<table>
<thead>
<tr>
<th>Family Home WAC</th>
<th>Center WAC</th>
<th>Proposed WAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>WAC 170-296A-4225</td>
<td>WAC 170-295-0080</td>
<td>(1) The indoor early learning program space must have thirty-five square feet per child for the maximum number of children stated on the license. In addition to thirty-five square feet for each early learning program staff in the licensed space, the indoor early learning program space is measured to include only the space intended for use by children in care.</td>
</tr>
<tr>
<td>(1) The indoor licensed space must have thirty-five square feet per child for the maximum number of children stated on the license, measured to include only the space intended for use by children in care.</td>
<td>(1) Maximum allowable capacity of your center is determined based on useable square footage and available toilets and sinks. The licensed capacity (the number of children you are allowed to have in your center at any one time) may be less than the maximum capacity, but not exceed it. The licensed capacity is based on our evaluation of the program, the ages and characteristics of the children, the experience of the staff, and usable floor space. You must have:</td>
<td>(2) Early learning programs licensed prior to (X Date) must meet the square footage requirement within three years of rule implementation.</td>
</tr>
<tr>
<td>(2) The space under furniture used by the children is counted in square footage.</td>
<td>(2) The areas included in your square footage must be available at all times for the children. The following areas will not be included in determining</td>
<td>(3) The early learning program space must have fifteen additional square feet for each infant or toddler using a crib or playpen when cribs are located in the sleeping and play area, except for family home early learning programs licensed prior to (X Date).</td>
</tr>
<tr>
<td>(3) Indoor space that is not counted in the minimum square footage requirement includes:</td>
<td>(3)</td>
<td>(4) The early learning program space must be accessible and accommodate children and adults with disabilities currently using child care space (e.g., Ramps and handrails for people with disabilities; access for wheelchairs and walkers).</td>
</tr>
<tr>
<td>(a) Unlicensed space that is made inaccessible to children in care;</td>
<td>(a) Fifty square feet of useable floor space per infant (includes crib, playpen, baby bed and bassinets);</td>
<td>(5) The early learning program space must include pathways so that children can move between areas without disrupting each other’s work and play.</td>
</tr>
<tr>
<td>(b) Space under furniture not used by the children;</td>
<td>(b) Thirty-five square feet of useable floor space for each toddler or older child that is dedicated to the children during child care hours; and</td>
<td></td>
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<tr>
<td>(c) Hallway space that leads to an exit;</td>
<td>(c) Fifteen additional square feet must be provided for each toddler using a crib or playpen when cribs are located in the sleeping and play area.</td>
<td></td>
</tr>
<tr>
<td>(d) Bathrooms; and</td>
<td>(2) The areas included in your square footage must be available at all times for the children. The following areas will not be included in determining</td>
<td></td>
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<tr>
<td>(e) Closets.</td>
<td>(3) Indoor space that is not counted in the minimum square footage requirements include:</td>
<td></td>
</tr>
<tr>
<td>(4) An office or kitchen that is made inaccessible to the children and is not intended for their use may be included as licensed space but is not counted as part of the minimum square footage.</td>
<td>(6) Indoor space that is not counted in the minimum square footage requirements include:</td>
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Alignment Advisory Review Only (June 24-July 15, 2016)
the useable square footage for each child:

(a) Food preparation areas of the kitchen;
(b) Laundry areas;
(c) All bath, toilet rooms and hand washing areas;
(d) Hallways, diaper changing areas (includes the changing table, sink and twenty-four inches of floor space around the changing table and sink), stairways, closets, offices, staff rooms, lockers and custodial areas;
(e) Furnace rooms, hot water heater rooms, storage rooms, or mop sink rooms; and
(f) Cabinets, storage, and fixed shelving spaces unless accessible to and used by children (for example, cubbies, shelves for storing toys and puzzles, bookshelves, etc.). If the children do not have access to their cubbies or toy storage areas, it is not included in the square footage.

(3) You can use a multipurpose room and gymnasium for multiple purposes such as playing, dining, napping, and learning activities, and before and after school programs when the room:

(a) Meets the square footage requirements for the purpose and number of children to be served; and
(b) Unlicensed space that is made inaccessible to the children in care;
(c) Hallway space;
(d) Bathrooms and diaper changing areas (for center based early learning programs, this will include the twenty four inches surrounding the diaper changing area and handwashing sink);
(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 (e.g., file cabinets, desk, office equipment).

(7) Floor space under tables, desks, chairs and other equipment intended for use as part of children’s activities shall be included in square footage.

(8) An office or kitchen that is made inaccessible to the children and is not intended for their use may be included as early learning program space but is not counted as part of the minimum square footage for the licensed capacity.

(9) The early learning provider may use and consider the napping area as early learning program space if staff remove mats and cots when they are not in use and the children have free access to the area.

(10) A large, licensed, indoor gross motor activity space can be used, but not counted in the...
(b) Is being used for one purpose and does not interfere with usage of the room for another purpose.
(4) You may use and consider the napping area as child care space if staff remove mats and cots when they are not in use and the children then have free access to the area.
(5) We will not issue you a license to care for more children than the rules in this chapter permit.
(6) We may issue you a license to care for fewer children than the center’s maximum capacity.

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

The Standards Alignment writing:
- Considered Caring for Our Children 3rd edition 5.1.2.1. Space Required per Child which requires 42 square feet per child. By counting the square footage for all occupants (children and early learning providers) the measurement would closely align with the CFOC 42 square footage requirement and the State Fire Marshal’s Office of measuring for each occupant.
- Established foundational measures, ensuring that a child’s basic developmental needs are met and for progression steps to be clear when providers are enrolled in Early Achievers and moving from Level 1 to higher levels.
### Standards Alignment - Environment

#### Space and Furnishings – Routine care, play, learning, relaxation and comfort

<table>
<thead>
<tr>
<th>Family Home WAC</th>
<th>Center WAC</th>
<th>Proposed WAC</th>
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</thead>
<tbody>
<tr>
<td>WAC 170-296A-5000</td>
<td>WAC 170-295-2010</td>
<td>(1) The early learning provider must have easily accessible pieces of furniture and equipment that is:</td>
</tr>
<tr>
<td><strong>Play equipment.</strong></td>
<td><strong>What types of play materials, equipment and activities must I provide for the children?</strong></td>
<td>(a) Developmentally appropriate;</td>
</tr>
<tr>
<td>(1) The licensee must have play equipment that is developmentally appropriate and maintained in a safe working condition. The licensee must inspect play equipment at least weekly for injury hazards, broken parts, or damage. Unsafe equipment must be repaired immediately or must be made inaccessible to children until repairs are made.</td>
<td>You must:</td>
<td>(i) Child sized;</td>
</tr>
<tr>
<td>(2) Play equipment must be arranged so that it does not interfere with other play equipment when in use.</td>
<td>(1) Provide a variety of easily accessible learning and play materials of sufficient quantity to implement the centers program and meet the developmental needs of children in care.</td>
<td>(ii) Non-bucket style tables.</td>
</tr>
<tr>
<td>(3) The licensee must install or assemble new play equipment acquired after March 31, 2012, according to manufacturer specifications, and keep specifications on file for review by the licensor.</td>
<td>(2) Have a current daily schedule of activities and lesson plans that are designed to meet the children's developmental, cultural, and individual needs. The toys, equipment and schedule must be:</td>
<td>(b) Of sufficient quantity for the number of children in care;</td>
</tr>
<tr>
<td>(4) For used or &quot;hand-made&quot; play equipment, or for play equipment acquired and installed prior to March 31, 2012, the licensee must assemble the equipment in a manner that provides a safe play experience for children.</td>
<td>(a) Specific for each age group of children; and</td>
<td>(c) Maintained in a safe working condition;</td>
</tr>
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<td></td>
<td>(b) Include at least one activity daily for each of the following (you can combine several of the following for one activity):</td>
<td>(d) Inspected at least weekly for injury 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 such repairs are made according to the manufacturer's instructions;</td>
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<td></td>
<td>(i) Child initiated activity (free play);</td>
<td>(e) Arranged so that it does not interfere with other play equipment when in use;</td>
</tr>
<tr>
<td></td>
<td>(ii) Staff initiated activity (organized play);</td>
<td>(f) Installed or assembled according to manufacturer specifications. The early learning provider must keep specifications on file for review by the licensor;</td>
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<td>(iii) Individual choices for play;</td>
<td>(g) Stored in a manner to prevent injury; and</td>
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<td>(iv) Creative expression;</td>
<td>(h) Be accessible at child’s height so they can find, use, and return materials independently.</td>
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<td></td>
<td>(v) Group activity;</td>
<td>(2) The early learning provider must provide soft furnishings in the licensed, child usable space. The soft furnishings could include, but are not limited to, carpeted areas and area rugs, upholstered furniture, cushions or large floor</td>
</tr>
</tbody>
</table>
| | (vi) Quiet activity; | coverings.

