Weight 4**
  - (n) Do not serve any uneaten food from the serving container after the intended meal; and **Weight 4**
  - (o) Not serving food to infants or toddlers using polystyrene foam (Styrofoam) cups, bowls, or plates. **Weight #6**

### Original Language

- (2) After consulting a parent or guardian, an early learning provider must implement a feeding plan for infants and toddlers that includes:
  - (a) A plan to support the needs of a breastfeeding mother and infant by:
    - (i) Providing an area for mothers to breastfeed their infants; and
    - (ii) Providing educational materials and resources to support breastfeeding mothers;
  - (b) Feeding infants and toddlers when hungry according to their nutritional and developmental needs, unless the parent or guardian gives written instructions for an alternative feeding schedule;
  - (c) Serving only breast milk or infant formula to an infant less than 12 months old, unless the child's health care provider offers a written order stating otherwise. When bottle feeding, an early learning provider must:
    - (i) Test the temperature of bottle contents before feeding to avoid scalding or burning the child's mouth;
    - (ii) Hold infants and toddlers to make eye contact and talk to them;
    - (iii) Stop feeding the infant or toddler when he or she shows signs of fullness; and
    - (iv) Not allow infants or toddlers to be propped with bottles or given a bottle or cup when lying down.
  - (d) Introducing using a cup when developmentally appropriate;

- (e) Introducing age-appropriate solid foods no sooner than four months of age, but preferably at six months of age, based on an infant's ability to sit with support, hold his or her head steady, close his or her lips over a spoon, and show signs of hunger and being full;
- (f) Not adding food, medication, or sweeteners to the contents of a bottle unless a health care provider gives written consent;
- (g) Not serving 100% juice or any sweetened beverages (for example, juice drinks, sports drinks, or tea) to infants less than 12 months old, and helping prevent tooth decay by only offering juice to children older than 12 months from a cup;
- (h) Increasing the texture of the food from strained, to mashed, to soft table foods as a child's development and skills progress between six and twelve months of age. Soft foods offered to older infants should be cut into pieces ¼ inch or smaller to prevent choking;
- (i) Allowing older infants or toddlers to self-feed soft foods from developmentally appropriate eating equipment;
- (j) Placing infants or toddlers who can sit up on their own in high chairs or at an appropriate child-size table and chairs when feeding solid foods or liquids from a cup and having an early learning provider sit facing the child. If high chairs are used, each high chair must:
  - (i) Have a base that is wider than the seat;
  - (ii) Have a safety device, used each time a child is seated, that prevents the child from climbing or sliding down the chair;
  - (iii) Be free of cracks and tears; and
  - (iv) Have a washable surface.
- (k) Not leaving infants or toddlers alone more than 15 minutes in high chairs waiting for meal or snack time, and immediately removing a child once he or she finishes eating;
- (l) Not allowing infants or toddlers to share the same dish or utensil;
- (m) Throwing away any uneaten food from the serving container; and
- (n) Not serving food to infants or toddlers using polystyrene foam (Styrofoam) cups, bowls, or plates. **Weight #6**

**170-300-0290- Consensus Reached**

**Infant and toddler sleep, rest, and equipment.**

**NRM Negotiated Language**

(1) For infants, an early learning provider must provide a single level crib, playpen, or other developmentally appropriate sleep equipment. Providers must not use sofas, couches, or adult-sized or toddler beds for infant sleeping. **Weight #6**

**Original Language**

(1) For infants, an early learning provider must provide a single level crib, playpen, or other sleep equipment. Providers must not use sofas, couches, or adult-sized or toddler beds for infant sleeping. **Weight #6**

**NRM Negotiated Language**

(2) For toddlers, an early learning provider must provide and use a single level crib, playpen, toddler bed, or other developmentally appropriate sleep equipment. **Weight #6**

**Original Language**

(2) For toddlers, an early learning provider must provide and use a single level crib, playpen, toddler bed, or other developmentally appropriate sleep equipment. **Weight #6**

**NRM Negotiated Language**

(3) For Sleep equipment not covered in WAC 170-300-0265, the equipment must:

- (a) Be of a design approved by CPSC or ASTM International safety standards for use by infants and toddlers;
  - (i) For cribs, have a certificate of compliance, sticker, or documentation from the manufacturer or importer stating the crib meets 16 Code of Federal Regulations (C.F.R.) 1219 and 1220; **Weight 3**
- (b) Have a clean, firm, and snug-fitting mattress designed specifically for the particular equipment.
- (c) Have a tight-fitted sheet that is designed for the sleep equipment. **Weight #7**
- (d) Have a moisture resistant and easily cleaned and sanitized mattress, if applicable. The mattress must be free of tears or holes and not repaired with tape.;
- (e) The sheet must be laundered at least weekly or more often, such as between uses by different children or if soiled;
- (f) Cribs and playpens arranged side by side must be spaced at least 30 inches apart; and
- (g) cribs and playpens placed end to end must have a moisture resistant and easily cleanable solid barrier if spaced closer than 30 inches.

**Weight #5**

**Original Language**

(3) Sleep equipment must:

- (a) Be of a design approved by CPSC and ASTM International safety standards for use by infants and toddlers;

- (b) For cribs, have a certificate of compliance, sticker, or documentation from the manufacturer or importer stating the crib meets 16 Code of Federal Regulations (C.F.R.) 1219 and 1220;
- (c) Have a clean, firm, and snug-fitting mattress designed specifically for the particular equipment that does not have tears or holes and is not repaired with tape;
- (d) Have a moisture resistant and easily cleaned and sanitized mattress;
- (e) Have an appropriate fitted sheet laundered at least weekly in between uses, or more often if soiled;
- (f) Be arranged and spaced at least 30 inches apart; and
- (g) Have a moisture resistant and easily cleanable solid barrier if cribs are placed end to end closer than 30 inches. **Weight #7**

#### NRM Negotiated Language

(4) An early learning provider must: Immediately , if not putting another child at risk, remove sleeping children from car seats, swings, or similar equipment not designed for sleep; **Weight #7**

#### NRM Negotiated Language

(5) An early learning provider must Consult with a child's parent or guardian before the child is transitioned from infant sleeping equipment to other sleep equipment.  
**Weight: 5**

#### NRM Negotiated Language

(6) An early learning provider must Transition children who are able to climb out of their sleeping equipment to developmentally appropriate sleep equipment. When parents don't agree with transitioning, the provider and parent will create a transition plan. **Weight #7**

#### Original Language

- (4) An early learning provider must:
- (a) Immediately remove sleeping children from car seats, swings, or similar equipment not designed for sleep;
  - (b) Consult with a child's parent or guardian before the child is transitioned from infant sleeping equipment to other sleep equipment; and
  - (c) Transition children who are able to climb out of their sleeping equipment to developmentally appropriate sleep equipment.
- Weight #7**

**170-300-0291- Consensus reached on language; Weights tabled**  
**Infant and toddler safe sleep practices.**

**NRM Negotiated Language**

(1) An early learning provider must follow infant safe sleep practices when infants are napping or sleeping by following the current standard of American Academy of Pediatrics concerning safe sleep practices including SIDS/SUIDS risk reduction by:

(a) supervising infants or toddlers by visibly checking at least every 15 minutes, and being within sight and hearing range, including when an infant goes to sleep, is sleeping, or is waking up; **\*Weight Tabled**

(b) Placing an infant to sleep on his or her back or following the current standard of American Academy of Pediatrics. If an infant turns over while sleeping, the provider must return the infant to his or her back until the infant is able to independently roll from back to front and front to back;  
**Weight #7 \*Weight Tabled**

(c) Not using a sleep positioning device unless directed to do so by an infant's or toddler's health care provider. The directive must be in writing and kept in the infant's or toddler's file; **Weight #7 \*Weight Tabled**

(d) Sufficiently lighting the room in which the infant or toddler is sleeping to observe skin color; **Weight #7 \*Weight Tabled**

(e) Monitoring breathing patterns of an infant or toddler; **Weight #7 \*Weight Tabled**

(f) Allowing infants and toddlers to follow their own sleep patterns; **Weight #6 \*Weight Tabled**

(g) Not allowing blankets, stuffed toys, pillows, crib bumpers, or similar items inside an occupied crib, bassinet, or other equipment where infants commonly sleep; **Weight #8 \*Weight Tabled**

(h) Not allowing a blanket or any other item to cover or drape over an occupied crib, bassinet, or other equipment where infants commonly sleep;  
**Weight #8 \*Weight Tabled**

(i) Not allowing bedding, or clothing to cover any portion of an infant's head or face while sleeping, and readjusting these items when necessary; **Weight #8 \*Weight Tabled**

(j) Visibly check on toddlers while sleeping and readjust blankets, bedding or clothing as needed and **Weight #8 \*Weight Tabled**

(k) Preventing infants from getting too warm while sleeping; which may be exhibited by indicators that include, but are not limited to, sweating; flushed, pale, or hot and dry skin, warm to the touch, a sudden rise in temperature,

vomiting, refusing to drink, a depressed fontanelle, or irritability; and **Weight #7** \*Weight Tabled

### Original Language

- (1) An early learning provider must follow infant safe sleep practices when infants are napping or sleeping by:
  - (a) Actively supervising infants or toddlers by visibly checking often and being within sight and hearing range, including when an infant goes to sleep, is sleeping, or is waking up; **Weight #7**
  - (b) Following the current standard of American Academy of Pediatrics concerning safe sleep practices including SIDS/SUIDS risk reduction; **Weight #8**
  - (c) Placing an infant to sleep on his or her back or following the current standard of American Academy of Pediatrics. If an infant turns over while sleeping, the provider must return the infant to his or her back until the infant is able to independently roll from back to front and front to back; **Weight #7**
  - (d) Not using a sleep positioning device unless directed to do so by an infant's or toddler's health care provider. The directive must be in writing and kept in the infant's or toddler's file; **Weight #7**
  - (e) Sufficiently lighting the room in which the infant or toddler is sleeping to observe skin color; **Weight #7**
  - (f) Monitoring breathing patterns of an infant or toddler; **Weight #7**
  - (g) Allowing infants and toddlers to follow their own sleep patterns; **Weight #6**
  - (h) Not allowing loose blankets, stuffed toys, pillows, crib bumpers, or similar items inside an occupied crib, bassinet, or other equipment where infants commonly sleep; **Weight #8**
  - (i) Not allowing a blanket or any other item to cover or drape over an occupied crib, bassinet, or other equipment where infants commonly sleep; **Weight #8**
  - (j) Not allowing a blanket, bedding, or clothing to cover any portion of an infant's or toddler's head or face while sleeping, and readjusting these items when necessary; and **Weight #8**
  - (k) Preventing infants from getting too warm while sleeping; which may be exhibited by indicators that include, but are not limited to, sweating; flushed, pale, or hot and dry skin, warm to the touch, a sudden rise in temperature, vomiting, refusing to drink, a depressed fontanelle, or irritability; and **Weight #7**

### NRM Negotiated Language

- (2) An early learning provider who receives notice of a safe sleep violation must:
  - (a) Post the notice in the licensed space for two weeks or until the violation is corrected, whichever is longer; and (Weight N/A), found in WAC 0505.
  - (b) Within five business days of receiving notice of the violation, provide all parents and guardians of enrolled children with:
    - (i) A letter describing the safe sleep violation; and

- (ii) Written information on safe sleep practices for infants and toddlers.  
**Weight #5 \*Weight Tabled**

**Original Language**

- (2) An early learning provider who receives notice of a safe sleep violation must:
  - (a) Post the notice in the licensed space for two weeks or until the violation is corrected, whichever is longer; and
  - (b) Within five business days of receiving notice of the violation, provide all parents and guardians of enrolled children with:
    - (i) A letter describing the safe sleep violation; and
    - (ii) Written information on safe sleep practices for infants and toddlers.  
**Weight #5**



**170-300-0295- Consensus Reached**

**Infant and toddler programs and activities.**

**NRM Negotiated Language**

(1) An early learning provider must support each infant and toddler's culture, language, and family. **Weight #NA**

**Original Language**

(1) An early learning provider must support each infant and toddler's culture, language, and family. **Weight #5**

**NRM Negotiated Language**

(2) An early learning provider must ensure an adequate supply of age and developmentally appropriate program materials and equipment for infants and toddlers in the early learning program. Materials and equipment must meet individual, developmental, and cultural needs of children in care, and must be:

- (a) Clean and washable or disposable;
- (b) Nonpoisonous, free of toxins, and meet ASTM D-4236 (the American Society for Testing and Materials labeling requirements for chronic health hazards);
- (c) Large enough to prevent swallowing or choking;
- (d) Safe and in good working condition;
- (e) Child-size;
- (f) Accommodating to a range of abilities and special needs of enrolled children, if applicable;
- (g) Accessible for children to find, use, and return independently; and
- (h) Removed from the early learning premises as soon as a provider becomes aware an item has been recalled by CPSC.

**Weight #NA**

**Original Language**

(2) An early learning provider must ensure an adequate supply of age and developmentally appropriate program materials and equipment for infants and toddlers in the early learning program. Materials and equipment must meet individual, developmental, and cultural needs of children in care, and must be:

- (a) Clean and washable or disposable;
- (b) Nonpoisonous, free of toxins, and meet ASTM D-4236 (the American Society for Testing and Materials labeling requirements for chronic health hazards);
- (c) Large enough to prevent swallowing or choking;
- (d) Safe and in good working condition;
- (e) Child-size;
- (f) Accommodating to a range of abilities and special needs of enrolled children, if applicable;
- (g) Accessible for children to find, use, and return independently; and
- (h) Removed from the early learning premises as soon as a provider becomes aware an item has been recalled by CPSC.

**Weight #6**

**170-300-0296 – Consensus Reached**

**Infant and toddler development.**

**NRM Negotiated Language**

(1) An early learning provider must expose infants and toddlers to a developmentally appropriate curriculum. Developmentally appropriate curriculum may include, but is not limited to:

- (a) Developing infant and toddler language and communication by:
  - (i) Talking and listening to children, encouraging soft infant sounds, naming objects, feelings and desires, and describing actions;
  - (ii) Giving individual attention to children when needed;
  - (iii) Playing and reading with children;
  - (iv) Mirroring similar infant sounds and sharing a child's focus of attention;
  - (v) Communicating throughout the day and during feeding, changing, and cuddle times; and
  - (vi) Providing materials and equipment that promote language development and communication such as soft books, interactive storybook reading, rhymes and songs, and finger puppets.
- (b) Developing infant and toddler physical and cognitive abilities by:
  - (i) Allowing each infant actively supervised tummy time throughout the day when the infant is awake. As used in this section, tummy time means placing an infant in a nonrestrictive prone position, lying on his or her stomach when not in sleeping equipment;
  - (ii) Providing infants and toddlers freedom to explore and learn on their own on the floor;
  - (iii) Providing infants and toddlers access to active outdoor playtime. An early learning provider must enforce sun safety precautions for infants younger than six months old by keeping them out of the direct sunlight and limiting sun exposure when ultraviolet rays are strongest (typically from 10:00 a.m. to 2:00 p.m.); and
  - (iv) Encouraging infants and toddlers to play, crawl, pull up, and walk such as, but not limited to, materials and equipment that encourage:
    - (A) Physical and cognitive activities, for example rattles, grasping and reaching toys, busy boxes, nesting cups, small push, and pull toys, riding toys, balls, squeezable toys, books, dolls, press-together blocks, and limited use of equipment such bouncers, swings or bopees.
    - (B) Spatial and numeracy understanding, for example counting toys, soft blocks and toys with different sizes (measuring cups, spoons, etc.), and toys with different shapes and colors to help introduce sorting and categorization.
- (c) Developing infant and toddler social and emotional abilities by:
  - (i) Providing social contact with infants and toddlers in addition to time spent feeding, diapering and bathing by playing with children, naming and acknowledging emotions, and encouraging peer interaction;
  - (ii) Immediately investigating cries or other signs of distress;
  - (iii) Providing comfort to an upset or hurt child;
  - (iv) Positively responding to a child's verbal and non-verbal cues

- (vi) Intervening during negative peer interactions such as when a child grabs other children's toys, pulls hair, or bites;
- (vii) Providing physical stimulation through holding, cuddling, rocking, talking, singing, playing, carrying, and changing positions; and
- (viii) Providing materials and equipment that promote social and emotional activities such as pictures of children and adults exhibiting different emotions, pictures of infants and family members, dolls and soft toys, rattles, music, and dancing scarves. **Weight #5**

#### Original Language

- (1) An early learning provider must expose infants and toddlers to a developmentally appropriate curriculum supported by a sufficient quantity and variety of materials and equipment that engages all enrolled infants and toddlers.  
**Weight #5**

#### Original Language

- (2) Developmentally appropriate curriculum includes, but is not limited to:
- (a) Developing infant and toddler language and communication by:
    - (i) Talking and listening to children, encouraging soft infant sounds, naming objects, feelings and desires, and describing actions;
    - (ii) Giving individual attention to children when needed;
    - (iii) Playing and reading with children;
    - (iv) Mirroring similar infant sounds and sharing a child's focus of attention;
    - (v) Communicating throughout the day and during feeding, changing, and "cuddle times"; and
    - (vi) Providing materials and equipment that promote language development and communication such as soft books, interactive storybook reading, rhymes and songs, and finger puppets.
  - (b) Developing infant and toddler physical and cognitive abilities by:
    - (i) Allowing each infant supervised tummy time at least three times daily when the infant is awake. As used in this section, "tummy time" means placing an infant in a nonrestrictive prone position, lying on his or her stomach when not in sleeping equipment;
    - (ii) Providing infants and toddlers freedom to explore and learn on their own on the floor in uncluttered or crowded space;
    - (iii) Providing infants and toddlers access to active outdoor playtime. An early learning provider must enforce sun safety precautions for infants younger than six months old by keeping them out of the direct sunlight and limiting sun exposure when ultraviolet rays are strongest (typically from 10:00 a.m. to 2:00 p.m.); and
    - (iv) Encouraging infants and toddlers to play, crawl, pull up, and walk such as, but not limited to, materials and equipment that encourage:
      - (A) Physical and cognitive activities, for example rattles, grasping and reaching toys, busy boxes, nesting cups, small push, and pull toys, riding toys, balls, squeezable toys, books, dolls, and press-together blocks.

- (B) Spatial and numeracy understanding, for example counting toys, soft blocks and toys with different sizes (measuring cups, spoons, etc.), and toys with different shapes and colors to help introduce sorting and categorization.
- (c) Developing infant and toddler social and emotional abilities by:
- (i) Providing social contact with infants and toddlers in addition to time spent feeding, diapering and bathing by playing with children, naming and acknowledging emotions, and encouraging peer interaction;
  - (ii) Immediately investigating cries or other signs of distress;
  - (iii) Providing comfort to an upset or hurt child;
  - (iv) Responding to a child's verbal and non-verbal cues;
  - (v) Responding to infants and toddlers without being harsh;
  - (vi) Intervening during negative peer interactions such as when a child grabs other children's toys, pulls hair, or bites;
  - (vii) Providing physical stimulation through holding, cuddling, rocking, talking, singing, playing, carrying, and changing positions; and
  - (viii) Providing materials and equipment that promote social and emotional activities such as pictures of children and adults exhibiting different emotions, pictures of infants and family members, dolls and soft toys, rattles, music, and dancing scarves.

Weight #6

<b>INTERACTIONS AND CURRICULUM</b>		
<b>SECTION</b>	<b>TITLE</b>	<b>RESOLUTION</b>
170-300-0300	Special Needs Accommodations	Consensus reached
170-300-0305	Curriculum Philosophy and planning	Consensus reached (1-3); Subsection 4- Consensus blocked
170-300-0310	Concept development and feedback quality	Consensus reached
170-300-0315	Language Modeling and reasoning	Consensus reached
170-300-0320	Facilitating child interests, learning, perspective, and productivity	Consensus reached
170-300-0325	Creating a climate for healthy child development	Consensus reached
170-300-0330	Positive relationships and child discipline	Consensus reached
170-300-0331	Prohibited behavior, discipline, and physical removal of children	Consensus Reached
170-300-0335	Physical restraint	Consensus Reached on language; weights undiscussed in February
170-300-0340	Expulsion	Consensus reached; weights undiscussed in February
170-300-0345	Supervising Children	Consensus reached on language; weights undiscussed in February
170-300-0350	Supervising children during water activities	Consensus Reached
170-300-0354	Indoor early learning program space capacity	Consensus Reached
170-300-0355	Family home capacity, ratio, and group size	Consensus Reached; weights undiscussed for subsection 10-11 in March
170-300-0356	Center capacity, ratio, and group size	Consensus Reached on language; weights undiscussed in March
170-300-0357	Center mixed age groupings capacity, ratio, and group size	Consensus Reached on language; weights undiscussed in February
170-300-0360	Program and daily activity schedule	Consensus Reached on language; weights undiscussed in February/March

**170-300-0300- Consensus Reached  
Special needs plan.**

**NRM Negotiated Language**

(1) An early learning program must make reasonable accommodations to facilities, equipment, furniture, and activities to meet the individual special needs of enrolled children with impaired health or limited abilities, pursuant to the Washington Law Against Discrimination (chapter 49.60 RCW) and the ADA.

**Weight NA**

**Original Language**

(1) An early learning program must make reasonable accommodations to facilities, equipment, furniture, and activities to meet the individual special needs of enrolled children with impaired health or limited abilities, pursuant to the Washington Law Against Discrimination (chapter 49.60 RCW) and the ADA.

**Weight #6**

**NRM Negotiated Language**

(2) An early learning provider shall develop an Individual Care Plan for each child with special needs and shall notify the department when a child with special needs is enrolled in the early learning program or identified. Plans and documentation required under this section must:

- (a) Meet the requirements of this section;
- (b) Be kept in the child's file;
- (c) Be available for department review;
- (d) Have parent permission that a visiting health professional may provide services to the child at the early learning program, if applicable;
- (e) 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; and
- (f) Be updated annually or when there is a change in the child's special needs.

**Weight #5**

**Original Language**

(2) An early learning provider must submit an accommodation plan to the department for approval as soon as a child with special needs is enrolled or identified by a professional listed in subsection (3)(b) of this section. The department must review and return accommodation plans to the provider.

**Weight #5**

**Original Language**

(5) An early learning provider's written plan and all documentation required under this section must be kept in the child's file, and must:

- (a) Be available for department review;
- (b) Have parent permission that a visiting health professional may provide services to the child at the early learning program, if applicable;

- (c) 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; and
- (d) Be updated annually or when there is a change in the child's special needs.

**Weight #5**

### NRM Negotiated Language

(3)(a) The Individual Care Plan must be signed by the parent or guardian, may be developed using a department provided template, and must contain:

- (i) The child's diagnosis if known;
- (ii) Contact information for the primary health care provider or other relevant specialist;
- (iii) A list of medication to be administered at scheduled times, or during an emergency along with descriptions of symptoms that would trigger emergency medication;
- (iv) Directions on how to administer medication;
- (v) Allergies;
- (vi) Food allergy and dietary needs pursuant to WAC 170-300-0186;
- (vii) Activity, behavioral, or environmental modifications for the child;
- (viii) Known symptoms and triggers;
- (ix) Emergency response plans and what procedures to perform; and
- (x) Suggested special skills training, and education for early learning program staff, including specific pediatric first aid and CPR for special health care needs.

(b) An early learning provider has supporting documentation of the child's special needs provided by the child's licensed or certified:

- (i) Physician or physician's assistant;
- (ii) Mental health professional;
- (iii) Education professional;
- (iv) Social worker with a bachelor's degree or higher with a specialization in the individual child's needs; or
- (v) Registered nurse or advanced registered nurse practitioner.

**Weight NA**

### Original Language

(3) The department may approve an early learning provider's planned accommodations once:

(a) A provider submits to the department a written Individual Care Plan of how the special needs of a child will be met when enrolled or identified. This plan must be signed by the parent or guardian, may be developed using a department provided template, and must contain:

- (i) The child's diagnosis;
- (ii) Contact information for the primary health care provider or other relevant specialist;
- (iii) A list of medication to be administered at scheduled times, or during an emergency along with descriptions of symptoms that would trigger emergency medication;

- (iv) Directions on how to administer medication;
- (v) Allergies;
- (vi) Food allergy and dietary needs pursuant to WAC 170-300-0186;
- (vii) Activity, behavioral, or environmental modifications for the child;
- (viii) Known symptoms and what triggers to avoid;
- (ix) Emergency response plans and what procedures to perform; and
- (x) Suggested special skills training, and education for early learning program staff, including specific pediatric first aid and CPR for special health care needs.

(b) An early learning provider has supporting documentation of the child's special needs provided by the child's licensed or certified:

- (i) Physician or physician's assistant;
- (ii) Mental health professional;
- (iii) Education professional;
- (iv) Social worker with a bachelor's degree or higher with a specialization in the individual child's needs; or
- (v) Registered nurse or advanced registered nurse practitioner.

**Weight NA**

#### **NRM Negotiated Language**

(4) An early learning provider's written plan and documentation for accommodations must be informed by any existing:

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

**Weight NA**

#### **Original Language**

(4) An early learning provider's written plan and documentation for accommodations must be in the form of an:

- (a) Individual education plan (IEP);
- (b) Individual health plan (IHP);
- (c) 504 plan; or
- (d) Individualized family service plan (IFSP). **Weight #5**



**170-300-0305 – Consensus Reached 1-3, Subsection 4 consensus blocked  
Curriculum philosophy and planning.**

**NRM Negotiated Language**

(1) An early learning provider must have and follow a written curriculum philosophy that describes the program of planned daily activities related to early childhood or child development. The curriculum philosophy must address all age groups being served, be informed by the Washington State Early Learning and Development Guidelines, and may include:

- (a) How children develop emotionally, socially, cognitively, and physically;
- (b) What early learning looks like or areas of focus for each age group being served;
- (c) How the provider will meet cultural, dual language learner, and special needs of children in care;
- (d) How to guide learning and social interactions;
- (e) The importance of play to a child's learning process; and
- (f) For infants and toddlers, the importance of developing consistent, nurturing relationships with caregivers as a component of learning.

