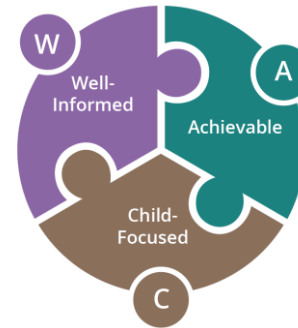




INTERACTIONS AND CURRICULUM HIGHLIGHTS



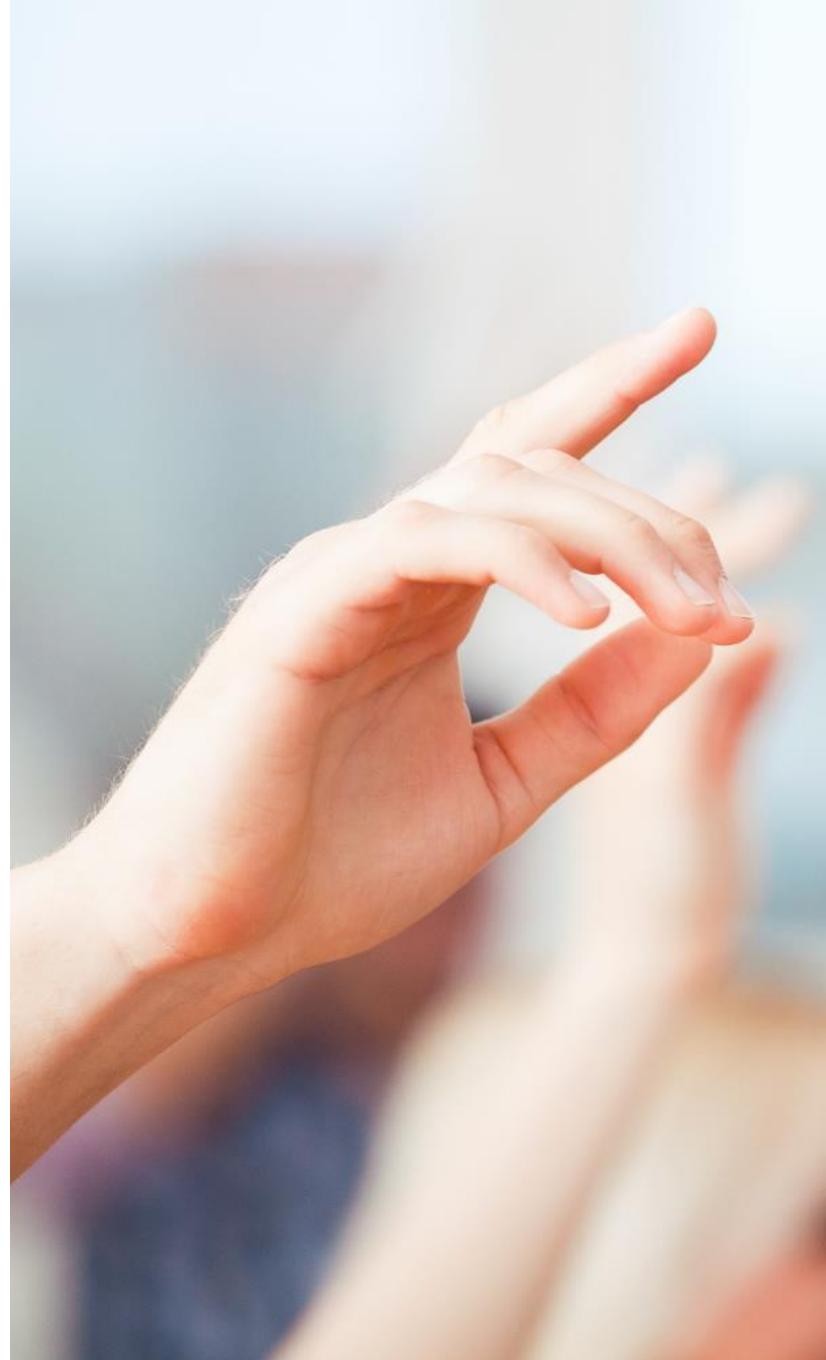
DECEMBER 6, 2018



WASHINGTON STATE
Department of
Children, Youth, and Families

Objectives

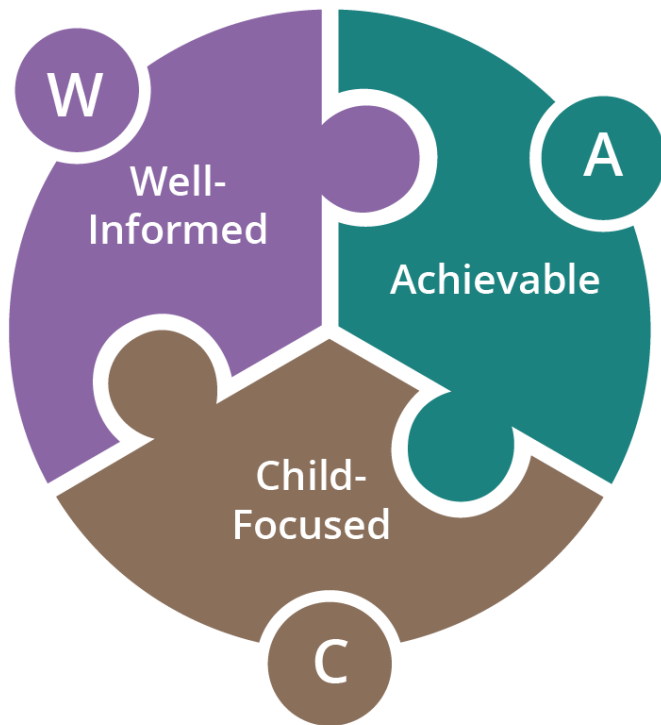
- Background and Principles
- Learning Supports
- Emotional Support and Classroom Organization
- Program Structure and Organization



Foundational Quality Standards

“Foundational Quality Standards” refers to the administrative and regulatory requirements contained within this chapter, 110-300 WAC. These standards are designed to promote the development, health, and safety of children enrolled in Center and Family Home Early Learning Programs. The department uses these standards to equitably serve children, families, and early learning providers throughout Washington state.

Alignment Message



Well-Informed

Regulation development and negotiation process was robust with many touchpoints, including provider voices with statewide representation.

Achievable with Support