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Standards Alignment - Environment

(vii) Active activity;
(viii) Large and small muscle activities; and
(ix) Indoor and outdoor play.

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

(4) Post the daily schedule and lesson plan in each room for easy reference by parents and by caregivers;

(5) Keep the daily schedule of events and lesson plans for the past six months on site for inspection;

(6) Maintain staff-to-child ratios and group size during transitions from one activity to another during the day;

(7) Plan for smooth transitions by:
   (a) Establishing familiar routines;

pillows, stuffed animals and soft dolls that are:
   (a) Accessible to children in care;
   (b) Developmentally appropriate; and
   (c) Maintained in a clean and sanitary condition.
Standards Alignment - Environment

and

(b) Using transitions as a learning experience.

(8) Ensure the center's program affords the child daily opportunities for small and large muscle activities, outdoor play, and exposure to language development and books; and

(9) Afford staff classroom planning time.

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

The Standards Alignment writing:

- Considered CFOCB and CFOC 3rd edition 5.3.1.1/5.5.0.6/5.5.0.7 Safety of Equipment, Materials and Furnishings.
- Established foundational measures for progression steps to be clear when providers are enrolled in Early Achievers and moving from Level 1 to higher levels.

<table>
<thead>
<tr>
<th>Space and Furnishings – Room arrangement, child-related display, space for privacy and belongings</th>
<th>Family Home WAC</th>
<th>Center WAC</th>
<th>Proposed WAC</th>
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</thead>
<tbody>
<tr>
<td>Storage for each child’s belongings</td>
<td>WAC 170-296A-4750</td>
<td>WAC 170-295-5140</td>
<td>(1) The early learning provider must ensure that materials and equipment are visible and readily accessible to the children in care and are arranged to promote independent access by children.</td>
</tr>
<tr>
<td>The licensee must provide separate storage for each child’s belongings. Belongings of children from the same</td>
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<td></td>
</tr>
<tr>
<td>Storage for each child’s belongings. Belongings of children from the same</td>
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</table>
family may be stored together
No current Family Home WAC regarding specific privacy

individual storage space for each child’s belongings that prevents the spread of diseases or parasites such as scabies or lice.
WAC 170-295-4140
(1) You are required to have extra clothing available for the children who wet or soil their clothes.
(2) You may require the parent to provide the clothing, but you must have clothing available for use in case the parent forgets the change of clothing
No current Center WAC regarding specific privacy

(2) The early learning provider must display age and developmentally appropriate materials. Displays shall include materials:
(a) At the child’s eye level;
(b) Made by the children; and
(c) Related to current activities, themes or lessons plans.
(3) The 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 a quiet area that is inviting to children, visible to staff, and easily accessible to a child or a group of children who seek or need time alone or a small group time.
(4) The early learning provider must have extra clothing available for children who wet or soil, or have a need for changing clothes.
(5) The early learning provider must provide individual and separate storage for each child’s belongings. This space must be:
(a) Accessible to the child, at a minimum, when they enter and exit the facility;
(b) Large enough to store the child’s personal articles or clothing and spaced enough to prevent contact to:
(i) Prevent the spread of diseases or parasites (e.g., lice or scabies); and
(ii) Promote organization of the child’s personal possessions.
(6) The areas that are child useable and accessible must be arranged to provide sufficient space for
routine care, children’s play and learning activities. These areas must:
(a) Be arranged for adequate supervision without obstructions (e.g., walls, tall shelving or tall furniture that interferes with supervision).
(b) Allow children to move freely from one interest area to another.
(c) Be arranged to allow different kind of activities to go on at the same time (e.g., quiet and active play activities for younger and older children; protected space for homework or completing puzzle with many pieces).
(d) Have materials for different kinds of activities and organized by type for productive use by children (e.g., sets of blocks stored separately; books on book shelf or in a basket; dramatic play materials gathered in one place; different types of toys not mixed in the toy box).

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

The Standards Alignment writing:
- Considered Caring for Our Children 3rd edition 6.4.2.2 Helmets in regards to storage of personal belongings and the prevention of head lice exposure
- Established foundational measures for progression steps to be clear when providers are enrolled in Early Achievers and moving from Level 1 to higher levels.

**Space and Furnishings – Outdoor Space, Activity and Gross motor play equipment**

<table>
<thead>
<tr>
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<th>Proposed WAC</th>
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</thead>
<tbody>
<tr>
<td>WAC 170-296A-4925&lt;br&gt;Space for gross motor play</td>
<td>WAC 170-295-2130; 5090&lt;br&gt;(1) You must provide an outdoor program that promotes the child's coordination, active play, and physical, mental, emotional, and social development based on their age. The play area must:&lt;br&gt;(a) Adjoin the indoor premises directly or be reachable by a safe route or method;&lt;br&gt;(b) Have adequate drainage and be free from health and safety hazards;&lt;br&gt;(c) Contain a minimum of seventy-five usable square feet per child using the play area at any one time. If the center uses a rotational schedule of outdoor play periods so only a portion of the child population uses the play area at one time, you may reduce correspondingly the child's play area size.&lt;br&gt;(2) If you provide full-time care, the activity schedule must provide the child daily morning and afternoon outdoor play;</td>
<td>(1) The early learning provider must arrange, design, construct, and maintain outdoor play equipment in accordance with the standards in the Consumer Product Safety Commission (CPSC) Public Playground Safety Handbook, publication #325.&lt;br&gt;(a) The early learning provider must not place climbing play equipment on concrete, asphalt, packed soil, lumber, or similar hard surfaces when being used by children.&lt;br&gt;(b) The ground under swings and play equipment intended to be climbed must be covered by a shock absorbing material. Grass alone is not an acceptable ground cover material under swings or play equipment intended to be climbed.&lt;br&gt;(2) The early learning provider must inspect the outdoor play area daily to ensure equipment is properly maintained and safe.&lt;br&gt;(3) The outdoor play space must contain seventy-five square feet of usable space per child for the number of children stated on the license.&lt;br&gt;(4) The outdoor play area must be safe and free of hazards.&lt;br&gt;(5) If the premises does not have seventy-five square feet of available outdoor space per child, the early learning provider may provide an alternative plan, approved by the department, to meet the requirement for all children in care to...</td>
</tr>
</tbody>
</table>
### Standards Alignment - Environment

(a) Identify and use a safe route to and from the licensed outdoor space that is approved by the department; and

(b) Supervise the children at all times when passing between the licensed outdoor space and the home.

(4) The licensee must provide a written plan, approved by the department, to make roadways and other dangers adjacent to the licensed outdoor play space inaccessible to children.

WAC 170-296A-5000

**Play equipment**

(1) The licensee must have play equipment that is developmentally appropriate and maintained in a safe working condition. The licensee must inspect play equipment at least weekly for injury hazards, broken parts, or damage. Unsafe equipment must be repaired immediately or must be made inaccessible to children until repairs are made.

(2) Play equipment must be arranged so that it does not interfere with other play equipment when in use.

(3) The licensee must install or

<table>
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<tr>
<th>170-295-5090</th>
<th>What are the fence requirements?</th>
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<tbody>
<tr>
<td>(1) You must fence the outdoor play area to:</td>
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<tr>
<td>(a) Prevent unauthorized people from entering; and</td>
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<tr>
<td>(b) Prevent children from escaping and having access to hazardous areas.</td>
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<tr>
<td>(2) At a minimum fences and gates must:</td>
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<tr>
<td>(a) Be safe, and maintained in good repair; and</td>
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<tr>
<td>(b) Be designed to discourage climbing and prevent entrapment.</td>
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</table>

have daily opportunities for active outdoor play. This plan could include a rotational schedule of outdoor play so only a portion of the children use the play area at any one time, daily walks or a department approved plan for use of a play area off site.

(6) When the licensed outdoor play space is not adjacent to the early learning program site the early learning provider must identify and use a safe route to and from the licensed outdoor space that is approved by the department.

(7) The licensed outdoor play area must be enclosed with a fence or barrier (e.g. brick or stone wall or a retaining wall) that prevent a child from escaping and discourages climbing.

(8) The licensed outdoor play area must be enclosed to prevent unauthorized people from entering.

(9) Fences 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 come within 3 and one half inches from the ground.

(10) The opening between a fence post and gate or fence post and building must not be greater than 3 ½ inches.

(11) Chain link fences should not have a space diameter greater than 1 inch. If greater than 1 inch, wood or plastic privacy slats or other suitable material must be used to prevent/discourage climbing.