**Weight #1**

**Original Language**

(1) An early learning provider must have and follow a written curriculum philosophy that describes the program of planned daily activities related to early childhood or child development. The curriculum philosophy must address all age groups being served, be informed by the Washington State Early Learning and Development Guidelines, and include:

- (a) How children develop emotionally, socially, cognitively, and physically;
- (b) What early learning looks like or areas of focus for each age group being served;
- (c) How the provider will meet cultural, dual language learner, and special needs of children in care;
- (d) How to guide learning and social interactions;
- (e) The importance of play to a child's learning process; and
- (f) For infants and toddlers, the importance of developing consistent, nurturing relationships with caregivers as a component of learning.

**Weight #1**

**NRM Negotiated Language**

(2) Staff must be trained on the program's curriculum philosophy. **Weight #NA**

**Original Language**

(2) Staff must be trained on the program's curriculum philosophy. **Weight #1**

**NRM Negotiated Language**

(3) 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 of WAC 170-300-0345 must be met. Weight #1

#### Original Language

(3) A Lead Teacher must use at least one hour of scheduled and documented planning time each week to develop curriculum and activities. Planning may be done during rest time, but all supervision requirements of WAC 170-300-0345 must be met. Curriculum and activity plans must be available for department review. Weight #1

#### NRM Negotiated Language

\*Consensus taken in February NRM; Consensus blocked

(4) Curriculum and activity plans must be available for department review. Weight #1

## **170-300-0310- Consensus Reached**

### **Concept development and feedback quality.**

#### **NRM Negotiated Language**

- (1) An early learning provider must facilitate activities to support child learning and understanding. **Weight #3**

#### **Original Language**

- (1) An early learning provider must facilitate activities to support child learning and understanding. **Weight #1**

#### **NRM Negotiated Language**

- (2) An early learning provider may facilitate child learning and understanding through a variety of techniques such as:
- (a) Using a variety of teaching strategies (different techniques, curricula, or styles) and materials to address different learning styles, abilities, developmental levels, and temperament; **Weight NA**
  - (b) Helping children enter into and sustain play; **Weight NA**
  - (c) Encouraging children to participate by asking questions and providing guidance; **Weight NA**
  - (d) Providing opportunities for children's creativity; **Weight NA**
  - (e) Linking concepts and activities to one another and to the children's lives and interests; **Weight NA**
  - (f) Noticing and responding to teachable moments; **Weight NA**
  - (g) Clarifying and expanding children's understanding; **Weight NA**
  - (h) Describing and discussing children's learning processes; **Weight NA**
  - (i) Encouraging children's efforts and persistence; **Weight NA**
  - (j) Showing tolerance for mistakes; **Weight NA**
  - (k) Using diverse vocabulary; **Weight NA**
  - (l) Leading discussions and activities; and **Weight NA**
  - (m) Providing materials during the day, including daily routines such as meals and transitions, to encourage communication in English and children's home languages when possible. **Weight NA**

#### **Original Language**

- (2) An early learning provider can facilitate child learning and understanding through techniques including, but not limited to:
- (a) Using a variety of teaching strategies (different techniques, curricula, or styles) and materials to address different learning styles, abilities, developmental levels, and temperament; **Weight #5**
  - (b) Helping children enter into and sustain play; **Weight #1**
  - (c) Encouraging children to participate by asking questions and providing guidance; **Weight #1**
  - (d) Providing opportunities for children's creativity; **Weight #1**
  - (e) Linking concepts and activities to one another and to the children's lives and interests; **Weight #1**
  - (f) Noticing and responding to teachable moments; **Weight #1**

- (g) Clarifying and expanding children's understanding; **Weight #1**
- (h) Describing and discussing children's learning processes; **Weight #1**
- (i) Encouraging children's efforts and persistence; **Weight #1**
- (j) Showing tolerance for mistakes; **Weight #5**
- (k) Using diverse vocabulary; **Weight #1**
- (l) Leading discussions and activities; and **Weight #1**
- (m) Providing materials during the day, including daily routines such as meals and transitions, to encourage communication in English and children's home languages when possible. **Weight #1**

#### **NRM Negotiated Language**

- (3) Use scaffolding methods to gradually move children toward stronger understanding and greater independence in the learning process;

**170-300-0315- Consensus Reached**  
**Language modeling and reasoning.**

**NRM Negotiated Language**

- (1) An early learning provider must be aware of and responsive to children's developmental, linguistic, cultural, and academic needs. **Weight #3**

**Original Language**

- (1) An early learning provider must be aware of and responsive to children's developmental, linguistic, cultural, academic, and needs by:
- (a) Asking children to share ideas about a story being read or to tell about their own experiences. Questions should be appropriate for the age group and allow children to answer without correction from the provider;
  - (b) Circulating among the children during free choice activities and talking with children about what they are doing; and
  - (c) Using teaching techniques such as:
    - (i) Self-talk: when the provider talks about what he or she is doing, seeing, eating, touching, or thinking as he or she is involved in that activity;
    - (ii) Parallel-talk: when the provider talks about what the child is doing, seeing, eating, or touching as the child is engaging in those activities; or
    - (iii) Language expansion: when the provider adds detail or new, more exact words to build on ideas that children are expressing.

**Weight #1**

**NRM Negotiated Language**

- (2) An early learning provider can be aware of and responsive to children's needs by engaging in activities such as:
- (d) Asking developmentally appropriate questions for the age group and allow children to answer without interruption from the provider;
  - (e) Circulating among the children during free choice activities and talking with children about what they are doing; and
  - (f) Using teaching techniques such as:
    - (iv) 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;
    - (v) 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
    - (vi) Language expansion: when the provider adds detail or new words to build on ideas that children are expressing.
  - (g) An early learning provider working with preschool and school-age children can use language to develop and encourage reasoning skills by using techniques such as:

- (i) Talking about logical relationships or concepts during the day including, but not limited to the daily schedule, the differences and similarities between objects, or people in the classroom;
  - (ii) Introducing concepts using guiding questions that encourage children to figure out cause and effect relationships;
  - (iii) Providing opportunities for reading and writing activities; and
  - (iv) Asking open ended questions to help children improve skills and acquire knowledge.
- (h) An early learning provider working with non-English speaking children can encourage language development and acquisition by using techniques such as:
- (i) Using words in various languages to talk about the routines;
  - (ii) Reading books out loud or using audio books; and
  - (iii) Playing games in different languages.

Weight N/A

#### Original Language

(2) An early learning provider working with preschool and school-age children must use language to develop and encourage reasoning skills by:

- (v) 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;
- (vi) Introducing concepts using guiding questions that encourage children to figure out cause and effect relationships;
- (vii) Providing opportunities for reading and writing activities; and
- (viii) Asking open ended questions to help children improve skills and acquire knowledge. **Weight #1**

#### Original Language

(3) An early learning provider working with non-English speaking children must encourage language development and acquisition by:

- (iv) Using words in various languages to talk about the routines;
- (v) Reading books out loud or using audio books; and
- (vi) Playing games in different languages. **Weight #1**

**170-300-0320- Consensus Reached**

**Facilitating child interests, learning, perspective, and productivity.**

**NRM Negotiated Language**

(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. **Weight #3**

- (a) An early learning provider may maximize children's interests, engagement, and abilities by using techniques such as:
  - (i) Maximizing learning time with learning materials and products, limiting disruptions during activities, and offering additional choices when activities are completed;
  - (ii) Giving clear instructions and directions; and
  - (iii) Making opportunities for children to learn during transitions by clearly communicating expectations and keeping transitions to a duration that is developmentally appropriate.
- (b) An early learning provider may offer developmentally and culturally responsive activities that offer a range of auditory, visual, and movement opportunities by using techniques such as:
  - (i) Encourage child engagement;
  - (ii) Promote each child's self-help and social skills;
  - (iii) Are organized around child interests and ideas;
  - (iv) Allow choice, exploration, and experimentation;
  - (v) Promote active and play-based learning experiences;
  - (vi) Allow children freedom to move during activities;
  - (vii) Ensure child expression;
  - (viii) Utilize interesting and creative materials;
  - (ix) Offer hands-on opportunities for children;
  - (x) Provide opportunity for children to direct their own learning and problem solving rather than teacher-directed activities; and
  - (xi) Orient and guide children toward learning objectives.

**Original Language**

(1) An early learning provider must work to maximize children's interests, engagement with activities, and ability to learn from play by:

- (a) Maximizing learning time with learning materials and products, limiting disruptions during activities, and offering additional choices when activities are completed;
- (b) Giving clear instructions and directions to limit wandering time; and
- (c) Making transitions opportunities for children to learn through communicating clear expectations and keeping transitions brief with limited wait time.

**Weight #1**

**Original Language**

(2) An early learning provider must offer developmentally and culturally responsive activities that offer a range of auditory, visual, and movement opportunities that:

- (a) Encourage child engagement;



- (b) Promote each child's self-help and social skills;
- (c) Are organized around child interests and ideas;
- (d) Allow choice, exploration, and experimentation;
- (e) Promote active and play-based learning experiences;
- (f) Allow children freedom to move during activities;
- (g) Ensure child expression;
- (h) Utilize interesting and creative materials;
- (i) Offer hands-on opportunities for children;
- (j) Provide opportunity for children to direct their own learning and problem solving rather than teacher-directed activities; and
- (k) Orient and guide children toward learning objectives.

**Weight #1**



**170-300-0325- Consensus Reached**  
**Creating a climate for healthy child development.**

**NRM Negotiated Language**

- (1) When communicating or interacting with children, an early learning provider must maintain a climate for healthy, culturally responsive child development such as by: **Weight 6**
- (a) Use a calm and respectful tone of voice;
  - (b) Use positive language to explain what children can do and give descriptive feedback;
  - (c) Have relaxed conversations with children by listening and responding to what they say. Adult conversations must not dominate the overall sound of the group;
  - (d) Greet children upon arrival and departure at the early learning program;
  - (e) Use facial expressions such as smiling, laughing, and enthusiasm to match a child's mood;
  - (f) Use physical proximity in a culturally responsive way to speak to children at their eye level and with warm physical contact, including but not limited to, gently touching a hand or shoulder, sitting next to a child, appropriately holding younger children close while communicating;
  - (g) Validate children's feelings and show tolerance for mistakes;
  - (h) Be responsive and listen to children's requests and questions, encouraging children to share experiences, ideas, and feelings;
  - (i) Observe children in order to learn about their families, cultures, individual interests, ideas, questions, and theories;
  - (j) Model and teach emotional skills such as recognizing feelings, expressing them appropriately, accepting others' feelings, and controlling impulses to act out feelings;
  - (k) Represent the diversity found in the early learning program and society, including gender, age, language, and abilities, while being respectful of cultural traditions, values, religion and beliefs of enrolled families; and
  - (l) Interact with staff and other adults in a positive, respectful manner.

**Original Language**

- (1) When communicating or interacting with children, an early learning provider must:
- (a) Use a warm, calm, and respectful tone of voice;
  - (b) Use positive language to explain what children can do and give descriptive feedback;
  - (c) Have relaxed conversations with children by listening and responding to what they say. Adult conversations must not dominate the overall sound of the group;
  - (d) Warmly greet children upon arrival and departure at the early learning program;
  - (e) Make eye contact and facial expressions such as smiling, laughing, and enthusiasm to match a child's mood;
  - (f) Use physical proximity in a culturally responsive way to speak to children at their eye level and with warm physical contact, including but not

- limited to, gently touching a hand or shoulder, sitting next to a child, appropriately holding younger children close while communicating;
- (g) Validate children's feelings and show tolerance for mistakes;
  - (h) Be responsive and listen to children's requests and questions, encouraging children to share experiences, ideas, and feelings;
  - (i) Observe children in order to learn about their families, cultures, individual interests, ideas, questions, and theories;
  - (j) Use scaffolding methods to gradually move children toward stronger understanding and greater independence in the learning process;
  - (k) Model and teach emotional skills such as recognizing feelings, expressing them appropriately, accepting others' feelings, and controlling impulses to act out feelings;
  - (l) Represent 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
  - (m) Interact with staff and other adults in a positive, respectful manner.

**Weight #6**

#### **NRM Negotiated Language**

- (2) An early learning provider must encourage positive interactions between and among children with techniques such as: **Weight 6**
  - (a) Giving children several chances a day to interact with each other while playing or completing routine tasks;
  - (b) Modeling social skills;
  - (c) Encouraging socially isolated children to find friends;
  - (d) Helping children understand feelings of others; and
  - (e) Including children with special needs to play with others

#### **Original Language**

- (2) An early learning provider must encourage positive interactions between and among children by:
  - (e) Giving children several chances a day to interact with each other while playing or completing routine tasks;
  - (f) Modeling good social skills;
  - (g) Encouraging socially isolated children to find friends;
  - (h) Helping children understand feelings of others; and
  - (i) Including children with special needs to play with others.

**Weight #6**

**170-300-0330- Consensus Reached**  
**Positive relationships and child guidance.**

**NRM Negotiated Language**

(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. **Weight 6**

The guidance techniques may include:

- (a) Coaching appropriate behavior;
- (b) Modeling and teaching social skills such as taking turns, cooperation, waiting, self-control, respect for the rights of others, treating others kindly, and conflict resolution;
- (c) Offering choices;
- (d) Distracting;
- (e) Redirecting or helping a child change their focus to something appropriate to achieve their goal;
- (f) Planning ahead to prevent problems and letting children know what events will happen next;
- (g) Explaining consistent, clear rules and involving children in defining simple, clear classroom limits;
- (h) Involving children in solving problems; and
- (i) Explaining to children the natural and logical consequence related to the child's behavior in a reasonable and developmentally appropriate manner.

**Weight NA**

**Original Language**

(1) An early learning provider must work to maintain positive relationships with children by using consistent guidance techniques to help children learn to get along with each other. **Weight #6**

**Original Language**

(2) Guidance techniques must adapt an early learning program's environment, routines, and activities to a child's developmental level, abilities, culture, and relate to the child's behavior. The guidance techniques may include:

- (a) Coaching appropriate behavior;
- (b) Modeling and teaching social skills such as taking turns, cooperation, waiting, self-control, respect for the rights of others, treating others kindly, and conflict resolution;
- (c) Offering choices;
- (d) Distracting;
- (e) Redirecting or helping a child change their focus to something appropriate to achieve their goal;
- (f) Planning ahead to prevent problems and letting children know what events will happen next;
- (g) Explaining consistent, clear rules and involving children in defining simple, clear classroom limits;



- (h) Involving children in solving problems; and
- (i) Explaining to children the natural and logical consequence related to the child's behavior in a reasonable and developmentally appropriate manner.

**Weight #6**

**170-300-0331- Consensus Reached**

**Prohibited behavior, discipline, and physical removal of children.**

**NRM Negotiated Language**

(1) An early learning provider must take steps to prevent and, once aware, must not tolerate:

- (a) Profanity, obscene language, “put downs,” or cultural or racial slurs;
- (b) Angry or hostile interactions;
- (c) Threats of physical harm or inappropriate discipline such as, but not limited to spanking, biting, jerking, kicking, hitting, slapping, grabbing, shaking, pulling hair, pushing, shoving, throwing a child, or inflicting pain or humiliation as a punishment;
- (d) Intimidation, gestures, or verbal abuse including sarcasm, name calling, shaming, humiliation, teasing, derogatory remarks about a child or the child’s family;
- (e) Emotional abuse including victimizing, bullying, rejecting, terrorizing, extended ignoring, or corrupting a child; or
- (f) Prevent a child from or punish a child for exercising religious rights;
- (g) Anyone to:
  - (i) Restrict a child’s breathing;
  - (ii) Bind or restrict a child’s movement unless permitted under WAC 170-300-0335;
  - (iii) Tape a child’s nose, mouth, or other body part;
  - (iv) Deprive a child of sleep, food, clothing, shelter, physical activity, first aid, or regular or emergency medical or dental care;
  - (v) Force a child to ingest something as punishment such as hot sauce or soap;
  - (vi) Interfere with a child’s ability to take care of his or her own hygiene and toileting needs;
  - (vii) Use toilet learning or training methods that punish, demean, or humiliate a child;
  - (viii) Withhold hygiene care, toileting care, or diaper changing from any child unable to provide such care for himself or herself;
  - (ix) Expose a child to extreme temperatures as punishment;
  - (x) Demand excessive physical exercise or strenuous postures.  
Excessive physical exercise includes, but is not limited to, running laps around the yard until overly tired, an extensive number of push-ups, having a child rest more than the child’s development requires, standing on one foot for an uncomfortable amount of time, or holding out one’s arms until tired or painful;
  - (xi) Place the separated child in a closet, bathroom, locked room, outside, or in an unlicensed space; and
  - (xii) Use high chairs, car seats, or other confining space or equipment to punish a child or restrict movement.

**Weight #8**

### Original Language

- (1) An early learning provider must intervene immediately when a child or children are teasing, bickering, fighting, bullying, intimidating or becoming physically aggressive. A provider must take steps to protect children from the harmful acts of other children, pursuant to WAC 170-300-0335. **Weight #7**

### Original Language

- (2) An early learning provider must not allow:
- (a) Profanity, obscene language, "put downs," or cultural or racial slurs;
  - (b) Angry or hostile interactions;
  - (c) Threats of physical harm or inappropriate discipline such as, but not limited to spanking, biting, jerking, kicking, hitting, slapping, grabbing, shaking, pulling hair, pushing, shoving, throwing a child, or inflicting pain or humiliation as a punishment;
  - (d) Intimidation, gestures, or verbal abuse including sarcasm, name calling, shaming, humiliation, teasing, derogatory remarks about a child or the child's family;
  - (e) Emotional abuse including victimizing, bullying, rejecting, terrorizing, extended ignoring, or corrupting a child; or
  - (f) Anyone to:
    - (i) Restrict a child's breathing;
    - (ii) Bind or restrict a child's movement unless permitted under WAC 170-300-0335;
    - (iii) Tape a child's nose, mouth, or other body part;
    - (iv) Deprive a child of sleep, food, clothing, shelter, physical activity, first aid, or regular or emergency medical or dental care;
    - (v) Force a child to ingest something as punishment such as hot sauce or soap;
    - (vi) Interfere with a child's ability to take care of his or her own hygiene and toileting needs;
    - (vii) Use toilet learning or training methods that punish, demean, or humiliate a child;
    - (viii) Withhold hygiene care, toileting care, or diaper changing from any child unable to provide such care for himself or herself;
    - (ix) Expose a child to extreme temperatures as punishment;
    - (x) Demand excessive physical exercise or strenuous postures.  
Excessive physical exercise includes, but is not limited to, running laps around the yard until overly tired, an extensive number of push-ups, having a child rest more than the child's development requires, standing on one foot for an uncomfortable amount of time, or holding out one's arms until tired or painful; and
    - (xi) Prevent or punish a child from exercising religious rights.

**Weight #8**

### NRM Negotiated Language

- (2) An early learning provider must supervise to protect children from the harmful acts of other children, pursuant to WAC 170-300-0335. A provider must intervene immediately when they become aware that a child or children are

teasing, fighting, bullying, intimidating or becoming physically aggressive.

**Weight #7**

#### NRM Negotiated Language

- (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. During separation time, the child must remain under the appropriate level of supervision of a Licensee, Center Director, Assistant Director, Program Supervisor, Lead Teacher. Separation time should be minimized, and appropriate to the needs of the individual child. **Weight #6**

#### Original Language

- (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. During separation time, the child must remain under the direct supervision of a Licensee, Center Director, Assistant Director, Program Supervisor, and Lead Teacher. Separation of the child must not last longer than five minutes. **Weight #6**

#### NRM Negotiated Language

- (4) If a child is separated from other children, an early learning provider must:
- (a) Consider the child's developmental level, language skills, individual and special needs, and ability to understand the consequences of his or her actions; and
  - (b) Communicate to the child the reason for being separated from the other children.

**Weight #5**

#### Original Language

- (4) If a child is separated from other children, an early learning provider must:
- (a) Consider the child's developmental level, language skills, individual and special needs, and ability to understand the consequences of his or her actions;
  - (b) Communicate to the child the reason for being separated from the other children;
  - (c) Not place the separated child in a closet, bathroom, locked room, outside, or in an unlicensed space; or
  - (d) Not use high chairs, car seats, or other confining space or equipment to punish a child or restrict movement.

**Weight #7**

#### NRM Negotiated Language

- (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 appropriately trained staff person may physically remove the child to a less stimulating environment.

Staff must remain calm and use a calm voice when directing the child. Physical removal of a child is determined by that child's ability to walk:

- (a) If the child is willing and able to walk, staff may hold the child's hand and walk him or her away from the situation.
- (b) If the child is not 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.

**Weight #6**

#### Original Language

(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, or Lead Teacher may physically remove the child to a less stimulating environment. Staff must remain calm and use a calm voice when directing the child. Physical removal of a child is determined by that child's ability to walk:

- (a) If the child is 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 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.

**Weight #6**



**170-300-0335- Consensus reached on language; weights undiscussed in February Physical restraint.**

**NRM Negotiated Language**

- (1) An early learning provider must have written physical restraint protocols pursuant to WAC 170-300-0490, and implement such protocols only when appropriate and after complying with all requirements of WAC 170-300-0330 and 0331. **Weight NA**

**Original Language**

- (1) An early learning provider must have written physical restraint protocols pursuant to WAC 170-300-0490, and implement such protocols only when appropriate and after complying with all requirements of WAC 170-300-0330 and 0331. **Weight #7**

**NRM Negotiated Language**

- (2) Physical restraint must only be used if a child's safety or the safety of others is threatened, and must be:
  - (a) Limited to holding a child as gently as possible to accomplish restraint;
  - (b) Limited to the minimum amount of time necessary to control the situation;
  - (c) Developmentally appropriate; and
  - (d) Only performed by early learning providers trained in a restraint technique pursuant to WAC 170-300-0106(10).

**Weight #7**

**Original Language**

- (2) Physical restraint must only be used if a child's safety or the safety of others is threatened, and must be:
  - (a) Limited to holding a child as gently as possible to accomplish restraint;
  - (b) Limited to the minimum amount of time necessary to control the situation; and
  - (c) Age and culturally appropriate. **Weight #7**

**Original Language**

- (3) Only early learning Licensees, Center Directors, Assistant Directors, Program Supervisors, and Lead Teachers trained in a restraint technique pursuant to WAC 170-300-0106(9) may restrain a child. **Weight #7**

**NRM Negotiated Language**

- (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. **Weight #NA**

**Original Language**

- (4) No person may use bonds, ties, blankets, straps, car seats, high chairs, activity saucers, or heavy weights (including and adult sitting on a child) to physically restrain children. **Weight #8**

#### NRM Negotiated Language

- (4) Licensees, Center Directors, Assistant Directors, Program Supervisors, Lead Teachers or trained staff must remove him or herself from a situation if they sense a loss of their own self-control and concern for the child when using a restraint technique if another early learning provider is present. If an early learning provider observes another staff using inappropriate restraint techniques, the staff must intervene. **Weight #8**

#### Original Language

- (5) Licensees, Center Directors, Assistant Directors, Program Supervisors, or Lead Teachers must remove him or herself from a situation if they sense a loss of their own self-control and concern for the child when using a restraint technique if another early learning provider is present. **Weight #8**

#### NRM Negotiated Language

- (5) If physical restraint is used, staff must:
- (a) Report the use of physical restraint to the child's parent or guardian as soon as possible, but not later than the release of the child at the end of the day and to the department within 24 hours pursuant to WAC 170-300-0475.
  - (b) Assess any incident of physical restraint to determine if the decision to use physical restraint and its application were appropriate;
  - (c) Document the incident in the child's file, including the date, time, early learning program staff involved, duration and what happened before, during and after the child was restrained; and
  - (d) Develop a written safety plan with input from the child's primary care or mental health provider, parents or guardians, to address underlying issues and reduce need for further physical restraint if:
    - (i) Physical restraint has been used more than once; and
    - (ii) A Safety Plan is not already a part of the child's Individual Care Plan.
  - (e) Notify the department when a written safety plan has been developed.
- Weight #7**

#### Original Language

- (6) If physical restraint is used, a Licensee, Center Director, Assistant Director, Program Supervisor, or Lead Teacher must:
- (a) Immediately report the use of physical restraint to the child's parent or guardian and within 24 hours to the department pursuant to WAC 170-300-0475;
  - (b) Assess any incident of physical restraint to determine if the decision to use physical restraint and its application were appropriate;



- (c) Document the incident in the child's file, including the date, time, early learning program staff involved, duration and what happened before, during and after the child was restrained; and
- (d) Develop a written safety plan with input from the child's primary care or mental health provider, early learning provider, parents or guardians, and a department licensor to address underlying issues and reduce need for further physical restraint if physical restraint is repeatedly necessary.

Weight #6

**170-300-0340- Consensus reached on language; weights undiscussed in February Expulsion.**

**NRM Negotiated Language**

- (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 170-300-0486. **Weight N/A**

**Original Language**

- (3) To promote consistent care and maximize opportunities for child development and learning, a Licensee, Center Director, Assistant Director, Program Supervisor, or Lead Teacher must develop policies and practices that limit expulsions and other disciplinary actions that deny a child admission to an early learning program as a result of the child's behavior. **Weight #5**

**NRM Negotiated Language**

- (2) An early learning provider may expel a child only if:
- (a) The child exhibits behavior that presents a serious safety concern for that child or others; and
  - (b) The program is not able to reduce or eliminate the safety concern through reasonable modifications.

**Weight #5**

**Original Language**

- (1) Expulsion must only be used in extraordinary circumstances. An early learning provider may expel a child if, due to that child's actions, the program is not able to meet that child's safety needs or the safety needs of others. **Weight #5**

**NRM Negotiated Language**

- (3) If a child is expelled, an early learning provider must:
- (a) Review the program's expulsion policy with the parent or guardian of the child;
  - (b) Provide a record to the parent or guardian about the expulsion and the steps that were taken to avoid expulsion. The record must include the date, time, early learning program staff involved, and details of each incident that led to expulsion;
  - (c) Provide information to the parent or guardian of the child. This information must include, but is not limited to, community-based resources that may benefit the child; and
  - (d) Maintain a copy of the expulsion record in the child's file.

