

Updated School-Age WAC 110-301: Child Outcomes & Family Engagement and Partnerships

Child Outcomes		
110-300 WAC	Updated School-Age 110-301 WAC	Previous School-Age 110-305 WAC
<p>WAC 110-300-0055 Developmental screening and communication to parents or guardians.</p> <p>(1) An early learning provider must inform parents or guardians about the importance of developmental screenings for each child from birth through age five.</p> <p>(2) If not conducted on-site, an early learning provider must share information with parents or guardians about organizations that conduct developmental screenings such as a local business, school district, health care provider, specialist, or resources listed on the department website.</p>	No rule for updated school-age WAC.	No previous school-age rule.
<p>What's Different?</p> <ul style="list-style-type: none"> • <i>Previous 110-305 vs Updated 110-301:</i> No difference. Neither version includes 'Developmental screening and communication to parents or guardians' rule. • <i>110-300 vs Updated 110-301:</i> 110-300 includes 'Developmental screening and communication to parents or guardians' rule; Updated 110-301 does not include 'Developmental screening and communication to parents or guardians' rule. 		
Child Outcomes		
110-300 WAC	Updated School-Age 110-301 WAC	Previous School-Age 110-305 WAC
<p>WAC 110-300-0065 School readiness and family engagement activities.</p> <p>(1) At least once per calendar year, an early learning provider must supply to parents or guardians kindergarten or school readiness materials when developmentally appropriate for enrolled children.</p> <p>(2) Kindergarten or school readiness materials must be the same or similar to resources posted online by OSPI, the department, or other</p>	No rule for updated school-age WAC.	No previous school-age rule.

<p>equivalent organizations. These materials may address:</p> <ul style="list-style-type: none"> (a) Kindergarten transition activities, if applicable; and (b) Developmentally appropriate local school and school district activities designed to engage families. 		
<p>What's Different?</p> <ul style="list-style-type: none"> • <i>Previous 110-305 vs Updated 110-301:</i> No difference. Neither version includes 'School readiness and family engagement activities' rule. • <i>110-300 vs Updated 110-301:</i> 110-300 includes 'School readiness and family engagement activities' rule, Updated 110-301 does not include 'School readiness and family engagement activities' rule. 		
<p>Family Engagement and Partnerships</p>		
<p>110-300 WAC</p>	<p>Updated School-Age 110-301 WAC</p>	<p>Previous School-Age 110-305 WAC</p>
<p>WAC 110-300-0080 Family support self-assessment. An early learning provider must assess their program within one year of being licensed, or within six months of the date this section becomes effective, to identify ways to support the families of enrolled children. A provider must complete the strengthening families program self-assessment, or an equivalent assessment, applicable to the early learning program type (center or family home).</p>	<p>No rule for updated school-age WAC.</p>	<p>No previous school-age rule.</p>
<p>What's Different?</p> <ul style="list-style-type: none"> • <i>Previous 110-305 vs Updated 110-301:</i> No difference. Neither version includes 'family support self-assessment' rule. • <i>110-300 vs Updated 110-301:</i> 110-300 includes 'family support self-assessment' rule; Updated 110-301 does not 'family support self-assessment' rule. 		
<p>Family Engagement and Partnerships</p>		
<p>110-300 WAC</p>	<p>Updated School-Age 110-301 WAC</p>	<p>Previous School-Age 110-305 WAC</p>
<p>WAC 110-300-0085 Family partnerships and communication. (1) An early learning provider must communicate with families to identify individual children's developmental goals. (2) An early learning provider must attempt to obtain information from each child's family about that child's developmental, behavioral, health,</p>	<p>WAC 110-301-0085 Family partnerships and communication. (1) A school-age provider must attempt to obtain information from each child's family about that child's developmental, behavioral, health, linguistic, cultural, social, and other relevant information. The provider must make this attempt</p>	<p>No previous school-age rule.</p>

<p>linguistic, cultural, social, and other relevant information. The provider must make this attempt upon that child's enrollment and annually thereafter.</p> <p>(3) An early learning provider must determine how the program can best accommodate each child's individual characteristics, strengths, and needs. The provider must utilize the information in subsection (2) of this section and seek input from family members and staff familiar with a child's behavior, developmental, and learning patterns.</p> <p>(4) An early learning provider must:</p> <p>(a) Attempt to discuss with parents or guardians information including, but not limited to:</p> <p>(i) A child's strength in areas of development, health issues, special needs, and other concerns;</p> <p>(ii) Family routines or events, approaches to parenting, family beliefs, culture, language, and child rearing practices;</p> <p>(iii) Internal transitions within the early learning program and transitions to external services or programs, as necessary;</p> <p>(iv) Collaboration between the provider and the parent or guardian in behavior management; and</p> <p>(v) A child's progress, at least two times per year.</p> <p>(b) Communicate the importance of regular attendance for the child;</p> <p>(c) Give parents or guardians contact information for questions or concerns;</p> <p>(d) Give families opportunities to share their language and culture in the early learning program;</p> <p>(e) Arrange a confidential time and space for individual conversations regarding children, as needed;</p>	<p>upon that child's enrollment and annually thereafter.</p> <p>(2) A school-age provider must determine how the program can best accommodate each child's individual characteristics, strengths, and needs. The provider must utilize the information in subsection (1) of this section and seek input from family members and staff familiar with a child's behavior, developmental, and learning patterns.</p> <p>(3) A school-age provider must:</p> <p>(a) Attempt to discuss with parents or guardians information including, but not limited to:</p> <p>(i) A child's strength in areas of development, health issues, special needs, and other concerns.</p> <p>(ii) Family routines or events, approaches to parenting, family beliefs, culture, language, and child rearing practices;</p> <p>(iii) Internal transitions within the school-age program and transitions to external services or programs, as necessary;</p> <p>(iv) Collaboration between the provider and the parent or guardian in behavior management; and</p> <p>(b) Give parents or guardians the school-age program's contact information for questions or concerns;</p> <p>(c) Give families opportunities to share their language and culture in the school-age program;</p> <p>(d) Arrange a confidential time and space for individual conversations regarding children, as needed;</p> <p>(e) Allow parents or guardians access to their child during normal hours of operation, except as excluded by a court order; and</p> <p>(f) Communicate verbally or in writing:</p>	
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<p>(f) Allow parents or guardians access to their child during normal hours of operation, except as excluded by a court order; and</p> <p>(g) Communicate verbally or in writing:</p> <p>(i) Changes in drop-off and pickup arrangements as needed; and</p> <p>(ii) Daily activities.</p>	<p>(i) Changes in drop-off and pickup arrangements as needed; and</p> <p>(ii) Daily activities.</p>	
<p>What's Different? WAC 110-301-0085 Family partnerships and communication.</p> <ul style="list-style-type: none"> • <i>Previous 110-305 vs Updated 110-301:</i> No 'Family partnerships and communication' rule in Previous 110-305. • <i>110-300 vs Updated 110-301:</i> Same rule, except Updated 110-301 does not require provider to communicate with families to identify individual children's developmental goals [see WAC 110-300-0085(1)] or a child's progress, at least two times per year [see WAC 110-300-0085(4)(a)(v)], or to communicate the importance of regular attendance for the child [see WAC 110-300-0085(4)(b)]. 		