(12) The early learning provider must not install any wooden fence, playground structure or furniture if it contains Chromated Copper Arsenate (CCA).
assemble new play equipment acquired after March 31, 2012, according to manufacturer specifications, and keep specifications on file for review by the licensor.

(4) For used or "hand-made" play equipment, or for play equipment acquired and installed prior to March 31, 2012, the licensee must assemble the equipment in a manner that provides a safe play experience for the children.

WAC 170-296A-5225 Bodies of water or water hazards on the licensed premises

(1)(a) As used in WAC 170-296A-5150 through 170-296A-5250, a "body of water" is a natural area or man-made area or device that contains or holds more than two inches of water.

(b) "Body of water" does not include a wading pool as defined in WAC 170-296A-5175, a water activity table, small bird baths or rain puddles with a water depth of two inches or less.

(2) When children are in care the licensee must:

(a) Make any body of water in the

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.

(13) The early learning provider must have gates equipped with self-closing or self-latching mechanisms. The latch or securing device must be high enough or of a type that children cannot open it.

(14) The outdoor play area must have two exits, with at least one exit located far away from the facility. The exits cannot be blocked.

(15) The early learning provider must monitor the weather conditions and possible hazards and not take or leave children outside when the following conditions that may pose a health and safety risk exist, but are not limited to:

(a) Weather temperature extremes consisting of:

(i) Heat in excess of one hundred degrees Fahrenheit or less for younger children, or per the advice of the local weather service;

(A) Early learning programs must have shaded areas in outdoor play space, shade may be provided by trees, buildings or shade structures; and

(B) Early learning providers must ensure children are dressed appropriately for the weather;

(ii) Cold less than twenty degrees
### Standards Alignment - Environment

| licensed space inaccessible with a physical barrier (not to include a hedge or vegetation barrier) or fence that is at least five feet tall, except as provided in subsection (c) of this section. When a fence has slats or open grids, openings must not be wider than three and one-half inches; | Fahrenheit, or per the advice of the local weather service;  
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<tbody>
<tr>
<td>(b) Directly supervise or have a primary staff person directly supervise children, with the staff-to-child ratios observed, whenever children play in any area with a body of water;</td>
<td>(A) Early learning providers must ensure children are dressed appropriately for the weather;</td>
</tr>
<tr>
<td>(c) Make hot tubs, spas, or jet tubs inaccessible with a tub cover that is locked; and</td>
<td>(b) Lightning storm, tornado, hurricane, or flooding, if there is immediate or likely danger to the children;</td>
</tr>
<tr>
<td>(d) Not use five gallon buckets or similar containers for infant or toddler water play.</td>
<td>(c) Earthquake;</td>
</tr>
</tbody>
</table>
| **WAC 170-296A-5250**  
Bodies of water outside and near licensed space  
(1) The licensee must make the following bodies of water inaccessible to children in care, and have a written safety plan approved by the department for: | (d) Air quality emergency ordered by a local or state air quality authority or public health authority; |
| (a) Ponds, lakes, storm retention ponds, ditches, fountains, fish ponds, landscape pools or similar bodies of | (e) Lockdown order by a public safety authority; |
| or | (f) Other similar incidents. |
| (16) If there is a garden in the early learning program outdoor play space the following requirements must be met: | **(16)** If there is a garden in the early learning program outdoor play space the following requirements must be met: |
| (a) The garden must not be located near animal pens or enclosures; | (a) The garden must not be located near animal pens or enclosures; |
| (b) If gardening directly in the ground, soil must be free from agricultural or industrial contaminants; such as lead or arsenic; | (b) If gardening directly in the ground, soil must be free from agricultural or industrial contaminants; such as lead or arsenic; |
| (c) If gardening in raised beds, new, bagged gardening soil, organic soil, or potting soil, purchased from a gardening supply store or other retail store, must be used; | (c) If gardening in raised beds, new, bagged gardening soil, organic soil, or potting soil, purchased from a gardening supply store or other retail store, must be used; |
| (d) Garden beds must be made of materials that will not leach chemicals into the soil, such as but not limited to wood treated with CCA, reclaimed railroad ties, or tires; | (d) Garden beds must be made of materials that will not leach chemicals into the soil, such as but not limited to wood treated with CCA, reclaimed railroad ties, or tires; |
| (e) Water used must come from a private well approved by the local health jurisdiction or | (e) Water used must come from a private well approved by the local health jurisdiction or |
Standards Alignment - Environment

| Water located outside and near (in close proximity to) the licensed space, regardless of whether the body of water is on or off the premises; or |
| WAC 170-296A-5050 |
| Bouncing equipment prohibited |
| The licensee must not use or allow the use of bouncing equipment including, but not limited to, trampolines, rebounders and inflatable equipment. This requirement does not apply to bounce balls with or without handles for use by individual children. |
| WAC 170-296A-5075 |
| Playground equipment—Ground cover—Fall zones |
| (1) The licensee must not place climbing play equipment on concrete, asphalt, packed soil, lumber, or similar hard surfaces when being used by children. |
| (2) The ground under swings and play equipment intended to be climbed must be covered by a shock absorbing material. Grass alone is from a public water system; |
| (f) All herbicides and pesticides must be administered per manufacturer directions and not applied during program hours. Children must not apply herbicides or pesticides and must not have access to the garden per the timeframe noted on the product; and |
| (g) Toxic plants, or plants with poisonous leaves such as, but not limited to, tomato, potato, or rhubarb, must not be grown in licensed outdoor areas accessible to children. |
| (17) Equipment which is designed to be permanently anchored must not be placed over septic tank areas and drain fields and must be installed according to the manufacturer’s directions and meet the CPSC standards in effect at the time of installment. |
| (18) Hand-made playground equipment must be maintained for safety and removed when no longer safe or within three years of implementation of the rules. |
| (19) If the early learning provider has bouncing equipment including, but not limited to, trampolines, rebounders and inflatable equipment, it must be inaccessible and not in the early learning program space. This requirement does not apply to bounce balls with or without handles for use by individual children.
not an acceptable ground cover material under swings or play equipment intended to be climbed. Acceptable ground cover includes:

(a) Pea gravel - At least nine inches deep;

(b) Playground wood chips - At least nine inches deep;

(c) Shredded recycled rubber - At least six inches deep; or

(d) Other department approved material.

(3) A six-foot fall zone must surround all equipment that has a platform over forty-eight inches tall that is intended to be climbed.

(4) The fall zone area must extend at least six feet beyond the perimeter of the play equipment. For swings, the fall zone must be the distance to the front and rear of the swing set equal to or greater than twice the height of the top bar from which the swing is suspended.

(5) Swing sets must be positioned further away from structures to the front and rear of the swing set. The distance to the front and rear of the swing set from any playground equipment or other structure must be the distance equal to or greater than twice the height of the top bar from which the swing is suspended.
Standards Alignment - Environment

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

The Standards Alignment writing:
- Considered Environment Rating Scales, CPSC and ASTM standards to evaluate outdoor play areas, CFOC Standard 5.2.9.12 Treatment of CCA Pressure-Treated Wood. A penetrating coating (e.g., oil based, semi-transparent stain should be applied every six months to all CCA treated surfaces to which a child may have access. Rational: CPSC advises that arsenic exposure in children from contact with CCA treated wood playground structures is estimated to be about 3.5 micrograms each day that includes a playground visit. CCA treated wood is found extensively in outdoor structures, furniture, and play equipment built prior to December 31, 2003. If a wooden structure was built prior to 12-31-03, and is not of a rot-resistant type of wood (e.g. redwood, cedar) it is safe to assume it does not contain arsenic. Children are exposed to arsenic through hand to mouth activity. To help eliminate the risk of exposure to arsenic from CCA treated wood it is recommended it be replaced. If this is not feasible, replacing the components children come in contact with the most (E.g. handrails, retaining walls) will limit their exposure.
- Considered CPSC and ASTM standards as referenced throughout the Caring for Our Children Health and Safety Performance Standards regarding outdoor space and equipment. Using the CPSC and ASTM references allows for flexibility when and if the CPSC and ASTM standards change. WAC will not have to be rewritten when changes are made.
- Considered CFOCB 3.1.3.1 Active Opportunities for Physical Activity to guide standards for children’s healthy growth and development opportunities, 5.3.1.1/5.5.0.6/5.5.0.7 Safety of Equipment, Materials and Furnishings, 6.1.0.6/6.1.0.8/6.3.1.1 Location of Play Areas near Bodies of Water/Enclosures for Outdoor Play Areas/Enclosure of Bodies of Water, 6.2.3.1 Prohibited Surfaces for Placing Climbing Equipment and 6.2.5.1 Inspection of Indoor and Outdoor Play Areas and Equipment.
- Included “shade structures” as recommended from CFOC 3rd edition 6.1.0.7 Shading of Play Area.
- Included temperature standards and children being dressed appropriately for the weather from Snohomish Health District, “Outdoor Play”.
- Established foundational measures, ensuring that a child’s basic developmental needs are met and for progression steps to be
Standards Alignment - Environment

Clear when providers are enrolled in Early Achievers and moving from Level 1 to higher levels.