**Weight #4**

**Original Language**

- (2) Expulsion policies must detail steps an early learning provider takes to avoid expelling a child and must include referral services, assessments, or programs that may benefit an expelled child. **Weight #5**

#### Original Language

- (4) If a child is expelled, an early learning provider must:
- (a) Share the program's expulsion policy with the parent or guardian of the expelled child;
  - (b) Provide a record to the parent or guardian about the expulsion and the steps taken to avoid expulsion;
  - (c) Refer the family to alternative services, assessments, or programs that may benefit the child; and
  - (d) Maintain a record of the expulsion and steps taken to avoid expulsion in the child's file. **Weight #5**

#### NRM Negotiated Language

- (4) The early learning provider must report to the department when children are expelled. The information must include:
- (a) Child demographic data including, but not limited to, the age, race, ethnicity, and gender of the child;
  - (b) The reason the child was expelled; and
  - (c) The resources that were provided to the parent or guardian of the child.
- Weight #3**

**170-300-0345- Consensus reached on language; weights undiscussed**  
**Supervising children.**

**NRM Negotiated Language**

- (1) An early learning provider must not allow any person other than a child's parent or guardian to have unsupervised access to a child in care. "Unsupervised access" has the same meaning here as in chapter 170-06 WAC. For the purposes of this section, individuals authorized and cleared to have unsupervised access include:
- (a) Providers authorized by the department in chapter 170-06 WAC;
  - (b) A government representative including emergency responders who has specific and verifiable authority for access supported by documentation; and
  - (c) A person authorized in writing or over the phone by a child's parent such as a family member, family friend, or the child's therapist or health care provider.

**Weight #7**

**Original Language**

- (1) An early learning provider must not allow any person other than a child's parent or guardian to have unsupervised access to a child in care unless authorized and cleared by the department. "Unsupervised access" has the same meaning here as in chapter 170-06 WAC. For the purposes of this section, individuals authorized and cleared to have unsupervised access include:
- (a) Providers authorized by the department in chapter 170-06 WAC;
  - (b) A government representative including emergency responders who has specific and verifiable authority for access supported by documentation; and
  - (c) A person authorized in writing by a child's parent such as a child's therapist or health care provider.

**Weight #7**

**NRM Negotiated Language**

- (2) An early learning provider must meet capacity, group size, mixed age - grouping, and staff-to-child ratios while children are in care. This includes but is not limited to:
- (a) Indoor and outdoor play activities;
  - (b) Off-site activities;
  - (c) During transportation;
  - (d) Meal times;
  - (e) Rest periods;
  - (f) Evening or overnight care; and
  - (g) When children are on different floor levels of the early learning program.

**Weight #7**

**Original Language**

- (2) An early learning provider must meet capacity, group size, mixed age grouping, and staff-to-child ratios while children are in care. This includes but is not limited to:
- (a) Indoor and outdoor play activities;
  - (b) Off-site activities;
  - (c) During transportation;
  - (d) Meal times;
  - (e) Rest periods;
  - (f) Evening or overnight care; and
  - (g) When children are on different floor levels of the early learning program.

**Weight #7**

### NRM Negotiated Language

- (3) An early learning provider must supervise all children in care by:
- (a) scanning the environment looking and listening for both verbal and nonverbal cues to anticipate problems and plan accordingly;
  - (b) Visibly checking on children often. For the purposes of this section, "often" means on many occasions with little time between them;
  - (c) Positioning him or herself to supervise all areas accessible to children;
  - (d) Attending to children and be 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) An early learning program staff member may undertake other activities for a temporary time period. Such activities include, but are not limited to, cleaning up after an activity or preparing items for a new activity. This early learning staff member must remain in visual or auditory range and be available and able to respond if needed.
  - (g) Consider 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
  - (h) (v) Any nearby hazards including those in the licensed or unlicensed space.

**Weight #7**

### Original Language

- (3) An early learning provider must actively supervise all children in care by:
- (a) Continually scanning the environment looking and listening for both verbal and nonverbal cues to anticipate problems and plan accordingly;
  - (b) Visibly checking on children often. For the purposes of this section, "often" means on many occasions with little time between them;
  - (c) Moving around frequently to keep children in direct line of sight; and
  - (d) Positioning him or herself to supervise all areas accessible to children.

**Weight #8**

**Original Language**

(4) An early learning provider must attend to children and be aware of what children are doing at all times. **Weight #8**

**Original Language**

(5) An early learning provider must be available and able to promptly assist or redirect a child as necessary. **Weight #7**

**Original Language**

(7) An early learning program staff member not actively supervising children may undertake other child care activities for a temporary time period. Such activities include, but are not limited to, cleaning up after an activity or preparing items for a new activity. This early learning staff member must remain in visual or auditory range, and available and able to respond if needed. This requirement does not apply to play in or near pools or water hazards. **Weight #6**

**NRM Negotiated Language**

(4) An early learning provider must:

- (a) Monitor and track children when program provides transportation and/or offsite field trips using a roll call or other method that assures all children are accounted for;
- (b) Not use devices such as a baby monitors, video monitors, or mirrors in place of supervision;
- (c) Staff in the immediate area must be able to hear when doors are opened to prevent children from leaving unsupervised
- (d) (d) Actively supervise children when the children:
  - (i) Interact with pets or animals;
  - (ii) Engage in water or sand play;
  - (iii) Play in an area in close proximity to a body of water;
  - (iv) Use a safe route to access outdoor play area when the area is not immediately adjacent to the early learning program;
  - (v) Engage in planned activities in the kitchen;
  - (vi) Ride on public transportation
  - (vii) Engage in outdoor play; and
  - (viii) During field trips.
- (e) Ensure no infant or child is left unattended during:
  - (i) Diapering;
  - (ii) Bottle feeding; or
  - (iii) Tummy time.
- (f) Provide developmentally appropriate supervision to children while bathing.

**Weight #7**

**Original Language**

(6) An early learning provider must:

- (a) Take attendance when children enter and exit a vehicle during transportation and field trips, assuring all children are accounted for;



- (b) Not use devices such as a baby monitors, video monitors, or mirrors instead of direct supervision;
- (c) Have a mechanism on exit doors in the licensed space to alert providers when an exit door is opened such as a bell, alarm, or other device that can be heard throughout the licensed space;
- (d) Supervise children when the children:
  - (i) Interact with pets or animals;
  - (ii) Engage in water or sand play;
  - (iii) Play in an area in close proximity to a body of water;
  - (iv) Use a safe route to access outdoor play area when the area is not immediately adjacent to the early learning program;
  - (v) Engage in planned activities in the kitchen; and
  - (vi) Ride on public transportation.
- (e) Ensure no infant or child is left unattended during:
  - (i) Diapering;
  - (ii) Bottle feeding; or
  - (iii) Tummy time.
- (f) Provide active supervision to children while bathing.
- (g) Consider 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.

**Weight #7**

**170-300-0350- Consensus Reached**  
**Supervising children during water activities**

**NRM Negotiated Language**

- (1) During water activities an early learning provider must meet all supervision requirements of this section and WAC 170-300-0345. **Weight NA**
- “Water activities”** refer to early learning program activities in which enrolled children swim or play in a body of water that poses a risk of drowning for children. Water activities do not include using sensory tables in an early learning program.

**Original Language**

- (1) During water activities an early learning provider must meet all supervision requirements of this section and WAC 170-300-0345. **Weight #8**

**NRM Negotiated Language**

- (2) A one-to-one (1:1) staff-to-child ratio must be met for infants and toddlers. Early learning program staff must:
- (a) Hold or have continuous touch of infants, non-ambulatory toddlers, and children with special needs as required; and
  - (b) Keep toddlers within arm’s length. **Weight #8**

**Original Language**

- (2) A one-to-one (1:1) staff-to-child ratio must be met for infants and toddlers. Early learning program staff must hold or have continuous touch of infants and toddlers. **Weight #8**

**NRM Negotiated Language**

- (3) An early learning provider must have written permission for water activities from each child’s parent or guardian. **Weight #7**

**Original Language**

- (3) An early learning provider must have written permission for water activities from each child’s parent or guardian. **Weight #7**

**NRM Negotiated Language**

- (4) For water activities on or off the early learning program premises, where the water is more than 24 inches deep, an early learning provider must ensure:
- (a) A certified lifeguard is to be present and on duty; and
  - (b) At least one more staff member than regularly required for the staff-to-child ratio is present to help actively supervise children preschool age and older;
- Weight #8**

**Original Language**

- (4) For swimming or water play activities, on or off the early learning program premises, an early learning provider must ensure:
- (a) If water is more than 24 inches deep:

- (i) A certified lifeguard must be present and on duty; and
  - (ii) At least one more staff member than regularly required for the staff-to-child ratio is present to help supervise children preschool age and older;
- (b) If water is less than 24 inches deep, staff must hold or have continuous touch of infants or toddlers. **Weight #8**

#### NRM Negotiated Language

- (4) If a pool is 6 feet or more in width, length, or diameter and 2 feet or more in depth, an early learning provider must provide a ring buoy and rope, a rescue tube, or a throwing line and a shepherd's hook that will not conduct electricity. The life-saving equipment must be readily accessible and long enough to reach the center of the pool from the edge. **Weight #8**

#### Original Language

- (5) If the swimming pool is 6 feet or more in width, length, or diameter, an early learning provider must provide a ring buoy and rope, a rescue tube, or a throwing line and a shepherd's hook that will not conduct electricity. The life-saving equipment must be readily accessible and long enough to reach the center of the pool from the edge. **Weight #8**

#### NRM Negotiated Language

- (5) If an early learning provider takes children off-site to an area with an accessible body of water more than four inches deep (for example, a park with a lake or stream) but children are not engaging in a water activity, there must be:
- (a) At least one more staff person than required in the staff-to-child ratio; and
  - (b) At least one attending staff person must be able to swim.
- Weight #8**

#### Original Language

- (6) If an early learning provider takes children off-site to an area with an accessible body of water more than four inches deep (for example, a park with a lake or stream) there must be:
- (a) At least one more staff person than required in the staff-to-child ratio; and
  - (b) At least one attending staff person must be able to swim.

**Weight #8**

**170-300-0354- Consensus Reached**  
**Indoor early learning program space capacity.**

**NRM Negotiated Language**

- (1) To define capacity, licensed indoor early learning program space must have a minimum of 35 square feet per child in attendance and further comply with the requirements of this chapter. **Weight #4**
- (a) Center early learning program space must provide 15 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. **Weight #1**
  - (b) Floor space under tables, desks, chairs, and other equipment used as part of children's activities must be included in the overall capacity. **Weight NA**
  - (c) Office or kitchen space that is inaccessible to children and not intended for their use must not be included in the overall capacity. **Weight NA**
  - (d) An early learning provider may use the napping area as early learning program space if staff removes mats and cots when not in use and children have free access to the area. **Weight NA**

**Original Language**

- (1) To define capacity, licensed indoor early learning program space must have a minimum of 35 square feet per enrolled child and further comply with WAC 170-300-0130. **Weight #4**
- (a) Center early learning program space must provide 15 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. **Weight #1**
  - (b) Floor space under tables, desks, chairs, and other equipment used as part of children's activities must be included in the overall capacity. **Weight NA**
  - (c) Office or kitchen space that is inaccessible to children and not intended for their use must not be included in the overall capacity. **Weight NA**
  - (d) An early learning provider may use the napping area as early learning program space if staff removes mats and cots when not in use and children have free access to the area. **Weight NA**

**NRM Negotiated Language**

- (2) The following indoor space must not be counted in the overall capacity:
- (a) Unlicensed space;
  - (b) Hallway space that is used for emergency evacuation or is not approved to be used for program activities;
  - (c) Bathrooms and diaper changing areas (including 24 inches surrounding diaper changing areas and handwashing sink, unless the diaper changing area has a two-foot-high barrier [as applicable]);
  - (d) Laundry areas;
  - (e) Closets;
  - (f) Stairways; and
  - (g) Floor space occupied by shelves or permanent built-in cabinets that are not intended to be accessible to children, or early learning program staff equipment including, but not limited to, file cabinets, desks, and other office equipment.

**Weight NA**

#### Original Language

- (2) The following indoor space must not be counted in the overall capacity:
- (a) Unlicensed space;
  - (b) Hallway space;
  - (c) Bathrooms and diaper changing areas (including 24 inches surrounding diaper changing areas and handwashing sink);
  - (d) Laundry areas;
  - (e) Closets;
  - (f) Stairways; and
  - (g) Floor space occupied by shelves, permanent built-in cabinets, children's individual storage space and early learning program staff equipment including, but not limited to, file cabinets, desks, and other office equipment.

**Weight NA**

#### NRM Negotiated Language

- (3) A large, licensed, indoor gross motor activity space can be used to meet the requirements of outdoor play space (WAC 170-300-0145) but not counted in the overall capacity if:
- (a) The space provides 75 square feet per child for the maximum number of children listed on the license or the provider rotates groups of children; and
  - (b) The space is safe and appropriate for activities otherwise performed in an outdoor play space.

**Weight NA**

#### Original Language

- (3) A large, licensed, indoor gross motor activity space can be used, but not counted in the overall capacity if:
- (a) The space provides 75 square feet per child for the maximum number of children listed on the license; and
  - (c) The space is safe and appropriate for activities otherwise performed in an outdoor play space. **Weight NA**

**170-300-0355- Consensus Reached; weights undiscussed for subsections 10 and 11**

**Family home capacity, ratio, and group size.**

**NRM Negotiated Language**

(1) The department issues initial or non-expiring 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. The department may issue a license to care for fewer than the maximum allowable enrolled children. For each Family Home Licensee, licenses state:

- (a) The maximum number of children that may be in care at any one time (total capacity); and
- (b) The age range of children allowed in care.

**Weight NA**

**Original Language**

(1) The department issues initial or non-expiring 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. The department may issue a license to care for fewer than the maximum allowable enrolled children. For each Family Home Licensee, licenses state:

- (c) The maximum number of children that may be in care at any one time (total capacity); and
- (d) The age range of children allowed in care. **Weight NA**

**NRM Negotiated Language**

(2) A Family Home Licensee must not exceed the total capacity or enroll children outside the age range stated on their license at any time. All children in care, on the premises, at offsite activities, or being transported by the early learning provider, staff, or household members are counted towards total capacity.

- (a) A Family Home Licensee may care for a child with special needs who is older than the maximum age identified on the license with department approval, pursuant to WAC 170-300-0300. A child with documented special needs may be in care up to age 19 and must be counted in capacity and staff-to-child ratio.
- (b) If a child with special needs requires individualized supervision, pursuant to the documentation in WAC 170-300-0300, Section 4 (IEP, IHP, 504, or IFSP), to a support person providing individualized supervision for that child does not count in the staff-to-child ratio for the other children in care.

**Weight #7**

**Original Language**

(2) A Family Home Licensee must not exceed the total capacity or enroll children outside the age range stated on their license at any time. All children in care, on the premises, at offsite activities, or being transported by the early learning provider, staff, or household members are counted towards total capacity.

**Weight #7**

#### Original Language

(6) A Family Home Licensee may care for a child with special needs who is older than the maximum age identified on the license with department approval, pursuant to WAC 170-300-0300. A child with documented special needs may be in care up to age 19 and must be counted in capacity and staff-to-child ratio. **Weight #6**

#### Original Language

(7) If a child with special needs requires individualized supervision, a staff member providing individualized supervision for that child does not count in the staff-to-child ratio for the other children in care. **Weight #6**

#### NRM Negotiated Language

(3) 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. **Weight #6**

#### Original Language

(3) Any child on the premises, signed in to the child care, on an off-site trip from the early learning program, or being transported birth through twelve years old 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. **Weight #6**

#### NRM Negotiated Language

(4) 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. **Weight NA**

#### Original Language

(4) 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. **Weight #7**

#### NRM Negotiated Language

(5) A Family Home Licensee must provide additional staff pursuant to WAC 170-300-0350 when children are participating in water activities or activities near water.

The department determines capacity for a family home early learning program after considering:

- (a) Square footage of the early learning program;
- (b) An early learning provider's years of experience in licensed child care;
- (c) A provider's education and on-going training;
- (d) The age range requested and/or approved by the department;

- (e) The amount of developmentally appropriate equipment, materials, and toys a provider 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.

**Weight NA**

#### Original Language

- (5) A Family Home Licensee must provide additional staff pursuant to WAC 170-300-0350 when children are participating in water activities or activities near water.

**Weight #7**

#### Original Language

- (8) The department determines capacity for a family home early learning program after considering:

- (a) Square footage of the early learning program environments pursuant to WAC 170-300-0130 and 0354;
- (b) An early learning provider's years of experience in licensed child care;
- (c) A provider's education and on-going training;
- (d) The age range requested and/or approved by the department;
- (e) The amount of developmentally appropriate equipment, materials, and toys a provider 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.

**Weight #1**

#### NRM Negotiated Language

- (6) When applying for an initial or non-expiring 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 maximum of three children may be under two years of age (one child must be able to walk independently). Experience is defined as a Center Director, Program Supervisor, Lead Teacher, a Family Home Licensee, or another similar role in a licensed child care setting. **Weight NA**

#### Original Language

- (9) When applying for an initial or non-expiring 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 maximum of three children may be under two years of age (one child must be able to walk independently). Experience must be as a Center Director, Program Supervisor, Lead Teacher, a Family Home Licensee, or another similar role in a licensed child care setting for at least twelve months. **Weight NA**

#### NRM Negotiated Language

- (7) When applying for an initial or non-expiring 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.

**Weight NA**

#### Original Language

(10) When applying for an initial or non-expiring 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. **Weight NA**

#### NRM Negotiated Language

(8) When applying for an initial or non-expiring 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 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.

**Weight NA**

#### Original Language

(11) When applying for an initial or non-expiring 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 with a qualified assistant, may request a capacity of up to twelve children birth through twelve years of age with a maximum of four children total under two years of age.

**Weight NA**

#### NRM Negotiated Language

(9) 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; and
- (c) More than ten children are in care.

**Weight #7**

Original Language

- (12) 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; and
  - (c) More than ten children are in care.
- Weight #7**

NRM Negotiated Intent

(10) 1:12 school age children only

No Original Language

NRM Negotiated Language

- (11) Family Home early learning programs may request a license for birth to 24 months of age with a maximum group size of 8 when:
- a. There are two staff present with the group consisting of one staff who meet the qualification of the licensee and another who meets the qualifications to be counted in ratio;
  - b. The ratio is 1:4;
  - c. The space is adequate for the number of infants in care at 50 square feet per child.
  - d. The second staff member is required whenever:
    - 1. More than 2 children in care do not walk independently or;
    - 2. When more than 4 children are in care

No Original Language

**Family Home capacity, ratio and group size table**

Staff and licensee minimum requirements	Staff-to-child ratio	Age range	Limitations by age group	Maximum Capacity
Licensee working alone	1:6	Birth through 12 years	3 Under 2 years of age (One must be walking independently)	6
Less than 1 year of experience				
Licensee working alone	1:8	2 years through 12 years	4 Under 3 years of age	8
At least 1 year of experience				

Licensee working with another staff person (2 staff total)	2:9	Birth through 12 years	4 Under 2 years of age	9
Licensee has at least 1 year of experience				
Licensee working alone	1:10	3 years through 12 years		10
At least 2 years of experience				
Licensee working with another staff person (2 staff total)	2:12	Birth through 12 years	6 Under 2 years of age (Two must be walking independently)	12
Licensee has 2 or more years of experience				

**170-300-0356- Consensus Reached; weights undiscussed in March**  
**Center capacity, ratio, and group size.**

**NRM Negotiated Language**

- (1) The department issues initial or non-expiring center early learning provider licenses. The department will not issue a center license to care for more children than permitted by the rules in this chapter. The department may issue a license to care for fewer than the maximum allowable enrolled children. For each center, licenses state:
- (a) The maximum number of children that may be in care at any one time (total capacity);
  - (b) The licensed capacity for each space within the center licensed for use by children; and
  - (c) The age range of children allowed in care.

**Weight NA**

**Original Language**

- (1) The department issues initial or non-expiring center early learning provider licenses. The department will not issue a center license to care for more children than permitted by the rules in this chapter. The department may issue a license to care for fewer than the maximum allowable enrolled children. For each center, licenses state:
- (a) The maximum number of children that may be in care at any one time (total capacity);
  - (b) The capacity for each space within the center licensed for use by children; and
  - (c) The age range of children allowed in care.

**Weight NA**

**Original Language**

- (3) The department will not issue a center license to care for more children than permitted by the rules in this chapter but may issue a license to care for fewer children than the maximum number who could be physically present on site under this chapter. **Weight NA**

**NRM Negotiated Language**

- (2) The department determines capacity for a center after considering:
- (a) The square footage of the center early learning program;
  - (b) A center provider's education and on-going training;
  - (c) The age range of children requested or approved by the department;
  - (d) The amount of developmentally appropriate equipment, materials, and toys a center early learning program can provide children to use;
  - (e) A center provider's licensing history with the department; and
  - (f) The number of qualified staff available to meet staff-to-child ratios.

**Weight NA**

**Original Language**

- (2) The department determines capacity for a center after considering:

- (a) The square footage of the center early learning program environments as defined in WAC 170-300-0130 and 0354;
- (b) A center early learning provider's years of experience in licensed child care;
- (c) A center provider's education and on-going training;
- (d) The age range of children requested and/or approved by the department;
- (e) The amount of developmentally appropriate equipment, materials, and toys a center early learning program can provide children to use;
- (f) A center provider's licensing history with the department; and
- (g) The number of qualified staff available to meet staff-to-child ratios.

**Weight #1**

### NRM Negotiated Language

- (3) A Center Licensee must not exceed the total capacity or age range stated on the child care license at any time. 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.
  - (d) A Center Licensee must receive department approval to care for a child with special needs, pursuant to WAC 170-300-0300, 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.
  - (e) If a child with special needs requires individualized place supervision, pursuant to the documentation in WAC 170-300-0300, Section 4 (IEP, IHP, 504, or IFSP), to a support person providing individualized supervision for that child does not count in the staff-to-child ratio for the other children in care.

### Original Language

- (4) A Center Licensee must not exceed the total capacity or age range stated on the child care license at any time. 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. **Weight #6**

### Original Language

- 10) A Center Licensee must receive department approval to care for a child with special needs, pursuant to WAC 170-300-0300, 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. **Weight #6**

### Original Language

- (11) If an individual child with special needs requires individualized supervision at a center, a staff member providing individualized supervision for that child does not count in the staff-to-child ratio for the other children in care. **Weight #6**

#### NRM Negotiated Language

(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. **Weight NA**

#### Original Language

(5) A Center Licensee must provide qualified staff to fulfill staffing requirements, staff-to-child ratios, group size, and mixed age groupings during operating hours, including off-site activities or when transporting children in care. **Weight #7**

#### NRM Negotiated Language

(5) In each classroom or well-defined space, the maximum group size and ratio of center staff members to children, including children related to staff or the licensee, must be:

- (a) Infants (birth through 11 months of age) with a:
  - (i) Maximum group size of 8 with a ratio of 1 staff to 4 children (1:4);
  - (ii) Maximum group size of 9 with a ratio of 1:3;
- (b) Toddlers (12 through 29 months of age) with a:
  - (i) Maximum group size of 14 with a ratio of 1:7;
  - (ii) Maximum group size of 15 with a ratio of 1:5; and
- (c) Preschoolers (30 months through 6 years of age who are not attending kindergarten or elementary school) with a maximum group size of 20 with a ratio of 1:10,
- (d) School-age children (5 years through 12 years of age who are enrolled in or attending kindergarten or elementary school) with a maximum group size of 30 with a ratio of 1:15; or
- (e) compliant with the variance process described in [cite reference]

**Weight #7**

#### Original Language

(6) In each classroom or well-defined space, the maximum group size and ratio of center staff members to children, including children related to staff or the licensee, must be:

- (a) Infants (birth through 11 months of age) with a:
  - (i) Maximum group size of 8 with a ratio of 1 staff to 4 children (1:4);
  - (ii) Maximum group size of 9 with a ratio of 1:3;
- (b) Toddlers (12 through 29 months of age) with a:
  - (i) Maximum group size of 14 with a ratio of 1:7;
  - (ii) Maximum group size of 15 with a ratio of 1:5; and
- (c) Preschoolers (30 months through 6 years of age who are not attending kindergarten or elementary school) with a maximum group size of 20 with a ratio of 1:10; and
- (d) School-age children (5 years through 12 years of age who are attending kindergarten or elementary school) with a maximum group size of 30 with a ratio of 1:15. **Weight #7**

#### NRM Negotiated Language

- (6) 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. **Weight #3**

#### NRM Negotiated Language

- (7) An early learning provider 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 provider maintains the staff-to-child ratio and group size designated for the youngest child in the mixed group. **Weight #3**

#### Original Language

- (7) Children at least five years old and enrolled in or attending kindergarten may be a part of the preschooler age group if developmentally appropriate and the child's parent or guardian agrees to this placement. **Weight #5**

#### NRM Negotiated Language

- (8) A center early learning provider must conduct activities for each group of children in a specific room or other defined space within a larger area.  
**Weight #3**

#### Original Language

- (8) A center early learning provider must conduct activities for each group of children in a specific room or other defined space within a larger area. **Weight #5**

#### NRM Negotiated Language

- (9) A Center Licensee must provide additional staff as described in WAC 170-300-0350 when children are participating in water activities or activities near water.  
**Weight NA**

#### Original Language

- (9) A Center Licensee must provide additional staff as described in WAC 170-300-0350 when children are participating in water activities or activities near water.  
**Weight #7**

#### NRM Negotiated Language

- (10) When only one center staff is required to care for the only group of children on site for up to an hour at the beginning or end of the day, the Center Licensee must ensure:

- (a) That staff member provides an appropriate level of supervision at all times to the children in care;
- (b) That staff member is free of all other duties while providing care to children; and
- (c) A second individual with a cleared background check is on site and readily available to respond if needed, or a DEL-approved plan is in place.