These regulations are attainable through a variety of provider practices and supports.

Child-Focused

The WAC is based on current research and its implementation means better outcomes for children.

110-300

CHAPTER

110-300

Foundational quality standards for early learning programs

Sections are organized into **7 Categories**

Sections 0001-0030
Intent and Authority

Sections 0055-0065
Child Outcomes

Sections 0080-0085
Family Engagement

Sections 0100-0120
Professional Development

Sections 0130-0296
Environment

Sections 0300-0360
Interactions and Curriculum

Sections 0400-0505
Program Administration and Oversight

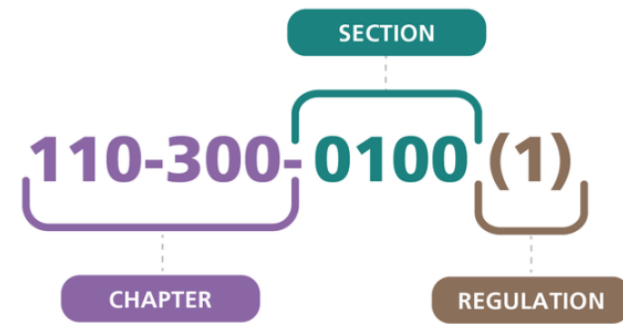
Each section has a title and the numbered regulations

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Section 0100
Staff Qualifications

- (1) Family home early learning program licensees
- (2) Center early learning program licensees

Example of a regulation reference number



Interactions and Curriculum

110-300-0300 through 110-300-0360

- Learning Supports
- Emotional Support and Classroom Organization
- Program Structure and Organization