### Activities – Program and Activities

<table>
<thead>
<tr>
<th>Family Home WAC</th>
<th>Center WAC</th>
<th>Proposed WAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>WAC 170-296A-4200</td>
<td>WAC 170-295-2010</td>
<td>(1) The early learning provider must have materials and equipment available that is age and developmentally appropriate and must include an adequate supply as appropriate for each age group to meet individual, developmental, and cultural needs of children in care. These materials and equipment must be:</td>
</tr>
<tr>
<td>Toys, equipment, and recalled items.</td>
<td>What types of play materials, equipment and activities must I provide for children? You must:</td>
<td>(a) Washable or disposable and clean;</td>
</tr>
<tr>
<td></td>
<td>(1) Provide a variety of easily accessible learning and play materials of sufficient quantity to implement the centers program and meet the developmental needs of children in care.</td>
<td>(b) Nonpoisonous or free of toxins and meet “ASTM D-4236”;</td>
</tr>
<tr>
<td></td>
<td>(2) Have a current daily schedule of activities and lesson plans that are designed to meet the children's developmental, cultural, and individual needs. The toys, equipment and schedule must be:</td>
<td>(c) For infants, toddlers, or children at those developmental levels, large enough to avoid swallowing or choking;</td>
</tr>
<tr>
<td></td>
<td>(a) Specific for each age group of children; and</td>
<td>(d) In good and safe working condition;</td>
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<tr>
<td></td>
<td>(b) Include at least one activity daily for each of the following (you can combine several of the following for one activity):</td>
<td>(e) Be child-sized or adapted for use by young children;</td>
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<tr>
<td></td>
<td>(i) Child initiated activity (free play);</td>
<td>(f) Allow for a range of abilities;</td>
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<tr>
<td></td>
<td>(ii) Staff initiated activity (organized play);</td>
<td>(g) Accessible at child’s height so they can find, use, and return materials independently;</td>
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<tr>
<td></td>
<td>(iii) Individual choices</td>
<td>(h) Accommodating to meet the special needs of any child enrolled in care; and</td>
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<tr>
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<td></td>
<td>(i) Be removed from the premises as soon as the early learning provider becomes aware that an item has been recalled.</td>
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<tr>
<td></td>
<td></td>
<td>(2) The early learning provider must ensure that there is a sufficient quantity and variety of materials and equipment to engage all children present in the program, including, but not limited to, arts and crafts</td>
</tr>
<tr>
<td>WAC 170-296A-6575</td>
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<tr>
<td>Activities to promote child growth and development</td>
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<tr>
<td>The licensee must provide activities that support each child’s developmental stage including:</td>
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<tr>
<td>(1) Social, emotional and self-development</td>
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<tr>
<td>(2) Positive self-concepts;</td>
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<tr>
<td>(3) Language and literacy;</td>
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<tr>
<td>(4) Physical development, including daily opportunities to develop the child’s small and large muscles;</td>
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<td>(5) Spatial concepts (including but</td>
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<tr>
<td>not limited to, math and science,</td>
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<tr>
<td>The licensee must maintain equipment, toys or other items in the child care in good and safe working condition. The licensee must remove a recalled item as soon as the licensee becomes aware that the item used in the licensee's child care operation has been recalled.</td>
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<td>(2) Have a current daily schedule of activities and lesson plans that are designed to meet the children's developmental, cultural, and individual needs. The toys, equipment and schedule must be:</td>
<td></td>
<td></td>
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<tr>
<td>(a) Specific for each age group of children; and</td>
<td></td>
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<tr>
<td>(b) Include at least one activity daily for each of the following (you can combine several of the following for one activity):</td>
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<td></td>
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<tr>
<td>(i) Child initiated activity (free play);</td>
<td></td>
<td></td>
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<tr>
<td>(ii) Staff initiated activity (organized play);</td>
<td></td>
<td></td>
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<tr>
<td>(iii) Individual choices</td>
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</tbody>
</table>
### Standards Alignment - Environment

<table>
<thead>
<tr>
<th>Toys and Play Materials</th>
<th>Art materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>The licensee must provide toys, objects, and other play materials that are:</td>
<td>(1) All prepackaged art materials used in the family home child care must be labeled &quot;nontoxic&quot; and as conforming to or meeting &quot;ASTM D-4236.&quot; This does not apply to food items used as art materials, bulk paper, or items from the natural environment.</td>
</tr>
<tr>
<td>(1) Washable and clean;</td>
<td>(2) Infants, toddlers, and preschool age children must be closely supervised when using art materials.</td>
</tr>
<tr>
<td>(2) Nonpoisonous or free of toxins; and</td>
<td></td>
</tr>
<tr>
<td>(3) For infants, toddlers, or children at those developmental levels, large enough to avoid swallowing or choking</td>
<td></td>
</tr>
<tr>
<td>WAC 170-296A-6600</td>
<td>WAC 170-295-2030</td>
</tr>
<tr>
<td>Toys and Play Materials</td>
<td>How should staff interact with children?</td>
</tr>
<tr>
<td>WAC 170-296A-6625</td>
<td></td>
</tr>
<tr>
<td>Art materials</td>
<td></td>
</tr>
<tr>
<td>(1) Washable and clean;</td>
<td>(2) For infants, toddlers, or children at those developmental levels, large enough to avoid swallowing or choking</td>
</tr>
<tr>
<td>(2) Nonpoisonous or free of toxins; and</td>
<td>(3) You must ensure the lesson plan, daily schedule of events, available toys and equipment contains a range of learning experiences to allow each child the opportunity to:</td>
</tr>
<tr>
<td>(3) For infants, toddlers, or children at those developmental levels, large enough to avoid swallowing or choking</td>
<td>(a) Gain self-esteem, self-awareness, self-control, and decision-making abilities;</td>
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<td></td>
<td>(b) Develop socially, emotionally, intellectually, and physically;</td>
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<td></td>
<td>(c) Learn about nutrition, health, and personal safety; and</td>
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<td></td>
<td>(d) Experiment create and explore.</td>
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<td></td>
<td>(8) Ensure the center’s program affords the child daily opportunities for small and large muscle activities, outdoor play, and exposure to language development and books;</td>
</tr>
<tr>
<td>WAC 170-295-2030</td>
<td></td>
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<tr>
<td>How should staff interact with children?</td>
<td>(a) Encourage active physical play and quiet play activities, e.g. ball, bean bags, jump ropes, hula-hoops, riding toys, developmentally appropriate climbing equipment, musical instruments and dancing scarves;</td>
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<td></td>
<td>(b) Promote imagination and creativity, e.g. blocks, sand, water, play dough, dramatic play areas, manipulatives and art materials;</td>
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<td></td>
<td>(c) Promote language development and literacy skills, e.g. interactive storybook reading, writing materials, pattern blocks, alphabet games, rhymes and songs, felt boards and puppets;</td>
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<td></td>
<td>(d) Promote numeracy and spatial ability, e.g. blocks, matching and sorting toys and cards, counting objects, nested cups, measuring and balance items, beads and bead patterns and calendar activities;</td>
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<td></td>
<td>(e) Encourage discovery and exploration, e.g. 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 pet; and</td>
</tr>
<tr>
<td></td>
<td>(f) Promote learning skills, e.g. same/different toys and activities, classifying and sorting toys, simple games to help understand rules and cooperation, blocks and accessories, and music.</td>
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<tr>
<td>Standards Alignment - Environment</td>
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<tr>
<td>To facilitate interactions between the staff and children that are nurturing, respectful, supportive and responsive, you must:</td>
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<tr>
<td>(3) Provide age-appropriate opportunities for the child to grow and develop intellectually. Examples include:</td>
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<tr>
<td>(a) Reading readiness skills;</td>
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<tr>
<td>(b) Language skills development;</td>
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<tr>
<td>(c) Encouraging the child to ask questions;</td>
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<td>(d) Counting;</td>
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<td>(e) Matching objects;</td>
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<td>(f) Differentiating between large and small; and</td>
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<tr>
<td>(g) Sorting.</td>
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<td>(4) Help each child solve problems with intervention as necessary;</td>
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<tr>
<td>(5) Encourage children to be creative in their projects;</td>
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<tr>
<td>(6) Allow independence in selecting routine activities and projects;</td>
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<tr>
<td>(7) Show tolerance for mistakes;</td>
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<tr>
<td>(8) Encourage children to try new activities; and</td>
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<tr>
<td>(9) Honor all children’s race, religion, culture, gender, physical ability and family structure.</td>
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</tr>
</tbody>
</table>

**Justification:**
The family home and center licensing regulations have been streamlined to avoid inconsistencies and duplications establishing a common set of clear and measurable rules that support enhancement of quality of early learning programs across all spectrums and
Standards Alignment - Environment

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

The Standards Alignment writing:

- Considered CFOCB and CFOC 3rd edition 5.3.1.1/5.5.0.6/5.5.0.7 Safety of Equipment, Materials and Furnishings
- Embeds research based standards knowing that a child’s earliest experiences in life deeply influence the trajectory of the future for that child. Evidence indicates that a nurturing and stimulating environment gives the child the highest potential for their healthy development and success in life.
- Established foundational measures, ensuring that a child’s basic developmental needs are met and for progression steps to be clear when providers are enrolled in Early Achievers and moving from Level 1 to higher levels.