**Weight #7**

**Original Language**

(12) When only one center staff is required to care for a group of children, the Center Licensee must ensure:

- (a) That staff member provides active supervision at all times to the children in care;
- (b) That staff member is free of all other duties while providing care to children; and
- (c) A second qualified staff member is on site and readily available to respond if needed. **Weight #7**

**Center capacity, ratio and group size table**

Age group of enrolled children	Maximum group size	Maximum staff-to-child ratio
Infants (0 - 11 months)	8	1:4
Infants (0 - 11 months)	9	1:3
Toddlers (12 – 29 months)	14	1:7
Toddlers (12 – 29 months)	15	1:5
Preschoolers (30 months - 5 years)	20	1:10
School-age children (5 - 12 years, attending kindergarten or elementary school)	30	1:15



**170-300-0357- Consensus reached on language; weights undiscussed in February**

**Center mixed age grouping capacity, ratio, and group size.**

**NRM Negotiated Language**

- (1) A center early learning program may have mixed age grouping. Before mixing age groups, an early learning program must:
- (a) Inform parents about the center's policy regarding mixed age grouping and when children may be in a mixed age group;
  - (b) Meet the square footage requirements for the youngest child in the group;
  - (c) Meet the developmental, health, and safety needs of all ages in the mixed group;
  - (d) meet the ratio requirements for the youngest child in the group; and
  - (e) inform the Department of the policy

**Weight #6**

**NRM Negotiated Language**

- (2) Center early learning programs may have mixed age grouping for children between the ages of birth to 36 months with a maximum group size of 8 when:
- (a) There are two staff present with the group, consisting of a Lead Teacher and another staff who meets the qualifications to be counted in ratio;
  - (b) The ratio is 1:4.

**Weight #5**

**Original Language**

- (2) Center early learning programs may have mixed age grouping for children between the ages of birth to 48 months with a maximum group size of 8 when:
- (a) There are two staff present with the group, consisting of a Lead Teacher and another staff who meets the qualifications to be counted in ratio;
  - (b) The ratio is 1:4; and
  - (c) Only two children are not walking independently.

**Weight #5**

**NRM Negotiated Language**

- (3) Center early learning programs may have mixed age grouping for children between the ages of birth to 36 months with a maximum group size of 9 children when:
- (a) There are three staff present with the group, consisting of one Lead Teacher and two other staff who meet the qualifications to be counted in ratio;
  - (b) The ratio is 1:3.

**Weight #5**

### Original Language

- (3) Center early learning programs may have mixed age grouping for children between the ages of birth to 48 months with a maximum group size of 9 children when:
- (a) There are three staff present with the group, consisting of one Lead Teacher and two other staff who meet the qualifications to be counted in ratio;
  - (b) The ratio is 1:3; and
  - (c) Only three children are not walking independently.

**Weight #5**

### NRM Negotiated Language

- (4) Center early learning programs may have mixed age grouping for children between the ages of 36 months and through the kindergarten year with a maximum group size of 20 children when:
- (a) There are two staff present with the group, consisting of one Lead Teacher and another staff who meets the qualifications to be counted in ratio; and
  - (b) The ratio is 1:10.

**Weight #5**

### Original Language

- (4) Center early learning programs may have mixed age grouping for children between the ages of 24 and 48 months with a maximum group size of 12 children when:
- (a) There are two staff present with the group, consisting of one Lead Teacher and another staff who meets the qualifications to be counted in ratio;
  - (b) The ratio is 1:6; and
  - (c) Only five children are under the age of 30 months.

**Weight #5**

### NRM Negotiated Language

#### \*Consensus on Intent

- (5)
- Mixed age group of children between ages of 12 and 36 months.
  - Ratio of 1:7 for group of 14 and there are two staff present with the group, consisting of a Lead Teacher and another staff who meets the qualifications to be counted in ratio.
  - Ratio of 1:5 for group of 15 and there are three staff present with the group, including a Lead Teacher and another staff who meets the qualifications to be counted in ratio

### NRM Negotiated Language

- (6) Center early learning programs may have mixed age grouping for children between the ages of 36 months and through the kindergarten year with a maximum group size of 26 children when:

- (a) There are three staff present with the group, consisting of one Lead Teacher and two staff who meet the qualifications to be counted in ratio; and
  - (b) The ratio is 1:10;
- Weight #5**

**NRM Negotiated Language**

**\*Consensus on Intent**

(7)

- Mixed age group of 54 months to 108 months
- Ratio is 1:10
- Maximum group size of 20 and two staff present consisting of one lead teacher and one staff who meet the qualifications to be counted in ratio. Maximum group size of 26 and three staff present consisting of one lead teacher and two staff who meet the qualifications to be counted in ratio

**Center mixed age grouping capacity, ratio and group size table**

Age group	Maximum group size	Maximum ratio	Capacity
0-36 months old	8	1:4	Maximum 2 children not walking independently
0-36 months old	9	1:3	Maximum 3 children not walking independently
36-72 months old	20	1:10	
36-72 months old	26	1:10	

**Original Language**

- (1) A center early learning program may have mixed age grouping when the program has reached and maintained a level 3 or higher in the Early Achiever’s program. Before mixing age groups, an early learning program must:
- (a) Consult with parents and obtain written approval for their child to be in a combined age group;
  - (b) Meet the square footage requirements for the youngest child in the group, pursuant to WAC 170-300-0130; and
  - (c) Meet the developmental needs of all ages in the mixed group.
- Weight #5**

**170-300-0360- Consensus reached; Weights undiscussed in February Program and daily schedule.**

**NRM Negotiated Language**

(1) An early learning provider must have an established program and daily schedule that is familiar to children and available for department review. **Weight #1**

**Original Language**

(1) An early learning provider must have an established program and daily activity schedule that is familiar to children. For example, routines and activities should occur in relatively the same sequence most days. **Weight #1**

**NRM Negotiated Language**

(2) A schedule must be designed to meet enrolled children's developmental, cultural, and special needs, and be responsive to enrolled children's individual and situational needs. The daily schedule must:

- (a) Be specific for each age group of children, when applicable;
- (b) Offer a variety of activities to meet children's needs, pursuant to WAC 170-300-0150;
- (c) Include general timelines for activities that meet the following requirements:
  - (i) Programs must provide daily morning or afternoon active outdoor play time not less than:
    - (A) 20 minutes for each 3 hours of programming for infants (as tolerated) and toddlers; and
    - (B) 30 minutes for each 3 hours of programming for children preschool age and older;
    - (C) For programs that operate more than 6 hours a day, they must provide 90 minutes of active play for preschool age and up or 60 minutes of active play for infants and toddlers; 30 of which may be moderate to vigorous indoor activities.
- (d) Include scheduled and consistent times for meal service;
- (e) Include routine transportation times, if applicable;
- (f) Include rest periods, if applicable; and
- (g) Include overnight care, if applicable.

**Weight #3**

**Original Language**

(2) A schedule must be designed to meet enrolled children's developmental, cultural, individual, and special needs. The daily activity schedule must:

- (a) Be specific for each age group of children when applicable. For example, centers with multiple groups of children or family homes with only one group; and
- (b) Offer a variety of activities to meet children's needs, pursuant to WAC 170-300-0150. **Weight #1**

Original Language

(3) A daily activity schedule must be available for department review and include, when applicable:

- (a) General timelines for activities that meeting the following requirements:
  - (i) Full-day programs must provide children daily morning and afternoon active outdoor play time for not less than 60 minutes daily for infants and toddlers, and 90 minutes daily for children preschool age and older.
  - (ii) Part-day programs must provide a minimum of:
    - (A) 20 minutes of active outdoor play time for each 3 hours of programming for infants (as tolerated) and toddlers; and
    - (B) 30 minutes of active outdoor play time for each 3 hours of programming for children preschool age and older.
- (b) Scheduled and consistent times for meal service;
- (c) Routine transportation times;
- (d) Rest periods; and
- (e) Overnight care. **Weight #1**

<b>PROGRAM ADMINISTRATION AND OVERSIGHT</b>		
<b>SECTION</b>	<b>TITLE</b>	<b>RESOLUTION</b>
170-300-0400	Application Materials	Consensus Reached
170-300-0401	Application Fees	Consensus Reached
170-300-0402	Changing early learning program space or location	Consensus Reached
170-300-0405	Background check fees	Consensus Reached to Eliminate
170-300-0410	License and program location	Consensus Reached; weight (5) undiscussed in February
170-300-0415	Zoning, codes, and ordinances	Consensus Reached
170-300-0420	Prohibited substances	Consensus Reached on language; weights undiscussed in March NRM
170-300-0425	Initial, non-expiring, dual licenses, and license modifications	Consensus Reached
170-300-0430	Subsidy requirements	Consensus Reached
170-300-0435	Waiver from department rules	Consensus Reached
170-300-0436	Variance from department rules	Consensus Reached
170-300-0440	Facility licensing compliance agreements, no referral status, probationary license, and provider rights	Consensus Reached
170-300-0441	Department action and scoring approach	Consensus Reached
170-300-0442	Compliance and enforcement actions	Consensus Reached
170-300-0443	Enforcement actions, notice, and appeal	Consensus Reached
170-300-0450	Parent or guardian handbook	Consensus Reached
170-300-0455	Attendance records	Consensus Reached
170-300-0460	Child records	Consensus Reached; weight tabled subsection (2)
170-300-0461	Staff Observation, Evaluation, and Feedback Policies	Consensus Reached to Eliminate
170-300-0465	Retaining facility and program records	Consensus Reached (1-3); Subsection 4 consensus not reached
170-300-0470	Emergency preparedness plan	Language reached consensus/weights tabled on: 1, 2, 4 Consensus reached on intent /tabled weight on: 3 Language and weights reached consensus: 5 Consensus blocked on weights in February

<b>PROGRAM ADMINISTRATION AND OVERSIGHT</b>		
<b>SECTION</b>	<b>TITLE</b>	<b>RESOLUTION</b>
170-300-0475	Duty to protect children and report incidents	Consensus Reached
170-300-0480	Transportation and off-site activity policy	Consensus Reached
170-300-0485	Termination of services policy	Consensus Reached; weights undiscussed in February
170-300-0486	Expulsion Policy	Consensus Reached on language; weights undiscussed in February
170-300-0490	Child restraint policy	Consensus Reached on language; weights undiscussed in February
170-300-0495	Consistent care policy	Consensus Reached
170-300-0500	Health policy	Consensus Reached
170-300-0505	Postings	Consensus Reached

**170-300-0400 Consensus Reached**  
**Application materials.**

**NRM Negotiated Language**

(1) After completing a department orientation, an applicant must submit a complete license application packet, pursuant to chapter 43.215 RCW. This requirement also applies to a change of ownership. A complete license application packet includes:

(a) Professional and background information about the applicant:

- (i) A completed department application form for the type of license being applied for (center or family home);
- (ii) A copy of the applicant's orientation certificate (orientation must be taken within 12 months of license application);
- (iii) A Washington state business license or a tribal, county, or city business or occupation license, if applicable;
- (iv) Liability insurance, if applicable;
- (v) Certificate of Incorporation, partnership agreement, or similar business organization document, if applicable;
- (vi) The license fee;
- (vii) A copy of current government issued photo identification;
- (viii) A copy of Social Security card or sworn declaration stating that the applicant does not have one;
- (ix) Employer Identification Number (EIN) if applicant plans to hire staff; and
- (x) Employment and education verification. For example, diploma, transcripts, or a sworn declaration stating that the applicant cannot verify education requirements. **Weight #N/A**

(b) Information about the facility to be licensed:

- (i) A floor plan, including use of proposed licensed and unlicensed space, with identified emergency exits and emergency exit pathways;
- (ii) Certificate of Occupancy, if applicable;
- (iii) An on-site septic system inspection report within three years of license application, if applicable;
- (iv) Well water coliform and nitrate testing results within three years of license application, if applicable;
- (v) A lead or arsenic evaluation agreement, only for sites located in the Tacoma smelter plume (counties of King, Pierce, and Thurston); and
- (vi) Lead and copper test results for drinking water. **Weight # N/A**

(c) Program days and hours of operation, including closure dates and holiday observances; **Weight # N/A**

(d) Information about early learning program staff:

- (i) List of applicant, and household members, and if applicable and known, staff person and volunteers, required to complete the background check process as outlined in chapter 170-06 WAC;



- (ii) Resume for applicant, Center Director, Assistant Director, Program Supervisor, or Family Home Lead Teacher, if applicable; and
- (iii) Three letters of professional reference for Applicant, Director, Assistant Director, Program Supervisor, or Family Home Lead Teacher, if applicable. **Weight # N/A**

### Original language

(1) After completing a department orientation, an applicant must submit a complete license application packet, pursuant to chapter 43.215 RCW. This requirement also applies to a change of ownership. A complete license application packet includes:

- (a) Professional and background information about the applicant:
  - (i) A completed department application form for the type of license being applied for (center or family home);
  - (ii) A copy of the applicant's orientation certificate (orientation must be taken within 12 months of license application);
  - (iii) A Washington state business license or a tribal, county, or city business or occupation license, if applicable;
  - (iv) Liability insurance, if applicable;
  - (v) Certificate of Incorporation, partnership agreement, or similar business organization document, if applicable;
  - (vi) The license fee;
  - (vii) A copy of current government issued photo identification;
  - (viii) A copy of Social Security card or sworn declaration stating that the applicant does not have one;
  - (ix) Employer Identification Number (EIN) if applicant plans to hire staff; and
  - (x) Employment and education verification. For example, diploma, transcripts, or a sworn declaration stating that the applicant cannot verify education requirements. **Weight #1**
- (b) Information about the facility to be licensed:
  - (i) A floor plan, including use of proposed licensed and unlicensed space, with identified emergency exits and emergency exit pathways;
  - (ii) Certificate of Occupancy, if applicable;
  - (iii) An on-site septic system inspection report within six months of license application, if applicable;
  - (iv) Well water coliform and nitrate testing results within six months of license application, if applicable;
  - (v) A lead or arsenic evaluation agreement, only for sites located in the Tacoma smelter plume (counties of King, Pierce, and Thurston); and
  - (vi) Lead and copper test results for drinking water.  
**Weight #1**
- (c) Program days and hours of operation, including closure dates and holiday observances; **Weight #1**
- (d) Information about early learning program staff:

- (i) List of applicant, staff persons, volunteers and household members, if applicable, required to complete the background check process as outlined in chapter 170-06 WAC;
- (ii) Resume for applicant, Center Director, Assistant Director, Program Supervisor, and Family Home Lead Teacher, if applicable; and
- (iii) Three letters of professional reference for Applicant, Director, Assistant Director, Program Supervisor, and Family Home Lead Teacher. **Weight #1**

#### NRM Negotiated Language

(2) An applicant must include the following policy documents with the application, which will be reviewed by the department and returned to the applicant:

- (a) Parent and program policies;
- (b) Staff policies;
- (c) An emergency preparedness plan;
- (d) Health policies; and
- (e) A plan to prevent exposure to blood and body fluids. **Weight # N/A**

#### Original language

(2) An applicant must include the following policy documents with the application, which will be reviewed by the department and returned to the applicant:

- (a) Parent and program policies;
- (b) Staff policies;
- (c) An emergency preparedness plan;
- (d) Health policies; and
- (e) A plan to prevent exposure to blood and body fluids.  
**Weight #1**

#### NRM Negotiated Language

(3) An applicant must submit the completed application packet at least 90 calendar days prior to the planned opening of the early learning program. The department will inspect the early learning program space and approve all application submissions required in this chapter prior to issuing a license.

- (a) The 90 calendar days begins when the department receives a complete application packet.
- (b) Incomplete application packets will be returned to the applicant for completion.
- (c) An applicant who is unable to successfully complete the application and licensing process within 90 calendar days may withdraw the application and reapply when the applicant is able to meet the licensing requirements. If the applicant has completed all steps to complete the application within 90 days but an external barrier out of the applicant's control exists, the reapplication fee will be waived one time.
- (d) An applicant who is unable to meet the application requirements and has not withdrawn his or her application will be denied a license, pursuant to RCW 43.215.300. **Weight # N/A**

Original language

- (3) An applicant must submit the completed application packet at least 90 calendar days prior to the planned opening of the early learning program. The department will inspect the early learning program space and approve all application submissions required in this chapter prior to issuing a license.
- (a) The 90 calendar days begins when the department receives a complete application packet.
  - (b) Incomplete application packets will be returned to the applicant for completion.
  - (c) An applicant who is unable to successfully complete the application and licensing process within 90 calendar days may withdraw the application and reapply when the applicant is able to meet the licensing requirements.
  - (d) An applicant who is unable to meet the application requirements and has not withdrawn his or her application will be denied a license, pursuant to RCW 43.215.300. **Weight #1**

**170-300-0401 Consensus Reached**  
**License fees.**

**NRM negotiated language**

- (1) The rules establishing licensing fees within this chapter are adopted pursuant to RCW 43.215.255. **Weight NA**

**Original language**

- (1) The rules establishing licensing fees within this chapter are adopted pursuant to RCW 43.215.255. **Weight NA**

**NRM negotiated language**

- (2) The license fee is nonrefundable and is due:  
(a) With the early learning applicant's initial license application packet; and  
(b) Annually thereafter, 30 calendar days prior to the anniversary date of the license. **Weight #1**

**Original language**

- (2) The license fee is nonrefundable and is due:  
(a) With the early learning applicant's initial license application packet; and  
(b) Annually thereafter, 30 calendar days prior to the anniversary date of the license. **Weight #1**

**NRM negotiated language**

- (3) Payment must be in the form of a check, credit or debit card, or money order. **Weight NA**

**Original language**

- (3) Payment must be in the form of a check, credit or debit card, or money order. **Weight NA**

**NRM negotiated language**

- (4) The annual fee for family home early learning programs is thirty dollars, or as otherwise set by the legislature. **Weight NA**

**Original language**

- (4) The annual fee for family home early learning programs is thirty dollars, or as otherwise set by the legislature. **Weight NA**

**NRM negotiated language**

- (5) The annual fee for center early learning programs is one hundred twenty-five dollars for the first twelve children plus twelve dollars for each additional child, or as otherwise set by the legislature. **Weight NA**

**Original language**

- (5) The annual fee for center early learning programs is one hundred twenty-five dollars for the first twelve children plus twelve dollars for each additional child, or as otherwise set by the legislature. **Weight NA**

**170-300-0402- Consensus Reached**  
**Changing early learning program space or location**

**NRM Negotiated Language**

- (1) An early learning provider must notify the department prior to making a change to early learning program space that may impact the health, safety, and welfare of enrolled children. Such changes include, but are not limited to:
  - (a) Moving child care or early learning programs to a different residence, building, or facility, even if it is located on the same premises;
  - (b) A center early learning program altering planned use of space including, but not limited to the ages of children served in a room.;
  - (c) Making facility modifications such as remodeling or renovating early learning program space that requires a permit under the Washington state building code or by a local jurisdiction.
    - i. An early learning provider must submit to the department a proposed floor plan prior to making a significant change; or
  - (d) Changing outdoor play areas such as adding or altering the type of surface or altering stationary climbing or play equipment.

**Weight #5**

**Original language**

- (1) An early learning provider must notify the department prior to making a significant change to early learning program space. Significant changes include, but are not limited to:
  - (a) Moving child care or early learning programs to a different residence, building, or facility, even if it is located on the same premises;
  - (b) A center early learning program altering planned use of space not previously approved by the State Fire Marshal or the department;
  - (c) Making structural changes such as remodeling or renovating classroom space; or
  - (d) Changing outdoor play areas such as adding or significantly altering climbing or play equipment.

**Weight #5**

**NRM Negotiated Language**

- (2) An early learning provider planning a significant change under subsection (1)(a) of this section must:
  - (a) Submit a complete application, pursuant to WAC 170-300-0400, as soon as the provider plans to move and has an identified address, but not more than 90 calendar days before moving;
  - (b) Not significantly change or move a center early learning program until the department has first inspected the new location and determines it meets the requirements in this chapter and RCW 43.215.260; and
  - (c) Not operate a family home early learning program for more than two

weeks following the move without first having the department inspect the new location, pursuant to RCW 43.215.260. **Weight #6**

**Original language**

- (2) An early learning provider must submit to the department a proposed floor plan prior to making a significant change, pursuant to subsections (1)(b) and (1)(c) of this section. **Weight #5**

**Original language**

- (3) An early learning provider planning a significant change under subsection (1)(a) of this section must:
- (a) Submit a complete application, pursuant to WAC 170-300-0400, as soon as the provider plans to move and has an identified address, but not more than 90 calendar days before moving;
  - (b) Not significantly change or move a center early learning program until the department has first inspected the new location and determines it meets the requirements in this chapter and RCW 45.215.260; and
  - (c) Not operate a family home early learning program for more than two weeks following the move without first having the department inspect the new location, pursuant to RCW 45.215.260. **Weight #6**

**170-300-0405 Consensus Reached on Eliminating this Section**  
**Background check fees.**

NRM Negotiated Language- Eliminate Section

Original Language

(1) Each early learning provider required to obtain a department background check must pay the fee established under chapter 170-06 WAC. If an early learning provider becomes aware of an archived background, they must contact the department to create a plan. **Weight #6**

**170-300-0410 Consensus Reached; weight (5) undiscussed in February License and program location.**

**NRM Negotiated Language**

(1) An applicant for a license under this chapter must be at least 18 years old.

**Weight #NA**

**Original language**

(1) An applicant for a license under this chapter must be at least 18 years old.

**Weight #1**

**NRM Negotiated Language**

(2) A licensee refers to the individual or organization:

(a) Whose name appears on a license issued by the department; weight NA

(b) Responsible for complying with the standards in this chapter, chapter 43.215 RCW including but not limited to liability insurance requirements pursuant to 43.215.535, chapter 170-06 WAC (DEL background check rules) and other applicable laws or rules; and Weight NA

(c) Responsible for training early learning program staff on the Foundational Quality Standards in this chapter. Weight NA

(d) A family home licensee must reside on the early learning program premises, pursuant to RCW..... **Weight #6**

**Original language**

(2) A licensee refers to the individual or organization:

(a) Whose name appears on a license issued by the department;

(b) Responsible for complying with the standards in this chapter, chapter 43.215 RCW including but not limited to liability insurance requirements pursuant to 43.215.535, chapter 170-06 WAC (DEL background check rules) and other applicable laws or rules; and

(c) Responsible for training early learning program staff on the Foundational Quality Standards in this chapter. **Weight NA**

**Original language**

(3) An early learning provider must comply with and implement all requirements in this chapter unless another code or ordinance is more restrictive (for example: a local municipal, building, or health authority code). **Weight #5**

**NRM Negotiated Language**

(3) Early learning program space must be located:

(a) On a site free from known environmental hazards; Weight: 6

(b) In an area where non-emergency services and utilities can serve the early learning program space; and

(c) In an area served by emergency fire, medical, and police during the hours the early learning provider provides care to children.

**Weight NA**

**Original language**

(4) Early learning program space must be located:

(a) On a site free from environmental hazards;



- (b) In an area where non-emergency services and utilities can serve the early learning program space; and
- (c) In an area served by emergency fire, medical, and police during the hours the early learning provider provides care to children.

**Weight #7**

#### NRM Negotiated Language

(4) An early learning provider must prevent child exposure to the following known hazards within and around the licensed premises:

- (a) Lead based paint;
- (b) Plumbing and fixtures containing lead or lead solders;
- (c) Asbestos;
- (d) Arsenic, lead, or copper in the soil or drinking water;
- (e) Toxic mold; and
- (f) Other identified toxins or hazards.

**Weight #8**

#### Original language

(5) An early learning provider must prevent child exposure to the following within and around the licensed premises:

- (a) Lead based paint;
- (b) Plumbing and fixtures containing lead or lead solders;
- (c) Asbestos;
- (d) Arsenic, lead, or copper in the soil or drinking water;
- (e) Toxic mold; and
- (f) Other identified toxins or hazards.

**Weight #8**

#### NRM Negotiated Language

(5) An early learning provider must place address numbers or signage on the outside of the house or building that contains the early learning program space. The numbers or signage must be legible and plainly visible from the street or road serving the premises. **Weight tabled**

#### Original language

(6) An early learning provider must place address numbers on the outside of the house or building containing the early learning program space, and the numbers must be legible and plainly visible from the street or road serving the premises. **Weight #5**

#### NRM Negotiated language

(6) A license applicant planning to open an early learning program in the designated Tacoma smelter plume (counties of King, Pierce, and Thurston) must contact the state department of ecology (DOE) and complete and sign an access agreement with DOE to evaluate the applicant's property for possible arsenic and lead soil contamination. **Weight #NA**

#### Original Language

- (7) A license applicant planning to open an early learning program in the designated Tacoma smelter plume (counties of King, Pierce, and Thurston) must contact the state department of ecology (DOE) and complete and sign an access agreement with DOE to evaluate the applicant's property for possible arsenic and lead soil contamination. **Weight #6**

**170-300-0415 Consensus Reached**  
**Zoning, codes, and ordinances.**

**NRM Negotiated language**

- (1) The department adopts and incorporates the Washington state building code (chapter 19.27 RCW) as now and hereafter amended. Prior to licensing, early program space must comply with the Washington state building code or local building code as currently enacted. For facility modifications that require a permit, refer to WAC 170-300-0402. **N/A**

**NRM Negotiated language**

- (2) An early learning provider shall maintain the structural environment pursuant to RCW 43.215.308 **Weight #6**

**Original Language**

- (1) An applicant must contact the local building, planning, or zoning department that would regulate a future early learning facility. **Weight #1**

**Original Language**

- (2) A single-family residence used by a family home early learning program is considered a group R (residential) occupancy structure, as adopted by the State Building Code Council and the International Residential Code (chapter 51-51 WAC). **Weight NA**
  - (a) Prior to licensing, a family home early learning license applicant must request the local fire department to visit the early learning program space to become familiar with the environment and to assist in planning evacuation or emergency procedures. **Weight #1**
  - (b) If the local fire department does not provide this service, the applicant must have written documentation on file that this request was made. **Weight #1**

**Original Language**

- (4) A building used by a center early learning program is considered a group E or an I-4 occupancy, as adopted by the State Building Code Council. Center early learning program buildings must meet the requirements in the International Building Code (chapter 51-50 WAC) and International Fire Code (chapter 51-54A). **Weight NA**

**NRM Negotiated language**

- (3) Prior to licensing, an applicant must contact state, city, and local agencies that may regulate the early learning program. An early learning provider must obtain regulations and comply with direction given by such agencies. These agencies may include but are not limited to Labor and Industries, the State Fire Marshal, a local health jurisdiction, or DOH. **Weight NA**

**Original Language**

- (3) Prior to licensing an applicant must contact state, city, and local agencies that may regulate the early learning program. An early learning provider must obtain regulations and comply with direction given by such agencies. These

agencies may include but are not limited to Labor and Industries, the State Fire Marshal, a local health jurisdiction, or DOH. **Weight #1**

#### NRM Negotiated language

(4) Prior to licensing, a center early learning applicant must:

(a) Have a certificate of occupancy issued by the local building, planning, or zoning department, or a local equivalent if locality does not have the certificate of occupancy; and

(b) Be inspected and approved by the State Fire Marshal

**Weight #NA**

#### Original Language

(5) Prior to licensing, a center early learning applicant must:

(a) Have a certificate of occupancy issued by the local building, planning, or zoning department, or a local equivalent if locality does not have the certificate of occupancy; and

(b) Be inspected and approved by the State Fire Marshal if a center early learning program. **Weight #1**

**170-300-0420- Consensus Reached; weights undiscussed in March NRM Prohibited substances.**

**NRM Negotiated language**

- (1) Chapter [70.160](#) RCW prohibits smoking in public places and places of employment. **Weight NA**

**Original Language**

- (1) An early learning provider must ensure any consumption of tobacco, cannabis, and vapor products complies with Chapter 70.160 RCW. Smoking and consumption is prohibited:
- (a) In any indoor or outdoor licensed space;
  - (b) In motor vehicles used to transport children during business hours;
  - (c) While the provider is off site but responsible for supervising children, such as during field trips; and
  - (d) In early learning programs, smoking is prohibited during operating hours. **Weight #7 ((a)-(d))**
  - (e) within 25 feet of any entrance per RCW 70.160.075, exit, window, or ventilation intake of the early learning program. **Weight #5 (e only)**

**NRM Negotiated language**

- (2) Pursuant to RCW [70.160.050](#), an early learning provider must:
- (a) Prohibit smoking or similar activities in licensed indoor space, even during non-business hours; **Weight #7**
  - (b) Prohibit smoking or similar activities in licensed outdoor space unless:
    - (i) Smoking or similar activities occurs during non-business hours; or
    - (ii) In an area for smoking tobacco products that is not a "public place" or "place of employment," as defined in RCW [70.160.020](#); **Weight #7**
  - (c) Prohibit smoking or similar activities in motor vehicles used to transport enrolled children; **Weight #7**
  - (d) Prohibit smoking or similar activities by any provider who is supervising children, including during field trips; **Weight #7**
  - (e) Prohibit smoking or similar activities within twenty-five feet from entrances, exits, operable windows, and vents, pursuant to RCW [70.160.075](#); **Weight #5** and
  - (f) Post "no smoking" signs. Signs must be clearly visible and located at each building entrance used as part of the early learning program. **Weight #5**

**Original Language**

- (2) An early learning provider must:
- (a) Keep and store tobacco or vapor products, cigarettes or cigars and containers holding cigarettes or cigars, inaccessible to children within

licensed space and ensure cigarette or cigar butts, or ashes are inaccessible to children.