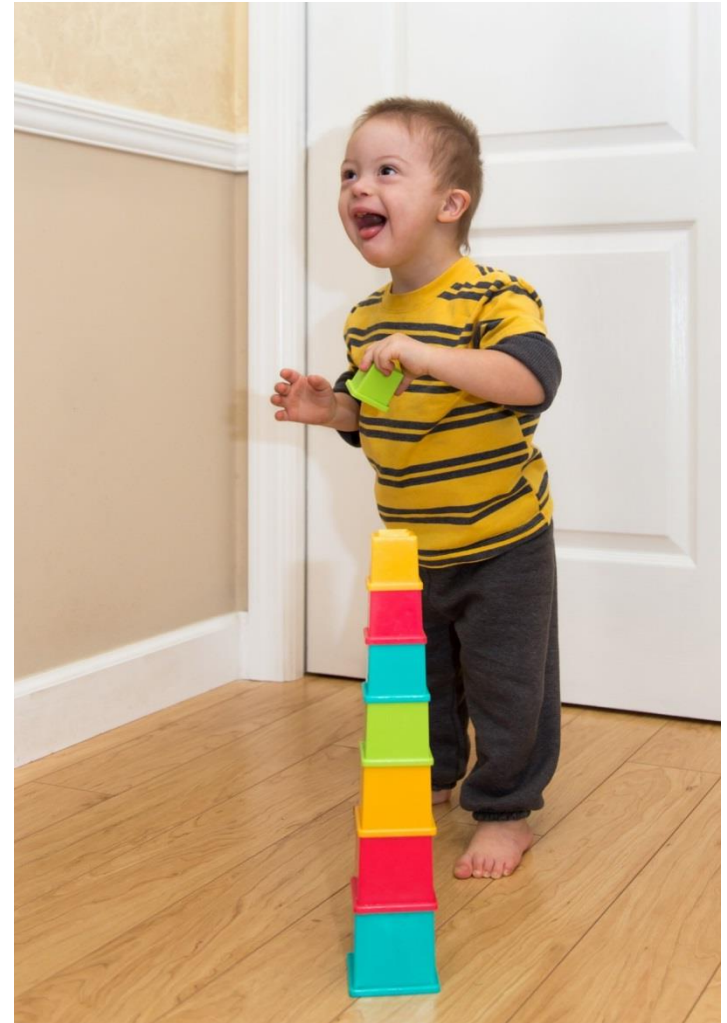
Learning Supports Highlights

WAC 110-300-0300

Individual Care Plan

The individual care plan has been updated to include:

- The department must be notified when a child with special needs is enrolled or identified
- Written permission is needed for visiting health professionals
- Staff involved with the child must have verification of training on the ICP



WAC 110-300-0310

Concept development and feedback quality

An early learning provider must facilitate activities to support child learning and understanding, using a variety of techniques.



WAC 110-300-0315

Language modeling and reasoning

An early learning provider must be aware of and responsive to children's developmental, linguistic, cultural, and academic needs



WAC 110-300-0315 cont.

Language modeling and reasoning

- 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
- Parallel-talk: When the provider talks about what the child is doing, seeing, eating, or touching as the child is engaging in those activities
- Language expansion: When the provider adds detail to build on ideas that the children are expressing



WAC 110-300-0320

Facilitating child interests, learning, perspective, and productivity



An early learning provider must work to maximize children's interests, engagement with developmentally and culturally responsive activities, and ability to learn from play.

Emotional Support and Classroom Organization Highlights

WAC 110-300-0325

Creating a climate for healthy child development

When communicating or interacting with children, an early learning provider must maintain a climate for healthy, culturally responsive child development



- Observing to learn about the child's family, culture, interests, ideas and questions
- Representing the diversity found in the early learning program and society
- Giving children several chances a day to interact with each other

WAC 110-300-0331

Prohibited behavior, discipline, and physical removal of children

An early learning provider must take steps to prevent, and once aware of, must not tolerate:

- Intimidation, gestures, or verbal abuse
- Emotional abuse including victimizing, bullying, rejecting, terrorizing, extensive ignoring, or corrupting a child
- Forcing a child to ingest something as punishment such as hot sauce or soap

When a child continues to behave in an unsafe manner, and all strategies of this WAC section have been followed, only certain staff members may physically remove a child to a less stimulating environment.

WAC 110-300-0335

Physical Restraint



Physical restraint protocols must be in writing

- It is only to be used if a child's safety or the safety of others is threatened
- Only performed by early learning providers trained in a restraint technique
- Physical restraint must be reported to the parent or guardian
- Assess and debrief, document, and plan to reduce the need for further physical restraint

WAC 110-300-0340

Expulsion

Expulsion policies and practices must be developed

- Expulsion may take place only when
 - The child exhibits behavior that presents a serious safety concern for that child or others; and
 - The program is not able to reduce or eliminate the safety concern through reasonable modifications.
- Expulsion communication
 - Parent or guardian
 - the Department



Program Structure and Organization Highlights

WAC 110-300-0345

Supervising children

“Active supervision” or “actively supervise” means a heightened standard of care beyond supervision. This standard requires an early learning provider to see and hear the children they are responsible for during higher risk activities. The provider must be able to prevent or instantly respond to unsafe or harmful events. (WAC 110-300-0005 Definitions)



WAC 110-300-0345

Supervising children.

An early learning provider must actively supervise children when children:

- interact with pets or animals
- engage in water or sand play
- engage in planned activities in the kitchen
- ride on public transportation
- engage in outdoor play
- during field trips
- Play in an area in close proximity to a body of water
- Use a safe route to access an outdoor play area not immediately adjacent to the early learning program



WAC 110-300-0350

Supervising children during water activities

Water activities means 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 (WAC 110-300-0005 Definitions)



WAC 110-300-0350

Supervising children during water activities

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: at least one more staff person than required in the staff-to-child ratio; and at least one attending staff person must be able to swim



WAC 110-300-0355

Family home capacity, ratio, and group size

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



WAC 110-300-0357

Center mixed age group capacity, ratio, and group size

- To be able to mix age groups of children in care, a center early learning provider must meet the square footage and staff-to-child ratio requirements for the youngest child present in the group, and meet the health, safety and developmental needs for all ages of children in the mixed group
- Mixed age groups allowed: birth to 36 months; 12 to 36 months; 36 months through kindergarten; 4 ½ years to 9 years



Questions?

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