Activities – Use of TV, video, and/or computers

<table>
<thead>
<tr>
<th>Family Home WAC</th>
<th>Center WAC</th>
<th>Proposed WAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>WAC 170-296A-6650 If the licensee or staff provide screen time for children in care, the screen time must:</td>
<td>There is no current center WAC regarding this issue.</td>
<td>(1) If the early learning provider offers screen time to children in care:</td>
</tr>
<tr>
<td>(1) Be educational, and developmentally and age appropriate;</td>
<td></td>
<td>(a) The screen time available for each child must be educational, developmentally and age appropriate, non-violent and culturally sensitive;</td>
</tr>
<tr>
<td>(2) Have child-appropriate content; and</td>
<td></td>
<td>(b) The screen time must be interactive (e.g., staff help children focus on the story on the screen, and less on the sounds and movements, asking questions and having children point to pictures or talk about what is happening);</td>
</tr>
<tr>
<td>(3) Not have violent or adult content.</td>
<td></td>
<td>(c) Children must not be required to participate in screen time activities;</td>
</tr>
<tr>
<td>WAC 170-296A-6675 Screen time – Limitations</td>
<td></td>
<td>(d) Alternative activities must be provided while TV/computer is in use;</td>
</tr>
<tr>
<td>The licensee or staff must:</td>
<td></td>
<td>(e) Screen time must not occur during meals</td>
</tr>
<tr>
<td>(1) Limit screen time for any child</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Standards Alignment - Environment

| to less than two hours per day during operating hours | (2) Not require children to participate in screen time; |
| (3) Provide alternative activities to screen time; and | (4) Place children at least 3 feet away from a television screen. |

**WAC 170-296A-6700**

The licensee must minimize exposure to screen time for any child under the age of two by:

1. Providing alternative activities for the child;
2. Moving the child away from direct view of the screen; and
3. Positioning the child so the child is not able to view the screen

- **(f)** Total screen time must not exceed 1 hour daily for each individual child;
- **(g)** Computer use must be limited to 15 minutes per child daily for preschool children, unless directly related to department approved curriculum;
- **(h)** Computer use must be limited to 30 minutes per child daily for school age children, unless directly related to department approved curriculum or homework activity; and
- **(i)** No use of screen time for children under 24 months of age.

**Justification:**

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

The Standards Alignment writing:
Embeds research based national standards knowing that a child’s earliest experiences in life deeply influence the trajectory of the future for that child. Evidence indicates that a nurturing and stimulating environment gives the child the highest potential for their healthy development and success in life.

Established foundational measures, ensuring that a child’s basic developmental needs are met and for progression steps to be clear when providers are enrolled in Early Achievers and moving from Level 1 to higher levels.

Considered the timeframes, interactive and passive use of screen time from AAP recommendations as well as Research Based Guidelines for Screen Use for Children Under 3 years old, Lerner, 2014, Tapping into Technology, Fairfax County Office for Children.

### Activities – Promoting acceptance of diversity

<table>
<thead>
<tr>
<th>Family Home WAC</th>
<th>Center WAC</th>
<th>Proposed WAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>WAC 170-296A-6775</td>
<td>No current WAC</td>
<td>(1) The early learning provider must:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(a) Provide culturally or racially diverse learning opportunities evidenced by curriculum, activities and materials that represent all children, families and staff in the program as well as the diversity in society. These may include a variety of, but not limited to:</td>
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<tr>
<td></td>
<td></td>
<td>(i) Diverse dolls, books or pictures, games, music from many cultures or materials in children’s primary language;</td>
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<td>(ii) Materials that show diversity in a variety of ways; and</td>
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<td></td>
<td>(iii) A balance of different ethnic and cultural groups, ages, abilities, family styles, or gender.</td>
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<td>(b) Ensure that all early learning program staff show no bias; as evidenced in training and observation; and</td>
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<tr>
<td></td>
<td></td>
<td>(c) Intervene appropriately to counteract bias shown by children or other adults. This may include, but is not limited to:</td>
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<td>(i) Not ignoring bias that they observe;</td>
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</tbody>
</table>
Standards Alignment - Environment

(ii) Being aware of situations that may involve possible bias and responding appropriately; and
(iii) Take action when they observe bias by children or adults and redirect appropriate conversation or actions.

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

The Standards Alignment writing:
- Embeds research based standards knowing that a child’s earliest experiences in life deeply influence the trajectory of the future for that child. Evidence indicates that a nurturing and stimulating environment gives the child the highest potential for their healthy development and success in life.
- Considered All About books to alter the original WAC to include the materials in the environment related to representing the cultures and ethnicity of families as well as the requirement that staff intervene to counteract prejudice among children and adults.
- Established foundational measures for progression steps to be clear when providers are enrolled in Early Achievers and moving from Level 1 to higher levels.

<table>
<thead>
<tr>
<th>Family Home WAC</th>
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</tr>
</thead>
<tbody>
<tr>
<td>WAC 170-296A-2700 Emergency flashlight</td>
<td>WAC 170-295-5020 How do I maintain a safe environment?</td>
<td>(1) The early learning provider must maintain the indoor and outdoor early learning program space and equipment free from hazards and in safe working condition.</td>
</tr>
<tr>
<td>The licensee must have a working flashlight available for use as an emergency light source and extra</td>
<td>(1) You must maintain the building, equipment and</td>
<td>(2) The early learning provider must prevent high</td>
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</table>
batteries if the flashlight is powered by batteries.

WAC 170-296A-2775

**Telephone**

(1) The licensee must have a working telephone in the licensed space.

(2) The licensee must have a telephone readily available with sufficient backup power to function for at least five hours in the event of an electrical power outage.

WAC 170-296A-4100

**Poisons, chemicals and other substances**

(1) The licensee must:

(a) Store poisons inaccessible to children and where poisons will not contaminate food.

(b) If poisons are not in the original container, clearly label the container with the name of the product and the words "poison" or "toxic."

(2) The following describes chemicals and other substances that must be stored inaccessible to children:

(a) Nail polish remover;

(b) Sanitizers and disinfectants;

(c) Household cleaners and detergents;

(d) Toxic plants;

(e) Striking a match in a safe manner that protects the children from injury hazards including but not limited to:

(a) Burns (for example: Chemicals or other potentially flammable substances);

(b) Drowning;

(c) Choking (for example: Ropes, wires, blind cords, fences not meeting requirements);

(d) Cuts (for example: Broken glass, sharp objects, abrasive surfaces);

(e) Entrapments (for example: The following items must not have openings between three and one-half inches and nine inches wide: Deck and fence rails, stair rails or other equipment);

(f) Falls from excessive heights;

(g) Gunshots by ensuring no firearm or another weapon is on the premises;

(h) Hearing loss by keeping noise at a level where a normal conversation can be heard;

(i) Objects falling on the children (for example: Heavy items on open shelving that could fall in an inaccessible to children);

(b) Eliminating all window coverings with pull cords or inner cords capable of forming a loop as provided by RCW 43.215.360;

(i) Window coverings may be allowed that have been manufactured or altered to eliminate the formation of a loop;

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

(c) Preventing strangulation by ensuring straps, strings, cords, wires, or similar items, capable of forming a loop around a child’s neck, are inaccessible to children. Activities using string or yarn and jump ropes must be supervised at all times;

(d) Preventing suffocation by ensuring plastic bags, large enough to pose a hazard, and other suffocation hazards are inaccessible to children;

(e) Storing all poisons, chemicals and toxics, and any product labeled “Keep out of reach of children” inaccessible to children to prevent burns or other injuries; and

(f) Ensuring no firearms, guns, weapons, or
Standards Alignment - Environment

(e) Plant fertilizer;  
(f) Ice melt products;  
(g) Pool chemicals;  
(h) Pesticides or insecticides;  
(i) Fuels, oil, lighter fluid, or solvents;  
(j) Matches or lighters;  
(k) Air freshener or aerosols;  
(l) Personal grooming products including, but not limited to:  
(i) Lotions, creams, toothpaste, or diaper creams when not in use;  
(ii) Liquid, powder, or cream personal hygiene products;  
(iii) Shampoo, conditioners, hair gels or hair sprays;  
(iv) Bubble bath or bath additives;  
(v) Makeup or cosmetics.  
(m) Dish soap, dishwasher soap or additives;  
(n) Tobacco products, including cigarette/cigar butts and contents of ashtrays; or  
(o) Alcohol, open or unopened.