- (b) Not allow anyone within licensed space, including all staff, volunteers and, when applicable, household members to consume or be under the influence of alcoholic beverages, cannabis, illegal drugs, or misused prescription drugs while children are in care;
- (c) Keep cannabis and associated paraphernalia out of the licensed child care space; and
- (d) Keep and store alcohol, including open and closed containers, inaccessible to children.

**Weight #7**

#### **NRM Negotiated language**

(3) An early learning provider must:

- (a) Prohibit any person from consuming or being under the influence of alcohol on licensed space during business hours;
- (b) Prohibit any person within licensed space from consuming or being under the influence of illegal drugs or misused prescription drugs.
- (c) Store any tobacco or vapor products, or the packaging of tobacco or vapor products in a space that is inaccessible to children;
- (d) Prohibit children from accessing cigarette or cigar butts or ashes;
- (e) Store any cannabis or associated paraphernalia out of the licensed space and in a space that is inaccessible to children; and
- (f) Store alcohol in a space that is inaccessible to children (both opened and closed containers).

**Weight #7**

#### **NRM Negotiated language**

(4) A center early learning provider must prohibit any person from consuming cannabis in any form or being under the influence of cannabis on licensed space.

**Weight #7**

#### **NRM Negotiated language**

(5) A family home early learning provider must prohibit any person from using cannabis products in any form or being under the influence of cannabis on licensed space during business hours. **Weight #7**

**170-300-0425- Consensus Reached**

**NRM Negotiated language**

**Initial, non-expiring, dual licenses, and license modification.**

**Original Language**

**Initial, non-expiring, and dual licenses, and license modification.**

**NRM Negotiated language**

- (1) The department may issue an initial license when an early learning program applicant demonstrates compliance with health and safety requirements of this chapter but may not be in full compliance with all requirements, pursuant to RCW 43.215.280.
  - (a) An initial license is valid for six months from the date issued.
  - (b) At the department's discretion, an initial license may be extended for up to three additional six-month periods, not to exceed a total of two years.
  - (c) The department must evaluate the early learning provider's ability to follow requirements contained in this chapter during the initial license period. **Weight NA**

**Original Language**

- (1) The department may issue an initial license when an early learning program applicant demonstrates compliance with health and safety requirements of this chapter but may not be in full compliance with all requirements, pursuant to RCW 43.215.280.
  - (a) An initial license is valid for six months from the date issued.
  - (b) At the department's discretion, an initial license may be extended for up to three additional six-month periods, not to exceed a total of two years.
  - (c) The department must evaluate the early learning provider's ability to follow requirements contained in this chapter during the initial license period. **Weight NA**

**NRM Negotiated language**

- (2) The department may issue a non-expiring license to a Licensee operating under an initial license who, pursuant to RCW 43.215.260:
  - (a) Demonstrates full compliance with the requirements of this chapter at any time during the period of initial licensure. **Weight NA**

**Original Language**

- (2) The department may issue a non-expiring license to a Licensee operating under an initial license who, pursuant to RCW 43.215.260:
  - (a) Demonstrates full compliance with the requirements of this chapter at any time during the period of initial licensure.
  - (b) Demonstrates substantial compliance with the requirements of this chapter at any time. **Weight NA**

**NRM Negotiated language**

- (3) The department may continue ~~issue~~ a non-expiring license when a Licensee

submits annual compliance documents at least 30 calendar days prior to the anniversary date. The anniversary date is the date the first initial license was issued, pursuant to RCW 43.215.260. The required annual compliance documents are:

- (a) The annual nonrefundable license fee;
- (b) A declaration on the department's form (found at <https://del.wa.gov/providers-educators/publications-forms-and-research/licensing-forms-and-documents-providers>) indicating:
  - (i) The intent to continue operating a licensed early learning program;
  - (ii) The intent to cease operation as a licensed early learning program;
  - (iii) A change in the early learning program's operational hours or dates; or
  - (iv) The intent to comply with all licensing rules.
- (c) Documentation of completed background check applications as determined by the department's established schedule, pursuant to RCW 43.215.215(2); and
- (d) For each individual required to have a background check clearance, the early learning provider must verify current background checks or require the individual to submit a background check application at least 30 calendar days prior to the anniversary date. **Weight NA**

#### Original Language

- (3) The department may issue a non-expiring license when a Licensee submits annual compliance documents at least 30 calendar days prior to the anniversary date. The anniversary date is the date the first initial license was issued, pursuant to RCW 43.215.260. The required annual compliance documents are:
- (a) The annual nonrefundable license fee;
  - (b) A declaration on the department's form (found at <https://del.wa.gov/providers-educators/publications-forms-and-research/licensing-forms-and-documents-providers>) indicating:
    - (i) The intent to continue operating a licensed early learning program;
    - (ii) The intent to cease operation as a licensed early learning program;
    - (iii) A change in the early learning program's operational hours or dates; or
    - (iv) The intent to comply with all licensing rules.
  - (c) Documentation of completed background check applications as determined by the department's established schedule, pursuant to RCW 43.215.215(2); and
  - (d) For each individual required to have a background check clearance, the early learning provider must verify current background checks or require the individual to submit a background check application at least 30 calendar days prior to the anniversary date. **Weight NA**

#### NRM Negotiated language

- (4) If a Licensee fails to meet the requirements for continuing a non-expiring license by their anniversary date, the Licensee's current license expires. The early learning provider must submit a new application for licensure, pursuant to RCW 43.215.260(3). **Weight NA**



#### Original Language

(4) If a Licensee fails to meet the requirements for continuing a non-expiring license, the Licensee's current license expires, and the early learning provider must submit a new application for licensure, pursuant to RCW 43.215.260(3). **Weight NA**

#### NRM Negotiated language

(5) Nothing about the non-expiring license process in this section may interfere with the department's established monitoring practices, pursuant to RCW 43.215.260(4)(a). **Weight NA**

#### Original Language

(5) Nothing about the non-expiring license process in this section may interfere with the department's established monitoring practices, pursuant to RCW 43.215.260(4)(a). **Weight NA**

#### NRM Negotiated language

(6) A Licensee has no right to an adjudicative proceeding (hearing) to appeal the expiration, nonrenewal, or non-continuation of a non-expiring license resulting from a failure to comply with the requirements of this section.  
**Weight NA**

#### Original Language

(6) A Licensee has no right to an adjudicative proceeding (hearing) to appeal the expiration, nonrenewal, or non-continuation of a non-expiring license resulting from a failure to comply with the requirements of this section. **Weight NA**

#### NRM Negotiated language

(7) A Licensee must have department approval to hold dual licenses such as a department-issued early learning program license and another care giving license, certification, or similar authorization. **Weight #6**  
(a) If the department determines that a Licensee is not meeting all applicable requirements and regulations, pursuant to RCW 43.215.300:  
(i) The department and Licensee may agree to modify the child care license;  
(ii) The Licensee may give up one of the licenses, certifications, or authorizations; or  
(iii) The department may suspend, deny, or revoke the early learning license. **Weight NA**

#### Original Language

(7) A Licensee must have department approval to hold dual licenses such as a department-issued early learning program license and another care giving license, certification, or similar authorization. **Weight #1**

#### Original Language

- (8) If the department determines that a Licensee is not meeting all applicable requirements and regulations, pursuant to RCW 43.215.300:
- (a) The department and Licensee may agree to modify the child care license;
  - (b) The Licensee may give up one of the licenses, certifications, or authorizations; or
  - (c) The department may suspend, deny, or revoke the early learning license.
- Weight NA**

#### NRM Negotiated language

- (8) An early learning provider must report to the department and local authorities the following within 24 hours
- a. A fire or other structural damages to the early learning program space or other parts of the premises;
  - b. A retirement, termination, death, incapacity, or change of the Program Director, or Program Supervisor, or change of ownership or incorporation of a provider;
  - c. When a provider becomes aware of a charge or conviction against themselves, a staff person or, applicable household member , pursuant to WAC 170-06-0043;
  - d. When a provider becomes aware of an allegation or finding of abuse, neglect, maltreatment, or exploitation of a child or vulnerable adult made against themselves, a staff person, or a household member, if applicable; and

#### **Weight #7**

- e. A change in the number of household members living within a family home early learning program space. This includes individuals 14 years old or older that move in or out of the home, or a resignation or termination pursuant to RCW 43.215.371. A birth or death affecting the number of household members must be reported within 24 hours or at first opportunity;
- f. Any changes in the early learning program hours of operation to include closure dates.

#### **Weight #3**

#### Original Language

- (9) An early learning provider must report to the department and local authorities the following within 24 hours:
- (a) A fire or other structural damages to the early learning program space or other parts of the premises;
  - (b) A change in the number of household members living within a family home early learning program space. This includes individuals 14 years old or older that move in or out of the home, or a resignation or termination pursuant to RCW 43.215.371. A birth or death affecting the number of household members must be reported within 24 hours or at first opportunity;
  - (c) A retirement, termination, death, incapacity, or change of the Program Director, Assistant Director, or Program Supervisor, or change of ownership or incorporation of a provider;

- (d) When a provider becomes aware of a charge or conviction against themselves, a staff person or household member, if applicable, and the charge or conviction is a disqualifying crime, pursuant to WAC 170-06;
- (e) When a provider becomes aware of an allegation or finding of abuse, neglect, maltreatment, or exploitation of a child or vulnerable adult made against themselves, a staff person, or a household member, if applicable; and
- (f) Any changes in the early learning program hours of operation to include closure dates. **Weight # 7**

#### NRM Negotiated language

- (9) Prior to increasing capacity of an early learning program, the Licensee, Center Director, Assistant Director, or Program Supervisor must request and be approved to increase capacity by DEL. **Weight #5**

#### Original Language

- (10) A Licensee, Center Director, Assistant Director, or Program Supervisor must request and be approved prior to changing the capacity of an early learning program. **Weight #5**

#### NRM Negotiated language

- (10) Licensee, Center Director, Assistant Director, or Program Supervisor must have State Fire Marshal or department approval and comply with local building ordinances following a significant change under WAC 170-300-0402(1)(a) through (c), if applicable. **Weight #NA**

#### Original Language

- (11) A Licensee, Center Director, Assistant Director, or Program Supervisor must have State Fire Marshal approval and comply with local building ordinances following a significant change under WAC 170-300-0402(1)(a) through (c), if applicable. **Weight #6**

#### NRM Negotiated language

- (11) Licensee, Center Director, Assistant Director, or Program Supervisor must notify the department within 30 calendar days when liability insurance coverage under RCW 43.215.535 has lapsed or been terminated. **Weight #4**

#### Original Language

- (12) A Licensee, Center Director, Assistant Director, or Program Supervisor must notify the department within 30 calendar days when liability insurance coverage under RCW 43.215.535 has lapsed or been terminated. **Weight #4**

**170-300-0430 Consensus Reached**  
**Subsidy requirements.**

**NRM Negotiated language**

An early learning provider or program that receives child care subsidy payments under the Working Connections Child Care or seasonal programs must:

**Original Language**

An early learning provider or program that receives child care subsidy payments under the Working Connections Child Care or seasonal programs must:

**NRM Negotiated language**

(1) Be licensed, certified, or contracted by the department; and **Weight #NA**

**Original Language**

(1) Be licensed, certified, or contracted by the department; and **Weight #1**

**NRM Negotiated language**

(2) Follow all requirements and timeframes of WAC 170-290-0125. **Weight #3**

**Original Language**

(2) Follow all requirements and timeframes of WAC 170-290-0125. **Weight #1**

**170-300-0435- Consensus Reached**  
**Waiver from department rules (WAC).**

**NRM Negotiated language**

- (1) The department cannot waive a requirement of state (RCW) or federal law.  
**Weight NA**

**Original Language**

- (1) The department cannot waive a requirement of state or federal law. **Weight NA**

**NRM Negotiated language**

- (2) Pursuant to RCW 43.215.070, the department may approve a waiver from a rule in this chapter if it does not jeopardize the health, safety, or welfare of the children in care. **Weight NA**

**Original Language**

- (2) Pursuant to RCW 43.215.070, the department may approve a waiver from a rule in this chapter, or allow an early learning provider to achieve a specific requirement through an alternate method, if the alternate method does not jeopardize the health, safety, or welfare of the children in care. **Weight NA**

**NRM Negotiated language**

- (3) An early learning provider's request for a waiver from a rule in this chapter must be:
- (a) Submitted in writing on the department's form (found at <https://del.wa.gov/providers-educators/publications-forms-and-research/licensing-forms-and-documents-providers>) to the local licensing office;
  - (b) Approved by the department prior to the provider following the waiver from the rule;
  - (c) For a specific program need or child;
  - (d) Posted for parent or guardian and public view when a requested waiver is related to the overall program (not specific to any child); and
  - (e) Continually posted as long as the waiver is approved. **Weight #1**

**Original Language**

- (3) An early learning provider's request for a waiver from a rule in this chapter must be:
- (a) Submitted in writing on the department's form (found at <https://del.wa.gov/providers-educators/publications-forms-and-research/licensing-forms-and-documents-providers>) to the local licensing office;
  - (b) Approved by the department prior to the provider following the waiver from the rule;
  - (c) For a specific program need or child;
  - (d) Posted for parent or guardian and public view when a requested waiver is related to the overall program (not specific to any child); and

- (e) Continually posted as long as the waiver is approved.  
**Weight #1**

#### NRM Negotiated language

- (4) Waivers from the rule may be time specific. If time specific, the early learning provider's action on the waiver must not exceed the timeframe established by the department. **Weight #NA**

#### Original Language

- (4) Waivers from the rule may be time specific. If time specific, the early learning provider's action on the waiver must not exceed the timeframe established by the department. **Weight #1**

#### NRM Negotiated Language- Eliminate

- ~~(4) The department's disapproval of a request for a waiver from the rules is not subject to appeal under chapter 170-03 WAC (DEL hearing rules). **Weight NA**~~

#### Original Language

- (5) The department's disapproval of a request for a waiver from the rules is not subject to appeal under chapter 170-03 WAC (DEL hearing rules).  
**Weight NA**

**170-300-0436 Consensus Reached**  
**Variance from department rules (WAC).**

**NRM Negotiated language**

- (1) The department cannot provide variance from a requirement in state (RCW) or federal law. **Weight NA**

**Original Language**

- (1) The department cannot provide variance from a requirement in state or federal law. **Weight NA**

**NRM Negotiated language**

- (2) Upon written request of an applicant, Licensee, Center Director, Assistant Director, or Program Supervisor, the department may grant a variance from a rule in this chapter if the proposed program alternative does not jeopardize the health, safety, or welfare of the children in care. **Weight NA**

**Original Language**

- (2) Upon written request of an applicant, Licensee, Center Director, Assistant Director, or Program Supervisor, the department may grant a variance from a rule in this chapter if the proposed program alternative does not jeopardize the health, safety, or welfare of the children in care. **Weight NA**

**NRM Negotiated language**

- (3) A request for variance from a rule in this chapter must be:
- Submitted in writing to the local licensing office using a department form (found at <https://del.wa.gov/providers-educators/publications-forms-and-research/licensing-forms-and-documents-providers>);
  - Approved by the department director or the director's designee prior to the early learning provider implementing the variance from the rule;
  - For a specific program approach or methodology; and
  - Posted for public view and filed, if approved. **Weight #1**

**Original Language**

- (3) A request for variance from a rule in this chapter must be:
- Submitted in writing to the local licensing office using a department form (found at <https://del.wa.gov/providers-educators/publications-forms-and-research/licensing-forms-and-documents-providers>);
  - Approved by the department director or the director's designee prior to the early learning provider implementing the variance from the rule;
  - For a specific program approach or methodology; and
  - Posted for public view, if approved. **Weight #1**

**NRM Negotiated language**

- (4) A granted variance may be time limited or may remain in effect for as long as the early learning provider continues to comply with the conditions of the variance. If the variance from the rule is time limited, the provider must not exceed the timeframe established by the department. **Weight**

#NA

**Original Language**

(4) The department's decision, including the conditions under which the variance was granted, must be kept on file by the early learning provider.

**Weight # 1**

**Original Language**

(5) A granted variance may be time limited or may remain in effect for as long as the early learning provider continues to comply with the conditions of the variance. If the variance from the rule is time limited, the provider must not exceed the timeframe established by the department. **Weight #1**

**NRM Negotiated language- Eliminate language for subsection 6**

**Original Language**

(6) The department's disapproval of a request for a variance from the rules is not subject to appeal under chapter 170-03 WAC (DEL hearing rules). **Weight**

**NA**



**170-300-0440 Consensus Reached**  
**Facility Licensing Compliance Agreements, no referral status, probationary license, and provider rights.**

**NRM Negotiated language**

- (1) At the department's discretion, when an early learning provider is in violation of this chapter or chapter [43.215](#) RCW, a Facility Licensing Compliance Agreement (FLCA) may be issued in lieu of the department taking enforcement action. The FLCA must contain:
- (a) A description of the violation and the law or rule that was violated.
  - (b) A proposed plan from the provider or a designee to comply with the law or rule.
  - (c) The date the violation must be corrected, determined by:
    - (i) The seriousness of the violation;
    - (ii) The potential threat to the health, safety, and well-being of the children in care; and
    - (iii) The number of times within the previous three years the early learning program has violated rules in this chapter or under chapter 43.215 RCW.
  - (d) Information regarding other licensing action that may be imposed if compliance does not occur by the required date.
  - (e) The signature of the department licensor and the provider.

**Weight NA**

**Original Language**

- (1) At the department's discretion, when an early learning provider is in violation of this chapter or chapter [43.215](#) RCW, a Facility Licensing Compliance Agreement (FLCA) may be issued in lieu of the department taking enforcement action. The FLCA must contain:
- (a) A description of the violation and the law or rule that was violated.
  - (b) A proposed plan from the provider or a designee to comply with the law or rule.
  - (c) The date the violation must be corrected, determined by:
    - (i) The seriousness of the violation;
    - (ii) The potential threat to the health, safety, and well-being of the children in care; and
    - (iii) The number of times the early learning program has violated rules in this chapter or under chapter 43.215 RCW.
  - (d) Information regarding other licensing action that may be imposed if compliance does not occur by the required date.
  - (e) The signature of the department licensor and the provider.

**Weight NA**

**NRM Negotiated language**

- (2) An early learning provider must return a copy of the completed FLCA to the department after corrective action has been completed and by the date indicated. **Weight #1**

**Original Language**

(2) An early learning provider must return a copy of the completed FLCA to the department after corrective action has been completed and by the date indicated. **Weight #1**

**NRM Negotiated language**

(3) An early learning provider may request a supervisory review regarding the violation of laws or rules within ten business days of delivery of the FLCA, or after a DEL-approved extension. **Weight NA**

**Original Language**

(3) An early learning provider may request a supervisory review regarding the violation of laws or rules within ten calendar days of the violation being identified on the FLCA. **Weight #1**

**NRM Negotiated language**

(4) A FLCA is not subject to appeal under chapter 170-03 WAC (DEL hearing rules). **Weight NA**

**Original Language**

(4) A FLCA is not subject to appeal under chapter 170-03 WAC (DEL hearing rules). **Weight NA**

**NRM Negotiated language**

(5) An early learning program or provider has the right to:  
(a) Refuse to accept or sign a FLCA.  
(b) Refuse to agree to a probationary license. **Weight NA**

**Original Language**

(5) In an enforcement action against an early learning program or provider, the provider has the right to:  
(a) Refuse to accept or sign a FLCA.  
(b) Refuse to agree to a probationary license. **Weight NA**

**NRM Negotiated language**

(6) If an early learning provider refuses a FLCA or probationary license, this may result in one of the following enforcement actions:  
(a) Modification of the license;  
(b) Non-continuation of a non-expiring license;  
(c) Suspension of the license;  
(d) Revocation of the license; or  
(e) Civil penalties.

**Weight NA**

**Original Language**

(6) If an early learning provider refuses a FLCA or probationary license, this may result in one of the following enforcement actions:  
(a) Modification of the license;

- (b) Non-continuation of a non-expiring license;
- (c) Suspension of the license;
- (d) Revocation of the license; or
- (e) Civil penalties. **Weight NA**

#### NRM Negotiated language

- (7) The department may place an early learning provider on no referral status, pursuant to RCW 43.215.300(4), in addition to or in lieu of an enforcement action under this chapter. **Weight NA**

#### Original Language

- (7) The department may place an early learning provider on no referral status, pursuant to RCW 43.215.300(4), in addition to or in lieu of an enforcement action under this chapter. **Weight NA**

#### NRM Negotiated language

- (8) A probationary license may be issued to an early learning provider or program operating under a non-expiring license as part of a corrective action plan. Prior to issuing a probationary license, the department must refer the program or provider for technical assistance, pursuant to RCW 43.215.290(2). **Weight NA**

#### Original Language

- (8) A probationary license may be issued to an early learning provider or program operating under a non-expiring license as part of a corrective action plan. Prior to issuing a probationary license, the department must refer the program or provider for technical assistance, pursuant to RCW 43.215.290(2). **Weight NA**

#### NRM Negotiated language

- (9) A department decision to issue a probationary license is based on an early learning program or providers':
- (a) Negligent or intentional noncompliance with the licensing rules;
  - (b) History of noncompliance with licensing rules;
  - (c) Current noncompliance with licensing rules;

**Weight NA**

#### Original Language

- (9) A department decision to issue a probationary license is based on an early learning program or providers':
- (a) Negligent or intentional noncompliance with the licensing rules;
  - (b) History of noncompliance with licensing rules;
  - (c) Current noncompliance with licensing rules;
  - (d) Fire safety inspection or health/sanitation inspection report that failed to gain approval;
  - (e) Use of unauthorized space for child care;
  - (f) Inadequate supervision of children;
  - (g) Understaffing for the number of children in care;

- (h) Noncompliance with requirements addressing children’s health, proper nutrition, discipline, emergency medical plan, sanitation or personal hygiene practices; and
- (i) Any other factors relevant to the specific situation and consistent with the intent or purpose of chapter 43.215 RCW. **Weight NA**

#### NRM Negotiated language

- (10) When the department issues a probationary license, the early learning provider must:
  - (a) Provide notice of the probationary license and a copy of the department’s probationary licensing agreement to the parents and guardians of enrolled children within five business days of receiving the probationary license;
  - (b) Provide documentation to the department that parents or guardians of enrolled children have been notified within ten business days of receiving the probationary license;
  - (c) Inform new parents or guardians of the probationary status before enrolling new children into care;
  - (d) Post documentation of the approved written probationary license as required by RCW 43.215.525; and
  - (e) Return the early learning program’s non-expiring license to the department. **Weight #1**

#### Original Language

- (10) When the department issues a probationary license, the early learning provider must:
  - (a) Provide notice of the probationary license and a copy of the department’s probationary licensing agreement to the parents and guardians of enrolled children within five business days of receiving the probationary license;
  - (b) Provide documentation to the department that parents or guardians of enrolled children have been notified within ten business days of receiving the probationary license;
  - (c) Inform new parents or guardians of the probationary status before enrolling new children into care;
  - (d) Post documentation of the approved written probationary license as required by RCW 43.215.525; and
  - (e) Return the early learning program’s non-expiring license to the department. **Weight #1**

**170-300-0441 Consensus Reached**  
**Department action scoring approach.**

**NRM Negotiated language**

(1) The department calculates and scores an early learning provider's compliance with this chapter using weights assigned to rules of this chapter. Weights range from a low of one point to a high of eight points. Higher weights correspond to a higher potential risk or danger and the higher likelihood a child in the early learning setting may be harmed either directly or indirectly if the rule is not complied with.

**Weight NA**

**Original Language**

(1) The department calculates and scores an early learning provider's compliance with this chapter using weights assigned to rules of this chapter. Weights range from a low of one point to a high of eight points. Higher weights correspond to a higher potential risk or danger and the higher likelihood a child in the early learning setting may be harmed either directly or indirectly if the rule is not complied with. **Weight NA**

**NRM Negotiated language**

(2) The department takes compliance actions or enforcement actions based on single visit scores and overall licensing scores, pursuant to WAC 170-300-0442 and 0443. Compliance actions and enforcement actions may be taken separately or together. **Weight NA**

**Original Language**

(2) The department takes compliance actions or enforcement actions based on single visit scores and overall licensing scores, pursuant to WAC 170-300-0442 and 0443. Compliance actions and enforcement actions may be taken separately or together. **Weight NA**

**NRM Negotiated language**

(3) The department uses a two-step scoring approach to determine when to assess compliance actions or enforcement actions depending on the weight and number of times a rule is violated. The department shall take compliance actions or enforcement actions against an early learning provider based on a provider's single finding scores (step one) or overall licensing score (step two). **Weight NA**

**Original Language**

(3) The department uses a two-step scoring approach to determine when to assess compliance actions or enforcement actions depending on the weight and number of times a rule is violated. The department shall take compliance actions or enforcement actions against an early learning provider based on a provider's single finding scores (step one) or overall licensing score (step two). **Weight NA**

**NRM Negotiated language**

- (4) An early learning provider's single finding score is determined during a site visit using the individual weights assigned to rules a provider fails to comply with.
- (a) Rules that a provider fails to comply with and the corresponding weights of those rules are recorded on a Facility Licensing Compliance Agreement (FLCA) and are transferred to the department's electronic database.
  - (b) Rules that carry a weight of one or two points do not result in compliance or enforcement actions under a single finding score but do contribute to a provider's overall licensing score. **Weight NA**

#### Original Language

- (4) An early learning provider's single finding score is determined during a site visit using the individual weights assigned to rules a provider fails to comply with.
- (a) Rules that a provider fails to comply with and the corresponding weights of those rules are recorded on a Facility Licensing Compliance Agreement (FLCA) and are transferred to the department's electronic database.
  - (b) Weights reflect the level of potential risk or danger to children in the early learning setting.
  - (c) Rules that carry a weight of one or two points do not result in compliance or enforcement actions under a single finding score but do contribute to a provider's overall licensing score. **Weight NA**

#### NRM Negotiated language

- (5) An overall licensing score represents an early learning provider's record of compliance with this chapter over the previous 36 months. The weights recorded on FLCAs within the previous three calendar years are recorded in the department's electronic database. Overall licensing scores range from a low of zero points to a high of 151 points or more (151+). The overall licensing score is the sum of:
- (a) A provider's most recent monitoring visit score;
  - (b) All single finding scores from licensing visits in the previous 12 months; and
  - (c) One half the value of:
    - (i) The two monitoring visit scores prior to that in subsection (a) of this section; and
    - (ii) All single finding scores from 24 months prior to those in subsection (b) of this section. **Weight NA**

#### Original Language

- (5) An overall licensing score represents an early learning provider's record of compliance with this chapter over the previous 36 months. The weights recorded on FLCAs within the previous three calendar years are recorded in the department's electronic database. Overall licensing scores range from a low of zero points to a high of 151 points or more (151+). The overall licensing score is the sum of:
- (a) A provider's most recent monitoring visit score;
  - (b) All single finding scores from licensing visits in the previous 12 months; and
  - (c) One half the value of:

- (i) The two monitoring visit scores prior to that in subsection (a) of this section; and
- (ii) All single finding scores from 24 months prior to those in subsection (b) of this section. **Weight NA**

## **170-300-0442 Consensus Reached Compliance and enforcement actions.**

### **NRM Negotiated language**

(1) An early learning provider's single finding score is determined pursuant to 170-300-0441(4). The department takes compliance actions or enforcement actions based on the risk value or "weight" of a rule and the number of times a provider fails to comply with a rule. Compliance and enforcement actions are taken pursuant to the scoring system described in this chapter or pursuant to RCW 43.215.040, .070, and .200. If a provider fails to comply with a rule with a risk value (or weight) of:

- (a) **Extremely Low Risk (3 points):** The department shall provide technical assistance during the site visit.
- (b) **Low Risk (4 points):** The department shall provide technical assistance during the site visit. The department shall also assess a civil monetary penalty (fine) if the provider had four or more previous violations of the same rule during the previous 36 months.
  - (ii) Additional fines may be assessed each additional time beyond four that a rule of this weight is violated. The department shall stop imposing additional fines for any given rule once the provider proves to DEL staff conduct has been taken to come into compliance with that rule.
  - (i) The fine shall be fifty dollars (\$ 50) per violation per day for a center early learning provider, or fifty dollars (\$50) per violation per day for a family home early learning provider.
- (c) **Medium Low Risk (5 points):** The department shall provide technical assistance during the site visit. The department shall also assess a fine if during the site visit the DEL staff finds that the provider violated the same rule three or more times within the previous 36 months.
  - (ii) Additional fines may be assessed each additional time beyond three that a rule of this weight is violated. The department shall stop imposing additional fines for any given rule once the provider proves to a DEL staff the provider is compliant with that rule.
  - (i) The fine shall be seventy-five dollars (\$ 75) per violation per day for a center early learning provider, or seventy-five dollars (\$75) per violation per day for a family home early learning provider.
- (d) **Medium High Risk (6 points):** The department shall provide technical assistance during the site visit and may require the provider to develop a safety plan. The department shall also assess a fine if during the site visit the DEL staff finds that the provider violated the same rule two or more times within the previous 36 months.
  - (ii) Additional fines may be assessed each additional time beyond two that a rule of this weight is violated. The department shall stop imposing additional fines for any given rule once the provider proves to DEL staff the provider is compliant with that rule.



(i) The fine shall be one hundred dollars (\$ 100) per violation per day for a center early learning provider or one hundred dollars (\$100) per violation per day for a family home early learning provider.

(e) **High Risk (7 points):** The department shall provide technical assistance during the site visit and may place the provider on a probationary license, or modify or suspend the provider’s license. The department shall also assess a fine if during the site visit DEL staff finds that the provider violated the same rule one or more times within the previous 36 months.

(ii) Additional fines may be assessed each additional time that a rule of this weight is violated. The department shall stop imposing additional fines for any given rule once the provider proves to DEL staff the provider is compliant with that rule.

(i) The fine shall be one hundred fifty dollars (\$ 150) per violation per day for a center early learning provider or one hundred fifty dollars (\$150) per violation per day for a family home early learning provider.

(f) **Extremely High Risk (8 points):** The department may deny, suspend, or revoke the provider’s license. **Weight NA**

(ii) Additional fines may be assessed each additional time that a rule of this weight is violated. The department shall stop imposing additional fines for any given rule once the provider proves to DEL staff the provider is compliant with that rule.

(i) The fine shall be one hundred fifty dollars (\$ 150) per violation per day for a center early learning provider or one hundred fifty dollars (\$150) per violation per day for a family home early learning provider.

Single Finding Score – Compliance and Enforcement Actions					
Extremely Low Risk 3	Low Risk 4	Medium Low Risk 5	Medium High Risk 6	High Risk 7	Extremely High Risk 8
Technical Assistance	Technical Assistance	Technical Assistance	Technical Assistance	Technical Assistance	Deny license
	On 4+ Violations: Civil Penalty	On 3+ Violations: Civil Penalty	On 2+ Violations: Civil Penalty	On 1+ Violations: Civil Penalty	Suspend license
			Safety Plan	Probationary license	Revoke license
				Modify license	
				Suspend license	

**Original language**

(1) An early learning provider’s single finding score is determined pursuant to 170-300-0441(4). The department takes compliance actions or enforcement

actions based on the risk value or “weight” of a rule and the number of times a provider failed to comply with a rule. Compliance and enforcement actions are taken pursuant to the scoring system described in this chapter or pursuant to RCW 43.215.040, .070, and .200. If a provider fails to comply with a rule with a risk value (or weight) of:

- (a) **Extremely Low Risk (3 points):** The department shall provide technical assistance during the site visit.
- (b) **Low Risk (4 points):** The department shall provide technical assistance during the site visit. The department shall also assess a civil monetary penalty (fine) if during the site visit the licenser finds that the provider violated a rule of this weight four or more times within the previous 36 months.
  - (i) Additional fines may be assessed each additional time beyond four that a rule of this weight is violated. The department shall stop imposing additional fines for any given rule once the provider proves to a department licenser conduct has been taken to come into compliance with that rule.
    - (ii) The fine shall be seventy-five dollars (\$75) per violation per day for a center early learning provider, or fifty dollars (\$50) per violation per day for a family home early learning provider.
- (c) **Medium Low Risk (5 points):** The department shall provide technical assistance during the site visit. The department shall also assess a fine if during the site visit the licenser finds that the provider violated a rule of this weight three or more times within the previous 36 months.
  - (i) Additional fines may be assessed each additional time beyond three that a rule of this weight is violated. The department shall stop imposing additional fines for any given rule once the provider proves to a department licenser the provider is compliant with that rule.
    - (ii) The fine shall be one hundred dollars (\$100) per violation per day for a center early learning provider, or seventy-five dollars (\$75) per violation per day for a family home early learning provider.
- (d) **Medium High Risk (6 points):** The department shall provide technical assistance during the site visit and may require the provider to develop a safety plan. The department shall also assess a fine if during the site visit the licenser finds that the provider violated a rule of this weight two or more times within the previous 36 months.
  - (i) Additional fines may be assessed each additional time beyond two that a rule of this weight is violated. The department shall stop imposing additional fines for any given rule once the provider proves to a department licenser the provider is compliant with that rule.
    - (ii) The fine shall be one hundred fifty dollars (\$150) per violation per day for a center early learning provider or one hundred dollars (\$100) per violation per day for a family home early learning provider.
- (e) **High Risk (7 points):** The department shall provide technical assistance during the site visit and may place the provider on a probationary license,

or modify or suspend the provider’s license. The department shall also assess a fine if during the site visit the licenser finds that the provider violated a rule of this weight one or more times within the previous 36 months.

- (i) Additional fines may be assessed each additional time that a rule of this weight is violated. The department shall stop imposing additional fines for any given rule once the provider proves to a department licenser the provider is compliant with that rule.
- (ii) The fine shall be two hundred fifty dollars (\$250) per violation per day for a center early learning provider or one hundred fifty dollars (\$150) per violation per day for a family home early learning provider.
- (f) **Extremely High Risk (8 points):** The department may deny, suspend, or revoke the provider’s license. **Weight NA**

**NRM Negotiated language**

(2) An early learning provider’s overall licensing score is calculated pursuant to 170-300-0441(5). In addition to single finding scores, a provider’s overall licensing score determines what compliance actions or enforcement actions the department may take. Compliance and enforcement actions are taken pursuant to the scoring system described in this chapter or pursuant to RCW 43.215.040, .070, and .200. If a provider’s overall licensing score is:

- (a) **1-79 points:** The department shall provide technical assistance to help a provider comply with this chapter.
- (b) **80-120 points:** In addition to providing technical assistance, the department may require the provider to complete an office conference. The department may also assess a one-time fine once a provider’s overall licensing score reaches at least 80 points. The fine shall be up to fifty dollars (\$ 50) per violation per day for a center early learning provider or fifty dollars (\$50) per violation per day for a family home early learning provider once a provider’s overall licensing score reaches at least 80 points.
- (c) **121-150 points:** In addition to providing technical assistance, the department may issue a probationary license pursuant to RCW 43.215.290, or modify or suspend the provider’s license. The department shall also assess a one-time fine once a provider’s overall licensing score reaches at least 151 points. The fine shall be one hundred fifty dollars (\$ 150) per violation per day for a center early learning provider or one hundred fifty dollars (\$150) per violation per day for a family home early learning provider.
- (d) **151 or more points:** the department may suspend or revoke the provider’s license. **Weight NA**

Overall Licensing Score – Compliance and Enforcement Actions			
Tier 1 (1-79)	Tier 2 (80-120)	Tier 3 (121 or 150)	Tier 4 (151 plus)
Technical Assistance	Technical Assistance	Technical Assistance	Suspend license
	Office Conference	Probationary license	Revoke license
	Civil Penalties	Modify license	
		Suspend license	
		Civil penalties	

Original language

- (2) An early learning provider's overall licensing score is calculated pursuant to 170-300-0441(5). In addition to single finding scores, a provider's overall licensing score determines what compliance actions or enforcement actions the department may take. Compliance and enforcement actions are taken pursuant to the scoring system described in this chapter or pursuant to RCW 43.215.040, .070, and .200. If a provider's overall licensing score is:
- (a) **1-50 points:** The department shall provide technical assistance to help a provider comply with this chapter.
  - (b) **51-100 points:** In addition to providing technical assistance, the department may require the provider to complete an office conference. The department shall also assess a one-time fine once a provider's overall licensing score reaches at least 51 points. The fine shall be one hundred fifty dollars (\$150) per violation per day for a center early learning provider or fifty dollars (\$50) per violation per day for a family home early learning provider once a provider's overall licensing score reaches at least 51 points.
  - (c) **101-150 points:** In addition to providing technical assistance, the department may issue a probationary license pursuant to RCW 43.215.290, or modify or suspend the provider's license. The department shall also assess a one-time fine once a provider's overall licensing score reaches at least 101 points. The fine shall be two hundred fifty dollars (\$250) per violation per day for a center early learning provider or one hundred fifty dollars (\$150) per violation per day for a family home early learning provider.
  - (d) **151 or more points:** the department may suspend or revoke the provider's license. **Weight NA**

**170-300-0443- Consensus Reached**  
**Enforcement actions, notice, and appeal.**

**NRM Negotiated Language**

(1) Pursuant to RCW 43.215.300, the department is authorized to take enforcement actions when an early learning provider fails to comply with this chapter or chapter 43.215 RCW. Enforcement actions are taken pursuant to the scoring system described in this chapter, or pursuant to RCW 43.215.040, .070, and .200. Enforcement actions include civil monetary penalties (fines) or the denial, suspension, revocation, modification, or nonrenewal of a license. **Weight NA**

**Original Language**

(1) Pursuant to RCW 43.215.300, the department is authorized to take enforcement actions when an early learning provider fails to comply with this chapter or chapter 43.215 RCW. Enforcement actions are taken pursuant to the scoring system described in this chapter, or pursuant to RCW 43.215.040, .070, and .200. Enforcement actions include civil monetary penalties (fines) or the denial, suspension, revocation, modification, or nonrenewal of a license. **Weight NA**

**NRM Negotiated Language**

(2) An early learning provider subject to an enforcement action has the right to appeal by requesting an adjudicative proceeding (or “hearing”) pursuant to chapter 170-03 WAC (DEL hearing rules). **Weight NA**

**Original Language**

(2) An early learning provider subject to an enforcement action has the right to appeal by requesting an adjudicative proceeding (or “hearing”) pursuant to chapter 170-03 WAC (DEL hearing rules). **Weight NA**

**NRM Negotiated Language**

(3) The department must issue a notice of violation to an early learning provider when taking enforcement actions. A notice of violation must be sent by certified mail or personal service and must include:

- (a) The reason why the department is taking the action;
- (b) The rules the provider failed to comply with;
- (c) The provider’s right to appeal enforcement actions; and
- (d) How the provider may appeal and request a hearing. **Weight NA**

**Original Language**

(3) The department must issue a notice of violation to an early learning provider when taking enforcement actions. A notice of violation must be sent by certified mail or personal service and must include:

- (a) The reason why the department is taking the action;
- (b) The rules the provider failed to comply with;
- (c) The provider’s right to appeal enforcement actions; and
- (d) How the provider may appeal and request a hearing.

**Weight NA**

### NRM Negotiated Language

(4) Fines shall not exceed two hundred and fifty dollars (\$250) per day per violation for center early learning programs or one hundred and fifty dollars (\$150) per day per violation for family home early learning programs. Fines may be:

- (a) Assessed and collected with interest for each day a violation occurs;
- (b) Imposed in addition to other enforcement actions; and
- (c) Withdrawn or reduced if an early learning provider comes into compliance during the notification period. **Weight NA**

### Original Language

(4) Fines shall not exceed two hundred and fifty dollars (\$250) per day per violation for center early learning programs or one hundred and fifty dollars (\$150) per day per violation for family home early learning programs. Fines may be:

- (a) Assessed and collected with interest for each day a violation occurs;
- (b) Imposed in addition to other enforcement actions; and
- (c) Withdrawn or reduced if an early learning provider comes into compliance during the notification period. **Weight NA**

### NRM Negotiated Language

(5) An early learning provider must pay fines within 28 calendar days after receiving a notice of violation unless:

- (a) The provider requests and the department approves an alternate payment plan;
- (b) The Office of Financial Recovery establishes a payment plan for the provider; or
- (c) The provider requests a hearing, pursuant to chapter 170-03 WAC (DEL hearing rules) and RCW 43.215.307(3). **Weight NA**

### Original Language

(5) An early learning provider must pay fines within 28 calendar days after receiving a notice of violation unless:

- (a) The provider requests and the department approves an alternate payment plan;
- (b) The Office of Financial Recovery establishes a payment plan for the provider; or
- (c) The provider requests a hearing, pursuant to chapter 170-03 WAC (DEL hearing rules) and RCW 43.215.307(3). **Weight NA**

### NRM Negotiated Language

(6) The department may suspend or revoke a license if an early learning provider fails to pay a fine within 28 calendar days or becomes delinquent in making payments, pursuant to RCW 43.215.305 and .307. If a provider's license is due for annual compliance, the department may elect not to continue the license for failure to pay a fine. **Weight NA**

Original Language

- (6) The department may suspend or revoke a license if an early learning provider fails to pay a fine within 28 calendar days or becomes delinquent in making payments, pursuant to RCW 43.215.305 and .307. If a provider's license is due for annual compliance, the department may elect not to continue the license for failure to pay a fine. **Weight NA**

**170-300-0450- Consensus Reached**  
**Parent or guardian handbook and related policies.**

**NRM Negotiated Language**

- (1) An early learning provider must provide to each parent or guardian written policies regarding the early learning program implementation. Each enrolled child's file must have signed documentation stating the parent or guardian reviewed the handbook and has been made aware of the policies. **Weight #3**

**Original Language**

- (1) An early learning provider must provide to each parent or guardian written policies regarding the early learning program implementation. Each enrolled child's file must have signed documentation stating the parent or guardian reviewed these policies. **Weight #4**

**\*Consensus reached on Subsection (2); DEL Tech Writers provided revised language for clarity based on the intent agreed upon in NRM language below.**

- (2) An early learning provider must include, but is not limited to, the following policies in their written or electronic parent or guardian handbook:
- (a) A non-discrimination statement;
  - (b) A family engagement and partnership communication plan, pursuant to WAC 170-300-0085;
  - (c) Food service practices including menus and guidelines for food brought from home;
  - (d) Smoking, alcohol, and prohibited substances, pursuant to WAC 170-300-0420;
  - (e) Infection control methods, including:
    - (i) Handwashing and hand sanitizers; and
    - (ii) Cleaning and sanitizing, or cleaning and disinfecting procedures including the methods and products used;
  - (f) Medical plan and health policy, pursuant to WAC 170-300-0186, 0205, 0210, and 0215;
  - (g) Curriculum philosophy and planning, pursuant to WAC 170-300-0305;
  - (h) Child guidance plan, including restraint policy and forbidding corporal punishment in the early learning program;
  - (i) Expulsion policy and procedures;
  - (j) Early learning program staff-to-child ratio and assigned classroom, if applicable;
  - (k) If the early learning program provides the following, they must include a policy for each that applies to their program:
    - (i) Care for children with specific or special needs, agreed to and signed by parent or guardian;
    - (ii) Infant and toddler care, pursuant to WAC 170-300-0275 through 0296;
    - (iii) Caring for and teaching dual language learners;
    - (iv) Religious and cultural activities and how holidays will be celebrated in the program;



- (v) Transportation and off-site field trips;
- (vi) Pets and animals;
- (vii) The potential health risks of pets and animals;
- (viii) Water activities;
- (ix) Overnight care; and
- (x) How weapons on the premises are secured;
- (l) For infant and toddler care, safe sleep guidelines, and requirements, pursuant to WAC170-300-0291;
- (m) Program hours of operation to include closure dates and holiday observances;
- (n) Enrollment and termination requirements;
- (o) Fees and child care payment plan options;
- (p) Sign-in and sign-out requirements, pursuant to WAC 170-300-0455;
- (q) Information required for the child's file, pursuant to WAC 170-300-0460;
- (r) Child's kindergarten transition plan, if applicable, pursuant to WAC 170-300-0065;
- (s) What parents or guardians must supply for their child, if applicable. For example, extra clothing or diapers;
- (t) Permission for parent or guardian access to their own child during normal hours of operation, except as excluded by a court order;
- (u) Termination of services policy and procedures, pursuant to WAC 170-300-0485;
- (v) Emergency preparedness plan, pursuant to WAC 170-300-0470;
- (w) The provider's duty to protect children and report incidents, including suspected child abuse, neglect, sexual abuse, or maltreatment, pursuant to WAC 170-300-0475; and
- (x) Description of where the parent or guardian may find and review the early learning program's policies.

**Weight #4**

**NRM Negotiated Language**

- (2) An early learning provider must have and follow written or electronic policies, including:
- (a) A non-discrimination statement.
  - (b) A family engagement and partnership communication plan including:
    - (i) How the parent or guardian may contact the provider with questions or concerns.
    - (ii) How the provider will offer communication with the parent or guardian about their child's progress or concerns regarding their child at least twice per year.
    - (iii) How the provider will work with the parent to support the child's development including developmental screening resources.
    - (iv) Parent or guardian's permission for photography, videotaping, or surveillance of his or her child.
  - (c) Food service practices including guidelines for food brought from home.
  - (d) Illegal drug use is not permitted in any program at any time. No smoking, vaping, or cannabis use is permitted. Alcohol use is not

- permitted in licensed space while children are present:
- (i) on the premises for center-based care
  - (ii) in licensed space during child care hours in family homes
- (i) Notify parents or guardian if smoking occurs in family home or vehicle used to transport children during non-operating hours
- (e) Infection control methods, including:
    - (i) Handwashing and hand sanitizers; and
    - (ii) Cleaning and sanitizing, or cleaning and disinfecting procedures including the methods and products used.
  - (f) Medical plan, including:
    - (i) When a child is too ill to be at the early learning program;
    - (ii) What occurs if a child becomes sick at the early learning program;
    - (iii) Medication management including storage and documenting when medication is given;
    - (iv) Notice if medication administration is not offered at the early learning program.
    - (v) Injury or medical emergency response and reporting.
    - (vi) Excluding from the program or separating a child with a contagious disease from other children.
  - (g) Program philosophy on how children learn, develop and how this philosophy is implemented in the early learning program.
  - (h) Child guidance plan, including restraint policy and forbidding corporal punishment in the early learning program.
  - (i) Expulsion policy and procedures.
  - (j) Early learning program staff-to-child ratio and assigned classroom, if applicable.
  - (k) If the early learning program provides the following, they must include a policy for each that applies to their program:
    - (i) Care for children with specific or special needs, agreed to and signed Infant and toddler care, covering:
      - (a) Diapering procedures;
      - (b) feeding procedures;
      - (c) Toilet training procedures; and
      - (d) Child sleep pattern procedures
      - (e) by parent or guardian;
    - (ii) Caring for and teaching dual language learners;
    - (iii) Religious and cultural activities and how holidays will be celebrated in the program;
    - (iv) Transportation and off-site field trips;
    - (v) Pets and animals;
    - (vi) The potential health risks of pets and animals;
    - (vii) Water activities;
    - (viii) Overnight care; and
    - (ix) How weapons on the premises are secured.
  - (l) For infant care, safe sleep guidelines and requirements.
  - (m) Program hours of operation to include closure dates and

- holiday observances.
- (n) Enrollment and termination requirements.
- (o) Fee and payment plan.
- (p) Sign in and sign out requirements.
- (q) Information required for the child's file including:
  - (i) The importance and plan for keeping the information current;
  - (ii) plan to keep the child's information confidential; and
  - (iii) who may legally access the child's information.
- (r) Child's kindergarten transition plan, if applicable.
- (s) What parents or guardians must supply for their child. For example, extra clothing or diapers.
- (t) Permission for parent's or guardian's free access to all areas of the early learning program during business hours.
- (u) Termination of services policy and procedures.
- (v) Emergency preparedness plan including:
  - (i) Where the provider will take children if required to evacuate and how the parents or guardians will be able to make contact; and steps the provider will take if an emergency prevents the parents or guardians
  - (ii) from getting to the early learning program.
- (w) The provider's duty to protect children and report incidents.
- (aa) Suspected child abuse, neglect, sexual abuse, or maltreatment reporting requirements for all staff and volunteers.
- (bb) Description of where the parent or guardian may find and review the early learning program's:
  - (i) Emergency preparedness plan;
  - (ii) Health policy; and
  - (iii) staff policies, if applicable
  - (iv) Consistent care policy.
  - (v) Pesticide policy. Menus.
  - (vi) Other relevant program policies.

**Weight #4**

### Original Language

- (2) An early learning provider must have and follow written policies, including:
  - (a) A non-discrimination statement.
  - (b) A family engagement and partnership communication plan including:
    - (i) How the parent or guardian may contact the provider with questions or concerns.
    - (ii) How the provider will communicate with the parent or guardian about their child's progress or concerns regarding their child at least twice per year.
    - (iii) How the provider will work with the parent to support the child's development including developmental screening resources.