WAC 170-296A-4250
Indoor temperature
The indoor temperature must be no less than:
(1) Sixty degrees Fahrenheit when children are sleeping or napping; and  
(2) Sixty-five degrees Fahrenheit earthquake or similar emergency);  
(j) Pinches from equipment (for example: Broken or cracked areas);  
(k) Poison (such as cleaning supplies or lead-based paint);  
(l) Puncture (for example: Equipment, building edges or playground equipment with sharp points or jagged edges);  
(m) Shear or crush (for example: Lawn and garden equipment used for yard maintenance);  
(n) Shock by electricity;  
(o) Trap (for example: Compost bins, old freezers, dryers or refrigerators); and  
(p) Trip (for example: Cable wires, ropes, jagged or cracked walkways).

(2) To further prevent injuries, you must:
(a) Provide child height handrails on at least one side of the steps, stairways, and ramps;  
(b) Provide guardrails for elevated play areas and stairs;  
(c) Use listed tamper resistant receptacles or use tamper resistant, nonmoveable, nonremovable cover plates in areas accessible to children preschool age and younger;  
(d) Shield light bulbs and tubes by using a protective barrier to

ammunition are on the premises of a center based early learning services program and stored in a locked gun safe or locked room in a family home early learning program. If stored in a locked room, each gun must be stored unloaded and with a trigger lock or other disabling device.

(3) The early learning provider must prevent other hazards by:
(a) Preventing cuts, abrasions, and punctures by ensuring equipment and premises do not have sharp edges, points or corners, protruding nails, bolts, or other dangers;  
(b) Preventing sheering, crushing, or pinching, by ensuring broken or cracked equipment are inaccessible to children;  
(c) Preventing splinters by ensuring that all items made of wood or material that splinters, is sanded and sealed;  
(d) Preventing entrapment in freezers, washers, dryers, compost bins, or other dangers by keeping these items inaccessible to children;  
(e) Preventing tripping hazards such as cable wires, ropes, jagged or cracked walkways, damaged flooring or carpeting or other possible hazards;  
(f) Preventing objects from falling on children, televisions, chests, bookshelves, or other hazardous items; and  
(g) Ensuring equipment with loose or rusty parts, as well as flaking paint, or other dangers are inaccessible to children;  

(4) The early learning provider must ensure a safe
when the majority of the children are awake.

WAC 170-296A-4275
Fans, air conditioning or cross ventilation
The licensee must use a fan, air conditioner or cross ventilation in licensed space when the inside temperature exceeds eighty degrees Fahrenheit. Fans and air conditioners must be kept inaccessible to the children.

WAC 170-296A-4300
Window coverings
(1) Window coverings with pull cords or inner cords capable of forming a loop are prohibited as provided by RCW 43.215.360.
(2) Window coverings may be allowed that have been manufactured or altered to eliminate the formation of a loop.
(3) A window covering may not be secured to the frame of a window or door used as an emergency exit in any way that would prevent the window or door from opening easily.

WAC 170-296A-4325
Stairs
(1) If there are stairs in the licensed space, the licensee must:
(a) Keep the stairway well lit;
(b) Keep the stairway free of

prevent shattering into child-accessible areas, food, and storage areas;
(e) Provide screens for windows or limit the opening capability of any windows within reach of children to less than three and one-half inches. Windows with limited opening capabilities cannot be the designated fire escape window. Windows protected with guards must not block outdoor light or air in areas used by children;
(f) Provide a barrier for glass areas such as windows or sliding glass doors that extend down to the child’s eye level by placing a barrier between the child and glass or something placed on the glass at the child’s eye level such as stickers or art work so that the child does not try to go through the solid glass;
(g) Not place cribs, play pens, bassinets, infant beds, indoor climbing structures next to windows unless of safety glass; and
(4) You must implement a method to monitor entrance and exit doors to prevent children from exiting the buildings unsupervised. You may use:
(a) A door alarm;

environment by:
(a) Keeping the indoor temperature no less than sixty-five degrees Fahrenheit and no higher than seventy-five degrees Fahrenheit during the winter or eighty-two degrees Fahrenheit during the summer;
   i. A fan, air conditioner or cross ventilation must be used in licensed space when the indoor temperature exceeds eighty-two degrees Fahrenheit. Fans and air conditioners must be kept inaccessible to the children.
   (b) Providing a barrier for glass areas such as windows or sliding glass doors that extend down to the child’s eye level by placing a barrier between the child and glass or something placed on the glass at the child’s eye level such as stickers or art work so that the child does not try to go through the solid glass;
   (c) Providing screens for opened windows. Windows within the reach of children must open less than three and one-half inches;
   (d) Ensuring all areas of the early learning program have natural or artificial light that provides adequate illumination for facility activities and supervision:
   (i) All light fixtures have shatter-resistant covers or shatter-resistant light bulbs;
   (ii) All lights or light fixtures used indoors are intended for indoor use only;
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- (c) Have a handrail not higher than thirty-eight inches high or sturdy slats on one side of the stairs.
- (2) The licensee must provide a pressure gate, safety gate, or a door to keep the stairs inaccessible to infants and toddlers when not in use.
- (3) Openings between slats or on pressure gates or safety gates must not be larger than three and one-half inches wide.

**WAC 170-296A-4350**

**Electrical outlets, cords and power strips**

- (1) The licensee must provide tamper-resistant outlet covers or receptacles in areas accessible to children. As used in this section "tamper-resistant receptacle" also means tamper-resistant outlets or child safety outlets that have automatic shutters which allow insertion of electrical plugs but block insertion of other objects.
- (2) Interior outlets near sinks, tubs or toilets must be:
  - (a) Tamper-resistant ground fault circuit interrupter (GFCI) type; or
  - (b) Made inaccessible to the children.
- (3) Electrical cords must be:
  - (a) Secured to prevent a tripping hazard; or
  - (b) A bell that can be heard throughout the building;
  - (c) Adult supervision at the exits;
  - (d) Other method to alert the staff (you may not lock the door to prevent an exit. It is against the fire code).

**WAC 170-295-5150**

Are there temperature requirements for my facility?

- (1) You must maintain all rooms used by children at temperature of:
  - (a) Sixty-eight degrees Fahrenheit to 75 degrees Fahrenheit during winter months; and
  - (b) Sixty-eight degrees Fahrenheit to 82 degrees Fahrenheit during the summer months.
- (2) In addition, you must:
  - (a) Equip the room or building with a mechanical air cooling system or equivalent when the inside temperature of child-occupied areas exceeds 82 degrees Fahrenheit. This includes but is not limited to, swamp coolers, fans, air conditioners, or drip systems;
  - (b) Not take children outdoors during extremes temperatures that put children at risk for physical harm.
- (iii) Free standing lamps and table lamps must be secured to prevent tipping; and
- (iv) Halogen lamps and halogen bulbs are not used.