- (iv) How children's individual needs will be met if the Licensee is absent.
- (v) Parent or guardian's permission for photography, videotaping, or surveillance of his or her child.
- (c) Food service practices including guidelines for food brought from home.
- (d) No smoking, vaping, alcohol use or illegal drug use permitted on the premises for center-based care.
- (e) No smoking, vaping or alcohol use permitted on the premises in licensed space during child care hours in family homes.
- (f) No illegal drug use permitted on the premises for family home based care.
- (g) Infection control methods, including:
  - (i) Handwashing and hand sanitizers; and
  - (ii) Cleaning and sanitizing, or cleaning and disinfecting procedures including the methods and products used.
- (h) Medical plan, including:
  - (i) When a child is too ill to be at the early learning program;
  - (ii) What occurs if a child becomes sick at the early learning program;
  - (iii) Medication management including storage and documenting when medication is given;
  - (iv) Notice if medication administration is not offered at the early learning program.
  - (v) Injury or medical emergency response and reporting.
  - (vi) Excluding from the program or separating a child with a contagious disease from other children.
- (i) Infant and toddler care, covering:
  - (i) Diapering procedures;
  - (ii) Feeding procedures;
  - (iii) Toilet training procedures; and
  - (iv) Child sleep pattern procedures.
- (j) Program philosophy on how children learn, develop and how this philosophy is implemented in the early learning program.
- (k) Child guidance plan, including restraint policy and forbidding corporal punishment in the early learning program.
- (l) Expulsion policy and procedures.
- (m) Early learning program staff-to-child ratio and assigned classroom, if applicable.
- (n) If the early learning program provides the following, they must include a policy for each that applies to their program:
  - (i) Care for children with specific or special needs, agreed to and signed by parent or guardian;
  - (ii) Caring for and teaching dual language learners;
  - (iii) Religious and cultural activities and how holidays will be celebrated in the program;
  - (iv) Transportation and off-site field trips;
  - (v) Pets and animals;
  - (vi) The potential health risks of pets and animals;
  - (vii) Water activities;

- (viii) Overnight care; and
- (ix) How weapons on the premises are secured.
- (o) For infant care, safe sleep guidelines and requirements.
- (p) Program hours of operation to include closure dates and holiday observances.
- (q) Enrollment and termination requirements.
- (r) Fee and payment plan.
- (s) Sign in and sign out requirements.
- (t) Information required for the child's file including:
  - (i) The importance and plan for keeping the information current;
  - (ii) Plan to keep the child's information confidential; and
  - (iii) Who may legally access the child's information.
- (u) Child's kindergarten transition plan, if applicable.
- (v) What parent's must supply for their child. For example, extra clothing or diapers.
- (w) Permission for parent's free access to all areas of the early learning program during business hours.
- (x) Termination of services policy and procedures.
- (y) Emergency preparedness plan including:
  - (i) Where the provider will take children if required to evacuate and how the parent's will be able to make contact; and
  - (ii) Steps the provider will take if an emergency prevents the parents from getting to the early learning program.
- (z) The provider's duty to protect children and report incidents.
- (aa) Suspected child abuse, neglect, sexual abuse, or maltreatment reporting requirements for all staff and volunteers.
- (bb) Description of where the parent may find and review the early learning program's:
  - (i) Emergency preparedness plan;
  - (ii) Health policy; and
  - (iii) Staff policies, if applicable.
- (cc) Consistent care policy.
- (dd) Pesticide policy.
- (ee) Menus. **Weight #5**

**170-300-0455- Consensus Reached**  
**Attendance records.**

**NRM Negotiated Language**

- (1) An early learning provider may keep a child in care up to a maximum of ten hours each day. If needed, the maximum time may be extended based upon the parent or guardian's typical work, an agreed upon alternate schedule, or travel to and from the early learning program.

**Weight #1**

**Original Language**

- (1) An early learning provider may keep a child in care up to a maximum of ten hours each day. If needed, the maximum time may be extended based upon the parent or guardian's typical work, an agreed upon alternate schedule, or travel to and from the early learning program. **Weight #1**

**NRM Negotiated Language**

- (2) An early learning provider must keep daily attendance records, either in paper or electronic format, for each child (including the children of staff in the program). These records must be available for department review at all times and must clearly document:

- (a) The name of the child;
- (b) The date of care;
- (c) Child arrival and departure times from the early learning program;
- (d) Signature or electronic signature of parent or other authorized person at time of arrival and departure; and
- (e) a staff signature and time when the child leaves the early learning program to attend school or participate in offsite activities authorized by the parent or other authorized person. **Weight #4**

**Original Language**

- (2) An early learning provider must keep daily attendance records, either in paper or electronic format, for each child (including the children of staff in the program). These records must be available for department review at all times and must clearly document:

- (a) The name of the child;
- (b) The date of care;
- (c) Child arrival and departure times from the early learning program;
- (d) Signature of parent or other authorized person at time of arrival and departure; and
- (e) Time of departure and return to the early learning program, and a staff signature, when the child leaves the early learning program to attend school or participate in offsite activities authorized by the parent or other authorized person. **Weight #5**

**NRM Negotiated Language**

- (3) An early learning provider must keep daily staff classroom and/or family home attendance records on paper or in an electronic format. This attendance

record must list the specific staff, staff assigned to care for children with special needs or circumstances one-on-one, and volunteers who count in staff-to-child ratio. The attendance record must clearly document:

- (a) The name of staff, one-on-one care staff, or volunteer;
- (b) The number of children in classrooms and staff-to-child ratio, if applicable;
- (c) The date; and
- (d) Start and end times of assigned staff. **Weight #1**

#### Original Language

(3) An early learning provider must keep daily attendance records on paper or in an electronic format. The attendance record must list the specific staff, staff assigned to care for children with special needs or circumstances one-on-one, and volunteers who count in staff-to-child ratio. The attendance record must clearly document:

- (a) The name of staff, one-on-one care staff, or volunteer;
- (b) The number of children in classrooms and staff-to-child ratio, if applicable;
- (c) The date; and
- (d) Start and end times of assigned staff. **Weight #1**

#### NRM Negotiated Language

(4) If the attendance records are kept electronically, the electronic system must:

- (a) Record either an electronic signature, swipe card, personal identification number (PIN), biometric reader, or similar action by the parent or authorized person when signing the child in or out of care (or staff notation of who picked up/dropped off along with time in/out if authorized person does not have electronic signature, swipe card, PIN, biometric reader or similar action);
- (b) Ensure the authenticity, confidentiality, integrity, security, accessibility, and protection against disproof of the electronic records;
- (c) Be able to produce an authentic, verifiable and uniquely identified written record for each transaction;
- (d) Be able to authenticate (prove the identity of) the sender of the record and ensure that the electronic record has not been altered;
- (e) Be able to capture an electronic record for each transaction conducted;
- (f) Be able to retain the electronic record in an accessible form for their legal minimum retention period;
- (g) Be able to search and retrieve electronic records in the normal course of business; and
- (h) Be able to perform in an accurate, reliable, and consistent manner in the normal course of business. **Weight #1**

#### Original Language

(4) If the attendance records are kept electronically, the electronic system must:

- (a) Record either an electronic signature, swipe card, personal identification number (PIN), biometric reader, or similar action by the parent or authorized person when signing the child in or out of care;

- (b) Ensure the authenticity, confidentiality, integrity, security, accessibility, and protection against disproof of the electronic records;
- (c) Be able to produce an authentic, verifiable and uniquely identified written record for each transaction;
- (d) Be able to authenticate (prove the identity of) the sender of the record and ensure that the electronic record has not been altered;
- (e) Be able to capture an electronic record for each transaction conducted;
- (f) Be able to retain the electronic record in an accessible form for their legal minimum retention period;
- (g) Be able to search and retrieve electronic records in the normal course of business; and
- (h) Be able to perform in an accurate, reliable, and consistent manner in the normal course of business. **Weight #1**

#### NRM Negotiated Language

- (5) Electronic attendance records must contain information necessary to reproduce the entire electronic record and associated signatures in a form that permits a person viewing or printing the entire electronic record to verify:
  - (a) The contents of the electronic record.
  - (b) The person signing the electronic record.
  - (c) The date signatures were executed. **Weight #1**

#### Original Language

- (5) Electronic attendance records must contain information necessary to reproduce the entire electronic record and associated signatures in a form that permits a person viewing or printing the entire electronic record to verify:
  - (a) The contents of the electronic record.
  - (b) The method used to sign the electronic record.
  - (c) The person signing the electronic record.
  - (d) The date signatures were executed. **Weight #1**

#### NRM Negotiated Language

- (6) Participating early learning providers must be in compliance with attendance record requirements for Working Connections, seasonal child care subsidy, or other subsidy programs of WAC 170-290. **Weight N/A**

#### Original Language

- (6) An early learning provider must be in compliance with attendance record requirements of WAC 170-290. **Weight #1**



**170-300-0460- Consensus Reached; weight for subsection (2) tabled**  
**Child records.**

**NRM Negotiated Language**

- (1) An early learning provider must keep current individualized enrollment and health records for all children, including enrolled children of staff, updated annually or more often as health records are updated. A child's records must be kept in a confidential manner in an area easily accessible to staff. A child's parent or guardian must be allowed access to all records for his or her own child.

**Weight #4**

**Original Language**

- (1) An early learning provider must keep current individualized enrollment and health records for all children. A child's records must be kept in a confidential manner in licensed space, and accessible in an emergency. A child's parent or guardian must be allowed access to all records for his or her own child. **Weight #5**

**Original Language**

- (2) Each child's enrollment and health record must be available to staff when needed for medical administration or emergencies. **Weight #7**

**Original Language**

- (3) An enrollment record is required for every child who is enrolled and counted in an early learning program's capacity including children of early learning providers in family home early learning programs. **Weight #5**

**NRM Negotiated Language**

**\*Consensus reached on language; weight tabled pending duplication crosswalk**

- (2) Each child's enrollment record must include the following:
  - (a) The child's birth date;
  - (b) An enrolled child's parent or guardian information including name, phone numbers, address, and contact information for reaching the family while the child is in care;
  - (c) Emergency contact(s). If no emergency contact is available, a written and signed emergency contact plan may be accepted;
  - (d) Names and phone numbers, of persons authorized to pick up enrolled children;
  - (e) A plan for special or individual needs of the child if applicable, including parent or guardian signature, pursuant to WAC 170-300-0300;
  - (f) Signed parent or guardian permissions, pursuant to WAC 170-300-0450 as applicable for:
    - (i) Field trips;
    - (ii) Transportation;
    - (iii) bathing;

- (iv) water activities including swimming pools or other outdoor bodies of water; and  
Photo, video, or surveillance activity.
- (g) The beginning and end enrollment date for children no longer in the early learning program's care;
- (h) A parent or guardian approved plan for use of physical restraint and evidence of parental notification, pursuant to WAC 170-300-0490;
- (i) Any expulsion information, documentation, and steps taken to avoid expulsion;
- (j) Termination of services documentation and communication; and
- (k) Notification of child developmental screening information given to the child's parent or guardian.

**Weight #6**

**Original Language**

- (4) Each child's enrollment record must include the following:
  - (a) The beginning and end enrollment date for children no longer in the early learning program's care;
  - (b) The child's birth date;
  - (c) An enrolled child's parent or guardian information including name, phone numbers, address, and contact information for reaching the family while the child is in care;
  - (d) Names, phone numbers, and addresses of persons authorized to pick up enrolled children;
  - (e) Emergency contacts. If no emergency contact is available, a written and signed emergency contact plan may be accepted;
  - (f) A plan for special or individual needs of the child, including parent or guardian signature, pursuant to WAC 170-300-0300;
  - (g) Signed parent or guardian permissions, pursuant to WAC 170-300-0450 as applicable for:
    - (i) Field trips;
    - (ii) Transportation;
    - (iii) Bathing;
    - (iv) Water activities including swimming pools or other outdoor bodies of water; and
    - (v) Photo, video, or surveillance activity. **Weight #6**

**NRM Negotiated Language**

- (3) Each child's health record in addition to parts (a)-(e) of subsection (2) of this section must be available to staff when needed for medical administration or emergencies. **Weight #7**

**NRM Negotiated Language**

- (4) A health record is required for every child who is enrolled and counted in an early learning program's capacity and must include:
  - (a) An immunization record, pursuant to WAC 170-300-0210(1).
  - (b) The child's health history including any known health conditions and

- the child's Individual Care Plan, if any;
- (c) A medication authorization and administration log, pursuant to WAC 170- 300-0215, if applicable;
  - (d) Documentation of special medical procedure training by parent or guardian, if applicable;
  - (e) Medical and dental care provider names and contact information or what facility the parent would prefer for treatment. It; .
  - (f) Dates of the child's last physical exam and dental exam, if available;
  - (g) Consent to seek medical care and treatment of the child in the event of injury or illness, signed by the child's parent or guardian;
  - (h) Signed parent or guardian permission for visiting health professionals providing direct services to individual children at the early learning program;
  - (i) An incident, or injury report that include:
    - (i) The date and description of the child's incident, or injury;
    - (ii) Treatment provided to the child while in care;
    - (iii) The names of the early learning program staff providing the treatment; and
    - (iv) Evidence that a copy of the incident, or injury report was supplied to the child's parent or guardian.
  - (j) Documentation that provider has reported incidents of food poisoning or reportable contagious disease, per DOH guidelines, when not otherwise reported

**Weight #5**

**Original Language**

- (5) A health record is required for every child who is enrolled and counted in an early learning program's capacity and must include:
- (a) An immunization record, pursuant to WAC 170-300-0210(1).
  - (b) The child's health history including any known health conditions and the child's Individual Care Plan;
  - (c) A medication authorization and administration log, pursuant to WAC 170-300-0215, if applicable;
  - (d) Documentation of special medical procedure training by parent or guardian, if applicable;
  - (e) Medical and dental care provider names and contact information if the child has providers. If the child has no medical or dental provider, the parent or guardian must provide a written plan for medical or dental injury or incident;
  - (f) Dates of the child's last annual physical exam and dental exam;
  - (g) Consent to seek medical care and treatment of the child in the event of injury or illness, signed by the child's parent or guardian;
  - (h) Signed parent or guardian permission for visiting health professionals providing services to the child at the early learning program;
  - (i) An illness, incident, or injury report that includes:
    - (i) The date of the child's illness, incident, or injury;
    - (ii) Treatment provided to the child while in care;

- (iii) The names of the early learning program staff providing the treatment; and
- (iv) Evidence that a copy of the illness, incident, or injury report was supplied to the child's parent or guardian. **Weight #6**

**Original Language**

- (6) An early learning provider must provide a copy of the parent handbook to the parent or guardian of each enrolled children. The provider must document the parent or guardians' receipt of the parent handbook and keep this documentation in each child's file along with the following, if applicable:
  - (a) A parent or guardian approved plan for use of physical restraint and evidence of parental notification, pursuant to WAC 170-300-0490;
  - (b) Any expulsion information, documentation, and steps taken to avoid expulsion;
  - (c) Termination of services documentation and communication; and
  - (d) Notification of child developmental screening information given to the child's parent or guardian. **Weight #5**

**170-300-0461- Consensus Reached to Eliminate Section  
Staff observation, evaluation, and feedback policies.**

NRM Negotiated Language- Eliminate Whole Section and references to 0461 throughout WAC

Original Language

(1) An early learning provider must have and follow policies covering staff observation, evaluation, and feedback, pursuant to WAC 170-300-0110. **Weight NA**

Original Language

(2) Policies must require feedback addressing how well staff is performing their duties and outline criteria for professional growth. **Weight #4**

Original Language

(3) Observations, evaluations and feedback must be kept confidential and in each staff member's employment file. **Weight #4**

Original Language

(4) Short, informal observations and feedback may occur monthly and may be spontaneous, scheduled at the request of the staff member, done as a result of a complaint, or scheduled as part of the program's continuous quality improvement plan. **Weight NA**

**170-300-0465- Consensus reached (1-3); Subsection 4 consensus not reached**  
**Retaining facility and program records.**

**NRM Negotiated Language**

(1) An early learning provider must keep all records required in this chapter for a minimum of three years unless otherwise indicated. **Weight #1**

**Original Language**

(1) An early learning provider must keep all records required in this chapter for a minimum of five years unless otherwise indicated. **Weight #1**

**NRM Negotiated Language**

(2) All records from the previous twelve months for children that are currently enrolled must be kept easily accessible manner for the department or other state agency's review. Easily accessible records include:

- (a) Child records must be easily accessible;
- (b) Staff records must be easily accessible on site or kept in the program's administrative office for department review; and
- (c) Attendance records must be easily accessible on site or kept in the program's administrative office for department review. **Weight #4**

**Original Language**

(2) All records from the previous twelve months must be kept in the licensed space and be immediately available for the department or other state agency's review. Immediately accessible records include:

- (a) Child records;
- (b) Staff records; and
- (c) Attendance records. **Weight #4**

**NRM Negotiated Language**

(3) Records older than twelve months must be provided within two weeks of the delivery of a written request by the department. Attendance records must be kept for five years. **Weight #1**

**Original Language**

(3) Records older than twelve months must be provided within two weeks of a written request by the department. **Weight #1**

**NRM Negotiated Language**

**\*Subsection 4 consensus not reached**

(4) An early learning provider must keep the following records available for department review:

- (a) A non-discrimination policy;
- (b) Strengthening Families Program Self-Assessment, or an equivalent assessment;
- (c) Furniture, sleep, and play equipment forms and specifications as provided

- in WAC 170-300-0135;
- (d) Chromated copper arsenate test results, if applicable;
  - (e) Annual fire inspection by qualified fire professional;
  - (f) Annual inspection of chimney, wood stove and fireplace;
  - (g) Monthly inspection to identify fire hazards and elimination of such hazards;
  - (h) Monthly testing of smoke and carbon monoxide detectors;
  - (i) Monthly fire extinguisher inspection and annual maintenance;
  - (j) Menus (six months) pursuant to CACFP;
  - (k) Food temperature logs pursuant to CACFP, if applicable;
  - (l) Child incident and illness logs;
  - (m) Medication administration logs;
  - (n) Vaccination records for pets or animals housed at the early learning program, if applicable;
  - (o) Lead and copper testing results;
  - (p) Private well and septic systems inspection and testing results, if applicable;
  - (q) Center or family home cleaning schedule;
  - (r) Alternative cleaning, sanitizing, and disinfecting products;
  - (s) Cleaning log for large area rugs or carpets;
  - (t) Pesticide use (seven years);
  - (u) Monthly site visit from nurse consultant, if applicable;
  - (v) Tacoma smelter inspection results, if applicable;
  - (w) Restraint and expulsion policy;
  - (x) Daily schedule;
  - (y) Curriculum planning time;
  - (z) Parent or guardian handbook;
  - (aa) Documents from department visits (inspections, monitoring, compliance agreements, and safety plans);
  - (bb) Waivers or variances from department rules, if applicable;
  - (cc) Written emergency preparedness plans and drills;
  - (dd) Transportation policy;
  - (ee) Car insurance policy;
  - (ff) Termination of services policy;
  - (gg) Consistent care policy; and
  - (hh) Health policy.

**Weight #1**

#### Original Language

- (4) An early learning provider must keep the following records available for department review:
- (a) A non-discrimination policy;
  - (b) Strengthening Families Program Self-Assessment, or an equivalent assessment;
  - (c) Furniture, sleep, and play equipment forms and specifications;
  - (d) Chromated copper arsenate test results, if applicable;
  - (e) Annual fire inspection by qualified fire professional;
  - (f) Annual inspection of chimney, wood stove and fireplace;

- (g) Monthly inspection to identify fire hazards and elimination of such hazards;
- (h) Monthly testing of smoke and carbon monoxide detectors;
- (i) Monthly fire extinguisher inspection and annual maintenance;
- (j) Menus (six months) pursuant to CACFP;
- (k) Food temperature logs pursuant to CACFP;
- (l) Child incident and illness logs;
- (m) Medication administration logs;
- (n) Vaccination records for pets or animals housed at the early learning program;
- (o) Lead and copper testing results;
- (p) Private well and septic systems inspection and testing results, if applicable;
- (q) Center or family home cleaning schedule;
- (r) Alternative cleaning, sanitizing, and disinfecting products;
- (s) Cleaning log for large area rugs or carpets;
- (t) Pesticide use (seven years);
- (u) Monthly site visit from nurse consultant, if applicable;
- (v) Tacoma smelter inspection results, if applicable;
- (w) Restraint and expulsion policy;
- (x) Daily schedule;
- (y) Curriculum planning time;
- (z) Parent or guardian handbook;
- (aa) Documents from department visits (inspections, monitoring, compliance agreements, and safety plans);
- (bb) Waivers or variances from department rules, if applicable;
- (cc) Written emergency preparedness plan and drills;
- (dd) Transportation policy;
- (ee) Car insurance policy;
- (ff) Termination of services policy;
- (gg) Consistent care policy; and
- (hh) Health policy. **Weight #1**



### **Emergency preparedness plan.**

**1170-300-0470- Consensus reached on language with weights tabled for subsections 1, 2, 4; Consensus reached on intent and weights tabled on subsection 3; Consensus and language reached on subsection 5; Consensus blocked in February on weights**

### **NRM Negotiated Language**

**\*Consensus reached on language; weight tabled**

(1) An early learning provider must have and follow a written emergency preparedness plan. The plan must be reviewed and approved by the department prior to when changes are made. Emergency preparedness plans must:

- (a) Be designed for response to fire, natural disasters, and other emergencies relevant to disasters that might occur in the location of the early learning program.
- (b) Be specific to the early learning program and able to be implemented during hours of operation.
- (c) Address what the provider would do if he or she has an emergency and children are potentially left unsupervised.
- (d) Address what the early learning program must do if parents are not able to get to their children for up to three days.
- (e) Centers must Follow requirements in chapter 212-12 WAC (Fire Marshal Standards) and the State Fire Marshal's office requirements.
- (f) Be reviewed at program orientation, annually with all early learning program staff with documented signatures, and when the plan is updated.
- (g) Be reviewed with parents or guardians when a child is enrolled and when the plan is updated.

**Weight #5**

### **Original Language**

(1) An early learning provider must have and follow a written emergency preparedness plan. The plan must be reviewed and approved by the department prior when changes are made. Emergency preparedness plans must:

- (a) Be designed for response to fire, natural disasters, and other emergencies relevant to disasters that might occur in the location of the early learning program.
- (b) Be specific to the early learning program and able to be implemented during hours of operation.
- (c) Address what the provider would do if he or she has an emergency and children are potentially left unsupervised.
- (d) Address what the early learning program must do if parents are not able to get to their children for up to three days.
- (e) Follow requirements in chapter 212-12 WAC (Fire Marshal Standards) and the State Fire Marshal's office requirements, if a center early learning program.
- (f) Be reviewed at program orientation, annually with all early learning program staff with documented signatures, and when the plan is updated.

- (g) Be reviewed with parents or guardians when a child is enrolled and when the plan is updated.
- (h) Be updated as needed by the provider and submitted to the department for approval. **Weight #5**

### NRM Negotiated Language

\*Consensus reached on language; weight tabled

- (2) The written emergency preparedness plan must cover at minimum:
  - (a) Disaster plans, including fires that may require evacuation:
    - (i) An evacuation floor plan that identifies room numbers or names of rooms, emergency exit pathways, emergency exit doors, and for family home based programs, emergency exit windows if applicable;
    - (ii) methods to be used for sounding an alarm and calling 911;
    - (iii) actions to be taken by a person discovering an emergency;
    - (iv) How the early learning provider will evacuate children, especially those who cannot walk independently. This may include infant evacuation cribs (for center early learning programs), children with disabilities, functional needs requirements, or other special needs;
    - (v) Where the alternate evacuation location is;
    - (vi) what to take when evacuating children, including:
      - (A) First-aid kit(s);
      - (B) Copies of emergency contact information;
      - (C) Child medication records; and
      - (D) Individual children's medication, if applicable;
    - (vii) How the provider will maintain the required staff-to-child ratio and account for all children; and
    - (viii) How children will be reunited with their parents or guardians after the event.
  - (b) Earthquake procedures including:
    - (i) What a provider will do during an earthquake;
    - (ii) How a provider will account for all children; and
    - (iii) How a provider will coordinate with local or state officials to determine if the licensed space is safe for children after an earthquake.
  - (c) Public Safety related lockdown scenarios where an individual at or near an early learning program is harming or attempting to harm others with or without a weapon. This plan must include lockdown of the early learning program or shelter-in-place steps including:
    - (i) How doors and windows will be secured to prevent access, if needed; and
    - (ii) where children will safely stay inside the early learning program; and
  - (d) How parents and guardians will be contacted after the emergency ends.

**Weight #4**

### Original Language

- (2) The written emergency preparedness plan must cover at minimum:
- (a) Disaster plans, including fires that may require evacuation:
    - (i) An evacuation floor plan that identifies room numbers or names of rooms, emergency exit pathways, emergency exit doors, and for family home based programs, emergency exit windows if applicable;
    - (ii) Methods to be used for sounding an alarm and calling 911;
    - (iii) Actions to be taken by a person discovering an emergency;
    - (iv) How the early learning provider will evacuate children, especially those who cannot walk independently. This must include infants in cribs with wheels (for center early learning programs), children with disabilities, functional needs requirements, or other special needs;
    - (v) Where the alternate evacuation location is;
    - (vi) What to take when evacuating children, including:
      - (A) First-aid kit(s);
      - (B) Copies of emergency contact information;
      - (C) Child medication records; and
      - (D) Individual children's medication, if applicable;
    - (vii) How the provider will maintain the required staff-to-child ratio and account for all children;
    - and
    - (viii) How children will be reunited with their parents or guardians after the event.
  - (b) Earthquake procedures including:
    - (i) What a provider will do during an earthquake;
    - (ii) How a provider will account for all children; and
    - (iii) How a provider will coordinate with local or state officials to determine if the licensed space is safe for children after an earthquake.
  - (c) Active shooter scenarios where an individual at or near an early learning program is harming or attempting to harm others with or without a weapon. This plan must include lockdown of the early learning program or shelter-in-place steps including:
    - (i) How doors and windows will be secured to prevent access, if needed; and
    - (ii) Where children will safely stay inside the early learning program;
    - and
  - (d) How parents and guardians will be contacted after the emergency ends.

**Weight #5**

### NRM Negotiated Language

\*Consensus reached on intent; weight tabled

- (3) An early learning provider must keep on the premises a three-day supply of food, water, and medication for the licensed capacity of children and current staff for use in a disaster, lockdown, or shelter-in-place event. **Weight #4**

### Original Language

- (3) An early learning provider must keep on the premises a three-day supply of food, water, and medication for the enrolled number of children and current staff for use in a disaster, lockdown, or shelter-in-place event. **Weight #5**

### NRM Negotiated Language

\*Consensus reached on language; weight tabled

- (4) An early learning provider must practice and record emergency drills with staff and children as follows:

- (a) Fire and evacuation drill: once each calendar month in compliance with WAC 170-300-0166;
- (b) Earthquake, lockdown, or shelter-in-place drill: once every three calendar months;
- (c) Emergency drills must be conducted with a variety of staff and at different times of the day including in the evening and overnight hours

for early learning programs that care for children during those hours; and

- (d) Record of drills must be completed on a department form (found at <https://del.wa.gov/providers-educators/publications-forms-and-research/licensing-forms-and-documents-providers>) and include:

- (i) The date and time of the drill;
- (ii) The number of children who participated;
- (iii) The length of the drill; and
- (iv) Notes about how the drill went and how it could be improved.