- (e) Ensuring noise is at a level where a normal conversation can be heard;
- (f) Ensuring all water, accessible to children is not hotter than 120 degrees Fahrenheit;
- (g) Ensuring all stairs are safe by:
  - (i) Keeping the stairway well lit;
  - (ii) Keeping the stairway free of clutter;
  - (iii) Have a handrail not higher than thirty-eight inches high or sturdy slats on one side of the stairs;
  - (iv) Providing a gate or a door to keep the stairs inaccessible to infants and toddlers when not in use, openings between slats or on gates must not be larger than three and one-half inches wide.
- (h) Ensuring outdoor stairs with four or more steps **meet local building codes** and must have slats (balusters) or a handrail not higher than thirty-eight inches high on at least one side. Openings between the slats must be no wider than three and one-half inches. This requirement does not apply to outdoor play equipment with stairs; and
- (i) Ensuring all platforms or decks **meet local building codes** (not including play equipment) used at any time for child care activities, with a drop zone of more than eighteen...
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hazard;
   (b) In good working order, not torn or frayed and without any exposed wire; and
   (c) Plugged directly into an outlet or a surge protector.
(4) Power strips with a surge protector may be used and must be made inaccessible to the children.
(5) Extension cords may be used only for a brief or temporary purpose and must be plugged directly into an outlet or into a surge protected power strip.
WAC 170-296A-4360
Area lighting
   (1) In the licensed space, lighting must be bright in the children's activity areas, eating areas and the bathroom.
   (2) All other areas in the licensed space must have lighting so children are safe.
170-296A-4375
Lighting safety
   (1) When ceiling-mounted light fixtures are in the licensed space accessible to children, the licensee must provide one or more of the following:
      (a) Shatter-resistant covers;
      (b) Shatter-resistant light bulbs;
      or
harm.
   (5) The early learning provider must prevent electricity hazards by:
      (a) Providing tamper-resistant receptacles, equipped with automatic shutters which allow insertion of electrical plugs, in areas accessible to children;
      (b) Interior outlets near sinks, tubs or toilets, or other water sources, must be tamper-resistant ground fault circuit interrupter (GFCI) type or made inaccessible to children;
      (c) Ensuring all electrical cords are in good working condition, not torn or frayed and without exposed wires; and:
         (i) Plugged directly into an outlet or a surge protector;
         (ii) Power strips with surge protectors may be used but must be made inaccessible to the children; and
         (iii) Extension cords may be used only for a brief or temporary purpose and must not replace direct wiring.
      (d) Ensure no electrical device, accessible to children, could be plugged into an electrical outlet near a water source, such as sink, tub, water table, or swimming pool;
(6) The early learning program must have the following in case of emergency or other needs:
      (a) Have a working flashlight or other emergency lighting device available for
Standards Alignment - Environment

(c) Otherwise make the light fixtures safe.
(2) The licensee must not:
  (a) Allow bare light bulbs in any play space;
  (b) Use lights or light fixtures indoors that are intended or recommended for outdoor use; or
  (c) Use halogen lamps in any area accessible to children during operating hours.

WAC 170-296A-4400

Exit doors

(1) "Exit door" means any door in the licensed space that opens to the exterior of the home. Emergency exit doors are covered in WAC 170-296A-4500.

(2) The licensee must have a method on exit doors to alert the licensee or staff when an exit door is opened. The licensee may use a chime, bell, alarm, or other device as an alert method.

(3) An exit door that is not designated as an emergency exit door may be locked during operating hours. The door knob or handle must be of the type that can be opened from the inside without use of a key, tools, or special knowledge, and must automatically unlock when the door knob or handle is turned.

use as an emergency light source. If the flashlight is powered by batteries, there must be an extra battery for each flashlight accessible to the early learning provider during an emergency.

(b) Have a working telephone in the licensed space. The phone must be readily available with sufficient backup power to function for at least five hours in the event of an electrical power outage.

(7) The early learning provider must ensure that all exit doors meet the following requirements:
  (a) An exit door that is not designated as an emergency exit door may be locked during operating hours. 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) Any interior door in the early learning program space that locks must be able to be unlocked from either side. An unlocking device must be readily available; and
  (c) In family home early learning programs, at least one exit door must be of the pivoted or side-hinged swinging type. Other exit doors may be sliding glass doors.
(4) At least one exit door must be of the pivoted or side-hinged swinging type. Other exit doors may be sliding glass doors.

WAC 170-296A-4425

Night latches, deadbolts and security chains

When overnight care is provided, the licensee must have a department approved safety plan in place before using any of the following on an exit door that is not used as an emergency exit:

1. Night latches;
2. Deadbolts; or

WAC 170-296A-4450

Interior door and locks

An interior door is any door that does not exit to the exterior of the home. Any interior door in the licensed space that locks must be able to be unlocked from either side. An unlocking device must be readily available for staff to unlock any interior door when a child is locked in.

WAC 170-296A-4725

Guns and other weapons

1. The licensee must store guns, ammunition and other weapons inaccessible to children in a:
   a. Locked gun safe; or
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(b) Locked room.

(2) If stored in a locked room, each gun must be stored unloaded and with a trigger lock or other disabling feature.

WAC 170-296A-4950

Rails on platforms, decks, and stairs

(1) Platforms or decks (not including play equipment) used at any time for child care activities with a drop zone of more than eighteen inches must have guardrails in any area where there are no steps.

(2) Outdoor stairs with four or more steps must have slats (balusters) or a hand rail not higher than thirty-eight inches high on at least one side. Openings between the slats must be no wider than three and one-half inches. This requirement does not apply to outdoor play equipment with stairs.

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

The Standards Alignment writing:
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- Considered information from CFOCB and CFOC 3rd edition 3.4.6.1 Strangulation Hazards, 5.1.6.6 Guardrails and Protective Barriers, 5.2.4.2 Safety Covers and Shock Protection Devices for Electrical Outlets, 5.2.4.4 Location of Electrical Devices near Water, 5.3.1.1/5.5.0.6/5.5.0.7 Safety of Equipment, Materials and Furnishings, 5.5.0.8 Firearms, 6.2.5.1 Inspection of Indoor and Outdoor Play Areas and Equipment to establish new standards.
- Established foundational measures, ensuring that a child’s basic developmental needs are met and for progression steps to be clear when providers are enrolled in Early Achievers and moving from Level 1 to higher levels.

<table>
<thead>
<tr>
<th>Safety – Fire Safety</th>
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<tbody>
<tr>
<td><strong>Family Home WAC</strong></td>
</tr>
<tr>
<td>Combustible and flammable materials</td>
</tr>
<tr>
<td>(1) The licensee must not allow combustible materials (including, but not limited to, lint, or rags soaked in grease, oils, or solvent) to accumulate; those items must be removed from the building or stored in a closed metal container.</td>
</tr>
<tr>
<td>(2) The licensee must store items labeled &quot;flammable,&quot; in areas that are inaccessible to children and away from exits.</td>
</tr>
<tr>
<td>WAC 170-296A-2600</td>
</tr>
<tr>
<td>Furnaces and other heating devices</td>
</tr>
<tr>
<td>(1) The licensee must keep paper, rubbish, or combustible materials at least three feet away from any furnace, fireplace, or other heating device.</td>
</tr>
<tr>
<td>(2) A furnace must be inaccessible to the children, isolated, enclosed or protected.</td>
</tr>
</tbody>
</table>
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(3) Any appliance or heating device that has a hot surface capable of burning a child must be made inaccessible to the children in care during operating hours when the appliance or device is in use or is still hot after use.

WAC 170-296A-2625
Electrical motors
The licensee must keep electrical motors on appliances free of accumulated dust or lint.

WAC 170-296A-2650
Inspection of fireplaces, wood stoves, or similar wood-burning heating devices
Any chimney, fireplace, wood stove or similar wood-burning device in use in the licensed home must be inspected yearly unless the licensee provides a written statement that the chimney, fireplace, wood stove or similar wood-burning device will not be used at any time.

WAC 170-296A-2675
Open flame devices, candles, matches and lighters
(1) Except as provided in WAC 170-296A-2650 or kitchen ranges using natural gas or propane, the staff at all times.

(6) You must maintain a flashlight or other emergency lighting device in working condition.

(i) Storing all items labeled “flammable,” in areas that are inaccessible to children and away from exits.

(b) Furnaces and other heating devices.
Keeping paper, rubbish, or combustible materials at least three feet away from any furnace, fireplace, or other heating device.
(i) Making the furnace inaccessible to the children, isolated, enclosed, or protected; and
(ii) Making any appliance or heating device that has a hot surface capable of burning a child, reaching 110 degrees Fahrenheit, inaccessible to the children in care during operating hours when the appliance or device is in use or is still hot after use.

(c) Electrical motors.
Keeping electrical motors on fans and appliances free of accumulated dust or lint.

(d) Open flame devices, candles, matches and lighters.
Not allowing the use of open flame devices in the early learning program space or any space accessible to children during operating hours, except for the department approved gas kitchen range, where applicable.
(i) Not allowing the use of candles during operating hours; and
(ii) Keeping matches and lighters inaccessible to children.

(e) Portable heaters and generators.
Not
licensee must not use or allow the use of open flame devices in the licensed space or any space accessible to the children during operating hours.

(2) The licensee must not use or allow the use of candles during operating hours.

(3) The licensee must keep matches and lighters inaccessible to children.

WAC 170-296A-2725
Portable heaters and generators

(1) The licensee must not use or allow the use of portable heaters or fuel powered generators in any area inside of the family home child care or building during operating hours.