**Weight #6**

### Original Language

- (4) An early learning provider must practice and record emergency drills with staff and children as follows:

- (a) Fire and evacuation drill: once each calendar month in compliance with WAC 170-300-0166;
- (b) Earthquake, lockdown, or shelter-in-place drill: once every three calendar months;
- (c) Emergency drills must be conducted with a variety of staff and at different times of the day including in the evening and overnight hours for early learning programs that care for children during those hours; and
- (d) Record of drills must be completed on a department form (found at <https://del.wa.gov/providers-educators/publications-forms-and-research/licensing-forms-and-documents-providers>) and include:
  - (i) The date and time of the drill;
  - (ii) The staff who participated;
  - (iii) The number of children who participated;
  - (iv) The length of the drill; and
  - (v) Notes about how the drill went and how it could be improved.

**Weight #6**

#### NRM Negotiated Language

- (5) In areas where local emergency plans are already in place, such as school districts, early learning programs may follow such procedures in developing their own plan. An early learning program's must comply with (4). If a program operates on district grounds, it can adopt the school district's plan.  
**Weight NA**

#### Original Language

- (5) In areas where local emergency plans are already in place, such as school districts, early learning programs may follow such procedures in developing their own plan. **Weight NA**

**170-300-0475- Consensus Reached**  
**Duty to protect children and report incidents.**

**NRM Negotiated Language**

- (1) When a provider has reasonable cause to believe that a child may be ...an early learning provider must protect enrolled children from child abuse, neglect, maltreatment, or exploitation as defined in chapter 26.44 RCW while in care. **Weight #8**

**Original Language**

- (1) An early learning provider must protect enrolled children from child abuse, neglect, maltreatment, or exploitation as defined in chapter 26.44 RCW while in care. **Weight #8**

**NRM Negotiated Language**

- (2) An early learning provider must report by phone upon knowledge of the following to:
- (a) DSHS children's administration intake (Child Protective Services) or law enforcement at the first opportunity, but in no case longer than 48 hours, pursuant to RCW 26.44.030 and .040, and to the department:
    - (i) The death of a child while in the early learning program's care or the death from injury or illness that may have occurred while the child was in care;
    - (ii) A child's attempted suicide or talk about attempting suicide;
    - (iii) Any suspected physical, sexual or emotional child abuse;
    - (iv) any suspected child neglect, child endangerment, or child exploitation;
    - (v) A child's disclosure of sexual or physical abuse; or
    - (vi) inappropriate sexual contact between two or more children.
  - (b) Emergency Services (911) immediately, and to the department within 24 hours:
    - (i) A child is missing from care, as soon as staff realize the child is missing;
    - (ii) medical emergency (injury or illness) that requires immediate professional medical care;
    - (iii) a child is given too much of any oral, inhaled or injected medication, or a child took or received another child's medication;
    - (iv) Fire and other emergencies;
    - (v) Poisoning or suspected poisoning; or
    - (vi) Other dangers or incidents requiring emergency response.
  - (c) Washington Poison Center immediately after calling 911, and to the department within 24 hours:
    - (i) A poisoning or suspected poisoning;
    - (ii) child was given too much of an oral, inhaled, or injected medication or a child has taken or received another child's

- medication.
- (iii) The provider must follow any directions provided by Washington Poison Center.
- (d) Local health jurisdiction or DOH immediately, and to the department within 24 hours:
  - (i) An occurrence of food poisoning or reportable contagious disease as defined in chapter 246-101 WAC;
  - (ii) person excluded from the early learning program by the health department or local health officer on the basis of a diagnosis may not return to the early learning program until approved to do so by the local health officer.
- (e) The department at the first opportunity, but in no case longer than 24 hours, upon knowledge of any person required by chapter 170-06 WAC to have a change in their background check history due to:
  - (i) A pending charge or conviction for a crime listed in WAC 170-06;
  - (ii) allegation or finding of child abuse, neglect, maltreatment or exploitation under chapter 26.44 RCW or chapter 388-15 WAC;
  - (iii) allegation or finding of abuse or neglect of a vulnerable adult under chapter 74.34 RCW; or
  - (iv) pending charge or conviction from outside Washington state consistent with or the same crime listed in the Director's List in chapter 170-06 WAC, or "negative action" as defined in RCW 43.215.010 **Weight #NA**

### Original Language

- (2) An early learning provider must report by phone the following to:
  - (a) DSHS children's administration intake (Child Protective Services) or law enforcement at the first opportunity, but in no case longer than 48 hours, pursuant to RCW 26.44.030 and .040, and to the department:
    - (i) The death of a child while in the early learning program's care or the death from injury or illness that may have occurred while the child was in care;
    - (ii) A child's attempted suicide or talk about attempting suicide;
    - (iii) Any suspected physical, sexual or emotional child abuse;
    - (iv) Any suspected child neglect, child endangerment, or child exploitation;
    - (v) A child's disclosure of sexual or physical abuse; or
    - (vi) Inappropriate sexual contact between two or more children.
  - (b) Emergency Services (911) immediately, and to the department within 24 hours:
    - (i) A child is missing from care, as soon as staff realize the child is missing;
    - (ii) Medical emergency (injury or illness) that requires immediate professional medical care;
    - (iii) A child is given too much of any oral, inhaled or injected medication, or a child took or received another child's medication;
    - (iv) Fire and other emergencies;

- (v) Poisoning or suspected poisoning; or
- (vi) Other dangers or incidents requiring emergency response.
- (c) Washington Poison Center immediately after calling 911, and to the department within 24 hours:
  - (i) A poisoning or suspected poisoning;
  - (ii) A child was given too much of an oral, inhaled, or injected medication or a child has taken or received another child's medication.
  - (iii) The provider must follow any directions provided by Washington Poison Center.
- (d) Local health jurisdiction or DOH immediately, and to the department within 24 hours:
  - (i) An occurrence of food poisoning or reportable contagious disease as defined in chapter 246-101 WAC;
  - (ii) A person excluded from the early learning program by the health department or local health officer on the basis of a diagnosis may not return to the early learning program until approved to do so by the local health officer.
- (e) The department at the first opportunity, but in no case longer than 24 hours, upon knowledge of any person required by chapter 170-06 WAC to have a change in their background check history due to:
  - (i) A pending charge or conviction for a crime listed in WAC 170-06;
  - (ii) An allegation or finding of child abuse, neglect, maltreatment or exploitation under chapter 26.44 RCW or chapter 388-15 WAC;
  - (iii) An allegation or finding of abuse or neglect of a vulnerable adult under chapter 74.34 RCW; or
  - (iv) A pending charge or conviction from outside Washington state consistent with or the same crime listed in the Director's List in chapter 170-06 WAC, or "negative action" as defined in RCW 43.215.010
- (f) The department who the next responsible and qualified person is for the operation of the early learning program if the primary person has an emergency absence, serious illness, or incapacity.

**Weight #8**

### NRM Negotiated Language

- (3) In addition to reporting to the department by phone or e-mail and submit a written incident report on a department form (found at <https://del.wa.gov/providers-educators/publications-forms-and-research/licensing-forms-and-documents-providers>) within 24 hours, :
- (a) Situations that required an emergency response from Emergency Services (911), Washington Poison Center, or DOH;
  - (b) Situations that occur while children are in care that may put children at risk including, but not limited to, inappropriate sexual touching, neglect, physical abuse, maltreatment, or exploitation; and
  - (c) A serious injury to a child in care. "Serious injury" means:
    - (i) Injuries resulting in overnight hospital stay;
    - (ii) Severe neck or head injury;



- (iii) Choking/unexpected breathing problems;
- (iv) Severe bleeding;
- (v) Shock or acute confused state;
- (vi) Unconsciousness;
- (vii) Chemicals in eyes, on skin, or ingested in the mouth;
- (viii) Near-drowning;
- (ix) Broken bone;
- (x) Severe burn requiring professional medical care;
- (xi) Poisoning; and
- (xii) Medication overdose. **Weight #5**

#### Original Language

- (3) In addition to reporting to the department by phone or e-mail within 24 hours, an early learning provider must also submit a written incident report on a department form (found at <https://del.wa.gov/providers-educators/publications-forms-and-research/licensing-forms-and-documents-providers>) within 48 hours for:
- (a) Situations that required an emergency response from Emergency Services (911), Washington Poison Center, or DOH;
  - (b) Situations that occur while children are in care that may put children at risk including, but not limited to, inappropriate sexual touching, neglect, physical abuse, maltreatment, or exploitation; and
  - (c) A serious injury to a child in care. "Serious injury" means:
    - (i) Injuries resulting in overnight hospital stay;
    - (ii) Severe neck or head injury;
    - (iii) Choking/unexpected breathing problems;
    - (iv) Severe bleeding;
    - (v) Shock or acute confused state;
    - (vi) Unconsciousness;
    - (vii) Chemicals in eyes, on skin, or ingested in the mouth;
    - (viii) Near-drowning;
    - (ix) Broken bone;
    - (x) Severe burn requiring professional medical care;
    - (xi) Poisoning; and
    - (xii) Medication overdose. **Weight #7**

#### NRM Negotiated Language

- (4) An early learning provider must immediately report to the parent or guardian of a child:
- (a) That child's death, serious injury, need for emergency or poison services;
  - (b) An incident involving that child which was reported to the local health district or DOH.
- Weight #6**

#### Original Language

- (4) An early learning provider must immediately report to the parent or guardian of a child:
- (a) That child's death, serious injury, need for emergency or poison services;



- (b) An incident involving that child which was reported to the local health district or DOH;
- (c) If the provider fails to give that child authorized medication; or
- (d) If that child has an allergic reaction, pursuant to WAC 170-300-0186.

Weight #6

**170-300-0480- Consensus Reached**  
**Transportation and off-site activity policy.**

**NRM Negotiated Language**

- (1) An early learning provider must have and follow a transportation and off-site activity policy for personal or public transportation service, or non-motorized travel offered to children in care.
  - (a) The transportation and off-site activity policy must include:
    - (i) Routine trips, which must not exceed two hours per day for any individual child.
  - (b) Written parent or guardian authorization to transport the parent or guardian's child. The written authorization must be:
    - (i) for a specific event, date, and anticipated travel time;
    - (ii) a specific type of trip (for example, transporting to and from school, or transporting to and from a field trip);  
or
    - (iii) a full range of trips a child may take while in the early learning provider's care
  - (c) A written notice to parents or guardians, to be given at least 24 hours before field trips are taken. **Weight #6**

**Original Language**

- (1) An early learning provider must have and follow a transportation and off-site activity policy for personal or public transportation service, or non-motorized travel offered to children in care. **Weight #6**

**Original Language**

- (2) The transportation and off-site activity policy must include:
  - (a) Routine trips, which must be:
    - (i) Kept to a minimum timeframe; and
    - (ii) Must not exceed two hours of transportation per day for any individual child.
  - (b) Written parent or guardian authorization to transport the parent or guardian's child. The written authorization may be:
    - (i) For a specific event and date;
    - (ii) For a specific type of trip (for example, transporting to and from school, or transporting to and from a field trip); or
    - (iii) For a full range of trips, a child may take while in the early learning provider's care.
  - (c) A written notice to parents or guardians, to be given at least 24 hours before trips are taken. **Weight #5**

**NRM Negotiated Language**

- (2) During travel to an off-site activity, an early learning provider must:
  - (a) Have the health history, appropriate medication (if applicable), emergency information, and emergency medical authorization forms accessible for each child being transported;
  - (b) Have a phone to call for emergency help;

- (c) Have a complete first aid kit, pursuant to WAC 170-300-0230;
- (d) Maintain the staff-to-child ratio, mixed groupings, and supervision requirements;
- (e) Have at least one staff member currently certified in First Aid and CPR supervise children;
- (f) Take attendance each time children begin and end travel to an off-site activity and every time they enter and exit a vehicle; and
- (g) Never leave children unattended in the vehicle. **Weight #7**

#### Original Language

- (3) During travel to an off-site activity, an early learning provider must:
  - (a) Have the health history, appropriate medication (if applicable), emergency information, and emergency medical authorization forms accessible for each child being transported;
  - (b) Have a phone to call for emergency help;
  - (c) Have a complete first aid kit, pursuant to WAC 170-300-0230;
  - (d) Maintain the staff-to-child ratio, mixed groupings, and supervision requirements;
  - (e) Have at least one staff member currently certified in First Aid and CPR supervise children;
  - (f) Take attendance each time children begin and end travel to an off-site activity; and
  - (g) Never leave children unattended in the vehicle.

**Weight #7**

#### NRM Negotiated Language

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

**Weight #6**

**Original Language**

- (4) When an early learning provider supplies the vehicle(s) to transport children in care, the program and provider must:
- (a) Follow chapter 46.61 RCW (Rules of the Road) and other applicable laws regarding child restraints and car seats;
  - (b) Assure that the number of passengers does not exceed the seating capacity of the vehicle;
  - (c) Maintain the vehicle in good repair and safe operating condition;
  - (d) Maintain the vehicle temperature at a comfortable level to children;
  - (e) Assure the vehicle has a current license and registration as required by Washington state transportation laws;
  - (f) Assure the vehicle has emergency reflective triangles or other devices to alert other drivers of an emergency;
  - (g) Assure the driver has a valid Washington state driver's license for the type of vehicle being driven and a safe driving record for at least the last five years;
  - (h) Assure the driver has no medical or other condition that would compromise driving, supervision, or evacuation capabilities;
  - (i) Have a current insurance policy that covers the driver, the vehicle, and all occupants; and
  - (j) Keep the vehicle locked when not in use.

**Weight #7**

**170-300-0485- Consensus Reached; weights undiscussed in February  
Termination of services policy.**

**NRM Negotiated Language**

- (1) An early learning provider may terminate a child's early learning services due to a parent or guardian's inability to meet expectations outlined in the early learning program contract, pursuant to WAC [reference parent handbook]. Documentation for terminating services must be kept on file and may include, but are not limited to:
- (a) Unpaid bills;
  - (b) Continual late arrivals or pickups; or
  - (c) A parent, guardian, or family member's inappropriate or unsafe behavior in or near early learning program space. **Weight NA**

**Original Language**

- (1) An early learning provider may terminate a child's early learning services due to a parent or guardian's inability to meet expectations outlined in the early learning program contract. Reasons for terminating services include, but are not limited to:
- (a) Unpaid bills;
  - (b) Continual late arrivals; or
  - (c) A parent, guardian, or family member's inappropriate or unsafe behavior in or near early learning program space. **Weight NA**

**Original Language**

- (2) When a parent or guardian is at risk of having their child's services terminated, an early learning provider must:
- (a) Communicate this risk to the parent or guardian;
  - (b) Document attempts to communicate the potential for terminating services; and
  - (c) Keep this documentation in the child's file. **Weight #6**

**Original Language**

- (3) An early learning provider must establish and share with families a termination of services policy that includes:
- (a) The reasons and timelines for termination; and
  - (b) Strategies used to communicate a risk of service termination.
- Weight #5**

**170-300-0486 Consensus reached on language; weights undiscussed in February Expulsion policy.**

**NRM Negotiated Language**

(1) An early learning provider must have and follow an expulsion policy, pursuant to WAC 170-300-0340. **Weight #6**

**Original Language**

(1) An early learning provider must have and follow an expulsion policy, pursuant to WAC 170-300-0340. **Weight #6**

**NRM Negotiated Language**

(2) An expulsion policy must:

- (a) Provide examples of behavior that could lead to expulsion from the early learning program;
- (b) Detail steps the provider takes to avoid expelling a child including, but not limited to, environmental and staffing changes;
- (c) Detail how the provider communicates to the parent or guardian of a child the steps taken under subsection (2)(b) and this section; and
- (d) Include information that may benefit an expelled child including, but not limited to, community-based resources.

**Weight # NA**

**Original Language**

(2) An expulsion policy must:

- (b) Provide examples of behavior that could lead to expulsion from the early learning program;
- (c) Detail steps the provider takes to avoid expelling a child including, but not limited to, environmental and staffing changes;
- (d) Detail how the provider communicates to the parent or guardian of a child the steps taken under subsection (2)(b) and this section; and
- (e) Include information that may benefit an expelled child including, but not limited to, community-based resources.

**Weight #6**

**170-300-0490- Consensus reached on language; weights undiscussed in February Child restraint policy.**

**NRM Negotiated Language**

(1) An early learning provider must have and follow a Child restraint policy that contains behavior management and practices, pursuant to section WAC 170-300-0335.

(a) A restraint policy must be:

- i. Appropriate for children's developmental level, abilities, language skills
- ii. Directly related to the child's behavior; and
- iii. Designed to be consistent, fair, and positive. **Weight #4**

**Original Language**

(1) An early learning provider must have and follow a Child restraint policy that contains behavior management and practices, pursuant to section WAC 170-300-0335. **Weight #6**

**Original Language**

(2) A restraint policy must be:

- (a) Appropriate for each child's developmental level, abilities, language skills, and culture;
- (b) Directly related to the child's behavior; and
- (c) Designed to be consistent, fair, and positive.

**Weight #6**

**NRM Negotiated Language**

(2) Family Home Licensees, Directors, Assistant Directors, Program Supervisors, Lead Teachers and other appropriate staff members must be trained annually in the program's Child restraint policy. **Weight #3**

**Original Language**

(4) Family Home Licensees, Directors, Assistant Directors, Program Supervisors, and Lead Teachers must be trained annually in the Child restraint policy. **Weight #5**

**NRM Negotiated Language**

(3) Only trained staff may restrain a child in care in accordance with WAC section 170-300-0335. **Weight #NA**

**Original Language**

(5) Only trained staff may restrain a child in care. **Weight #6**

**Original Language**

(3) An early learning provider must communicate to parents, guardians, and children in care what the Child restraint policy includes. **Weight #5**



**170-300-0495- Consensus Reached**  
**Consistent care policy.**

**NRM Negotiated Language**

- (1) An early learning program must have and follow a policy that promotes the consistent care of children. "Consistent care" means providing steady opportunities for children to build emotionally secure relationships by primarily interacting with a limited number of early learning program staff.  
**Weight #1**

**Original Language**

- (1) An early learning program must have and follow a policy that promotes the consistent care of children. "Consistent care" means providing steady opportunities for children to build emotionally secure relationships by primarily interacting with a limited number of early learning program staff. **Weight #1**

**NRM Negotiated Language**

- (2) When possible, an early learning provider must be assigned to work with a consistent group of children for much of the day with a goal of building long term, trusting relationships. **Weight #N/A**

**Original Language**

- (2) When possible, an early learning provider must be assigned to work with a consistent group of children for much of the day with a goal of building long term, trusting relationships. **Weight #1**

**170-300-0500- Consensus Reached**  
**Health policy.**

**NRM Negotiated Language**

(1) An early learning provider must have and follow a written Health policy reviewed and approved by the department. The Health policy must be reviewed by the department when updated as changes occur within this chapter, and as otherwise necessary. **Weight #4**

**Original Language**

(1) An early learning provider must have and follow a written Health policy reviewed and approved by the department. The Health policy must be reviewed by the department when updated as changes occur within this chapter, and as otherwise necessary. **Weight #5**

**NRM Negotiated Language**

(2) An early learning program's Health policy must meet the requirements of this chapter including, but not limited to:

- (a) A prevention of exposure to blood and body fluids plan;
- (b) Meals, snacks, and food services;
- (c) Handwashing and hand sanitizer use policy;
- (d) Observing children for illness daily;
- (e) Exclusion of ill children, staff, or any other person in the program space;
- (f) Contagious disease notification;
- (g) Exclusion and return of a person diagnosed with a notifiable condition;
- (h) Injury treatment and reporting;
- (i) ) Immunization tracking;
- (j) Medication management and storage pursuant to WAC 170-300-0215 ;
- (k) Care for animals that have access to licensed space;
- (l) How general cleaning will be provided and how areas such as food contact surfaces, kitchen equipment, toys, toileting equipment, and laundry will be cleaned and sanitized;
- (m) Pest control policies;
- (n) Caring for children with special needs or health needs, including allergies, as listed in the child's file; and
- (o) Dental hygiene practices and education pursuant to WAC 170-300-0180(2). **Weight #N/A**

**Original Language**

(2) A center early learning program must have the Health policy reviewed, approved, and signed by:

- (a) A health care professional with prescriptive authority; or
- (b) A currently licensed Registered Nurse who has a background in pediatric or family medicine. **Weight #5**

**Original Language**

(3) An early learning program's Health policy must meet the requirements of this chapter including, but not limited to:

- (a) A prevention of exposure to blood and body fluids plan;
- (b) Meals, snacks, and food services;
- (c) Handwashing and hand sanitizer use policy;
- (d) Screening children for illness daily;
- (e) Exclusion of ill children, staff, or any other person in the program space;
- (f) Contagious disease notification;
- (g) Exclusion and return of a person diagnosed with a notifiable condition;
- (h) Injury treatment and reporting;
- (i) Immunization tracking;
- (j) Medication management, including, but not limited to:
  - (i) How the program will make reasonable accommodations and give medication to a child that has a condition protected by the ADA, to include Individual Care Plans with the health care provider and parent or guardian signature for chronic and life-threatening conditions;
  - (ii) How medication administered to children will be documented on a medication log, including documenting when a medication is not given as prescribed or as indicated on the medication authorization form;
  - (iii) Medication authorization forms for prescription and non-prescription medication, which must include:
    - (A) The child's first and last name;
    - (B) The name of the medication;
    - (C) The dosage;
    - (D) Start and stop dates;
    - (E) Reason for the medication;
    - (F) Instructions for administration;
    - (G) Possible side effects; and
    - (H) Parent or guardian signature.
- (k) Medication storage, including how to safely store medication:
  - (i) Consistent with directions on the medication label;
  - (ii) To make it inaccessible to children;
  - (iii) Separate from other personal or pet medication, and from cleaners and chemicals.
- (l) Care for animals on the premises;
- (m) How general cleaning will be provided and how areas such as food contact surfaces, kitchen equipment, toys, toileting equipment, and laundry will be cleaned and sanitized;
- (n) Pest control policies;
- (o) Caring for children with special needs or health needs, including allergies, as listed in the child's file; and
- (p) Daily tooth brushing routine and education. **Weight #5**

## **170-300-0505- Consensus Reached Postings.**

### **NRM Negotiated Language**

(1) An early learning provider must post the following, so they are clearly visible to parents, guardians, and staff:

- (a) The child care license, pursuant to WAC 170-300-0010;
- (b) Floor plan with emergency routes and exits identified in each child care area, pursuant to WAC 170-300-0400(1)(b)(i) and 0470(2)(a)(i);
- (c) Dietary restrictions, known allergies, and nutrition requirements, if applicable, in a location easily accessible for staff but not available to those who are not parents or guardians of the enrolled child, pursuant to 170-300-0186(8);
- (d) Handwashing practices, pursuant to WAC 170-300-0200(1);
- (e) If applicable, Diaper changing or stand-up diapering procedure, pursuant to WAC 170-300-0220(5) and 0221(1)(d);
- (f) Pesticide treatment, if applicable, pursuant to RCW 43.215.220 and 17.21.410(1)(d);
- (g) Emergency numbers and information, including but not limited to:
  - i. 911 or emergency services number;
  - ii. Name, address and directions from the nearest arterial street or nearest cross street to the facility;
  - iii. DEL's toll-free number;
  - iv. Washington poison center toll-free number; and
  - v. DSHS children's administration intake (Child Protective Services) toll-free number;
- (h) The location of emergency medical information for children and staff;
- (i) A notice of any current or pending enforcement action, including probationary licenses pursuant to RCW 43.215.525(1)(c). Notice must be posted:
  - i. Immediately upon receipt; and
  - ii. For at least two weeks or until the violation causing the enforcement action is corrected, whichever is longer.
- (j) A notice of safe sleep violation in the licensed space as required by WAC 170-300-0291(2), if applicable;
- (k) "No smoking" and "no vaping" signs, pursuant to WAC 170-300-0420(2)(f); and
- (l) And any information in RCW 43.215.525 not otherwise mentioned here.

**Weight #4**

### **Original Language**

An early learning provider must post the following, so they are clearly visible to parents, guardians, and staff:

### **Original Language**

(1) The child care license issued under this chapter; **Weight #1**

Original Language

- (2) Floor plan with emergency routes and exits identified in each child care area;  
**Weight #5**

Original Language

- (3) Dietary restrictions, known allergies and nutrition requirements for particular children; **Weight #5**

Original Language

- (4) Handwashing practices; **Weight #5**

Original Language

- (5) Diaper changing procedure, if applicable; **Weight #5**

Original Language

- (6) Any pesticide treatment, if applicable; **Weight #5**

Original Language

- (8) Emergency procedures including, but not limited to the location of emergency medical information; **Weight #5**

Original Language

- (9) Emergency numbers and information, including but not limited to:
- (a) 911 or emergency services number;
  - (b) Name, address and directions from the nearest arterial street or nearest cross street to the facility;
  - (c) Washington poison center toll-free number; and
  - (d) DSHS children's administration intake (Child Protective Services) toll-free number.
- Weight #6**

Original Language

- (11) A Notice of safe sleep violation in the licensed space as required by WAC 170-300-0291(2), if applicable; and **Weight #5**

Original Language

- (12) A notice of any current or pending enforcement action, if applicable. Notice must be posted:
- (a) Immediately upon receipt; and
  - (b) For at least two weeks or until the violation causing the enforcement action is corrected, whichever is longer. **Weight #1**

### NRM Negotiated Language

(2) An early learning provider must make the following easily available to parents, guardians, and staff:

- (a) Liability insurance coverage, or lapse or termination of such coverage, if applicable, pursuant to RCW 43.215.535;
- (b) A copy of a waiver or variance from a rule granted by the department, if applicable, pursuant to WAC 170-300-0435 and 0436.

**Weight #4**

### Original Language

(7) Liability insurance coverage, if applicable, or lapse or termination of such coverage; **Weight #1**

### Original Language

(10) A copy of a waiver or variance from a rule granted by the department, if applicable; **Weight #1**