(2) When a portable fuel-powered generator is in use:
   (a) The generator must be placed at least fifteen feet from buildings, windows, doors, ventilation intakes, or other places where exhaust fumes may be vented into the home; and
   (b) Appliances must be plugged directly into the generator or to a heavy duty outdoor-rated extension cord that is plugged into the generator.

(f) Fireplaces, woodstoves or similar wood-burning heating devices. Having any chimney, fireplace, gas burning fireplace, wood stove or similar word-burning device in use in the licensed premise inspected annually, by a department approved inspector, unless the early learning provider supplies a written statement that the chimney, fireplace, wood stove or similar word-burning device not be used at any time.

(g) Fire alarm, smoke and carbon monoxide detection. Having and maintaining working fire alarm systems and smoke and carbon monoxide detectors in the early learning program space applicable to National and State Building and Fire Codes. In addition:
   (i) Family home early learning programs...
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WAC 170-296A-2950
Smoke and carbon monoxide detectors

(1)(a) The licensee must have and maintain working smoke detectors in the home.

(b) At least one smoke detector must be located:

   (i) In each licensed sleeping area; and
   (ii) On each level of the home.

(c) Smoke detectors must be placed on the ceiling or wall, but not on the wall above any door.

(2) The licensee must have and maintain working carbon monoxide detectors in the home as provided in RCW 19.27.530 and WAC 51-51-0315.

(3) One extra battery for each smoke detector and each carbon monoxide detector must be kept on the premises.

WAC 170-296A-2975
Additional method to sound an alarm

In addition to working smoke detectors, the licensee must have an additional method to sound an alarm that is used only in a fire, emergency situation or drill.

must have at least one smoke detector located:

   i. In each licensed sleeping area;
   ii. On each level of the home; and
   iii. On the ceiling or wall, but not on the wall above any door.

(ii) Family home early learning programs must have and maintain working carbon monoxide detectors in the home as provided in RCW 19.27.530 and WAC 51-51-0315.

(h) **Additional method to sound an alarm.**
Having a department approved additional method to sound an alarm that is used only in a fire, emergency situation or drill.

(i) **Extinguishers.** Having and maintaining working fire extinguishers, minimum 2A:10 BC, readily available. The fire extinguishers must be:

   (i) Located on each level of the early learning program space used by children;
   (ii) Mounted within 75 feet along the path of an exit; and
   (iii) If mounted within a closet, there must be a sign indicating location of extinguisher with no obstructions blocking access to the closet.

(j) **Monthly inspections.** Each early learning provider must inspect the early learning program space, or their classroom, once each month to identify fire hazards and
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WAC 170-296A-3000
Fire extinguishers
(1) The licensee must have working fire extinguishers, minimum 2 A: 10 BC, readily available. A fire extinguisher must be:
   (a) Located on each level of the home used for child care; and
   (b) Mounted:
      (i) Within seventy-five feet of an exit; and
      (ii) Along the path of an exit.
(2) A fire extinguisher may be mounted in a closed unlocked closet. There must be:
   (a) A sign on the closet door to indicate that a fire extinguisher is mounted inside; and
   (b) No obstructions blocking access to the closet.
(3) The licensee must have documentation on file of annual:
   (a) Fire extinguisher maintenance; or
   (b) Proof of purchasing new extinguishers.

WAC 170-296A-3025
Fire extinguisher, smoke/carbon monoxide detector use and testing
The licensee and staff must demonstrate to the licensor how to:
(1) Use fire extinguishers;
   (2) Take action to eliminate any hazards found.
   The early learning provider must:
      (i) Involve the lead early learning program staff responsible for a child or group of children to monitor the facility or their classroom to identify and eliminate the hazards.
      (ii) Keep records of monthly inspections for department review for the following:
         (A) Extinguishers;
         (B) Smoke detectors;
         (C) Alternate alarms; and
         (D) Emergency lighting, if any;
(2) Test and operate the smoke detectors;
(3) Test and operate carbon monoxide detectors if required under WAC 170-296A-2950; and
(4) Test alternate alarm device(s).

WAC 170-296A-3050
Monthly fire inspection
The licensee must inspect the home once each calendar month to identify possible fire hazards and take action to eliminate any hazards found. If the licensee employs a primary staff person, the primary staff person must participate in monthly fire hazard inspections. The licensee must keep records of monthly inspections.

WAC 170-296A-4475
Emergency exit pathways
The licensee must keep pathways to all emergency exits free from clutter and obstructions. Emergency exits and pathways to emergency exits are licensed space.

WAC 170-296A-4500
Emergency exits—General
(1) Each level of the home (floor) used for licensed child care space

<table>
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<tr>
<td>(4) Test alternate alarm device(s).</td>
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<td>WAC 170-296A-3050 Monthly fire inspection</td>
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must have at least two emergency exits that open directly to the exterior of the home.

(a) The emergency exits on each floor must be remotely located from each other, at opposite ends of the building or as widely spaced as possible.

(b) One exit must be an emergency exit door as defined in WAC 170-296A-4525 and the other exit may be a door or an emergency window as defined in WAC 170-296A-4550.

(2) Every room used for child care, except bathrooms, must have two separate ways to exit that must be:

(a) An emergency exit door and emergency exit window leading directly to the exterior of the building;

(b) An emergency exit door or emergency exit window and an interior door or doorway leading to an emergency exit pathway; or

(c) Two separate doors or doorways leading to two separate emergency exit pathways.

See WAC 170-296A-4575 for additional requirements for rooms used for sleeping or napping.

(3) If child care is provided in a
basement or level of the home accessed by an interior stairway, the stairway must have a self closing door at the top or bottom. As used in this section "basement" means the portion of the home that is partly or completely below grade.

(4) Any basement approved for licensed child care must have two means of emergency exit, which may be one of the following:

(a) Two emergency exit doors that exit directly to the exterior of the home without entering the first floor; or

(b) One of the two emergency exits is an emergency exit window or emergency exit door, and the other exit is an interior stairway that leads to an emergency exit.

WAC 170-296A-4525
Emergency exit doors

(1) An emergency exit door must open to the exterior of the home.

(2) Any door used as an emergency exit door must:

(a) Remain unlocked from the inside during operating hours; and

(b) Be easy to open to the full open position.

(3) If the emergency exit door opens to a landing that is four feet
(forty-eight inches) or more above grade, the landing must lead to a stairway or ramp to get to ground level.

WAC 170-296A-4550
Emergency exit windows

(1) Any window used as an emergency exit window must:
   (a) Remain unlocked during operating hours, except a manufacturer-installed latch may be latched;
   (b) Be designed to open from the inside of the room without the use of keys, tools or special knowledge; and
   (c) Be easy to open to the full open position.

(2) An emergency exit window must be at least five point seven square feet of opened area, except emergency exit windows on the ground floor may be five square feet of opened area. When open, the window opening must be at least:
   (a) Twenty inches wide; and
   (b) Twenty-four inches tall.

(3) An emergency exit window must have an interior sill height of forty-four inches or less above the interior floor. If the interior sill height is more than forty-four inches above the interior floor, a sturdy platform
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(which may be a table or other device) may be used to make the distance forty-four inches or less to the interior window sill. The platform must be in place below the window sill at all times during operating hours.

(4) An emergency exit window must have a place to land outside that is forty-eight inches or less below the window which may be either:
   (a) The ground; or
   (b) A deck, landing or platform constructed to meet current building codes.

WAC 170-296A-4575
Emergency exits from areas used only for sleeping/napping areas
Each room used for sleeping or napping must have two ways to exit:
(1) One exit must be an emergency exit door or emergency exit window leading directly to the exterior of the building;
   (2) The other exit may be an interior door leading to an emergency exit pathway.

WAC 170-296A-4600
Commercial use areas—Fire wall
(1) The licensed space must have
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A fire resistant wall separating the child care space from any space used as a commercial:

(a) Kitchen;
(b) Boiler;
(c) Maintenance shop;
(d) Laundry;
(e) Woodworking shop;
(f) Storage where flammable or combustible materials are stored;
(g) Painting operation;
(h) Automobile or boat building or repair;
(i) Parking garage;
(j) Other similar commercial operation.

(2) Emergency exits pathways must not exit to or go through the commercial space.

### Justification:

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

The Standards Alignment writing:
- Considered information from CFOCB 5.1.1.3 and CFOC 3rd edition, Compliance with Fire Prevention Code indicating that all programs should comply with a “state approved or nationally recognized fire prevention code, such as the National Fire Protection Association (NFPA) 101: Life Safety Code”.

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Alignment Advisory Review Only (June 24-July 15, 2016)
Standards Alignment - Environment

- Considered information from CFOCB and CFOC 3rd edition, 5.2.9.5 Carbon Monoxide Detectors.
- Considered comments and input from State Fire Marshal.

### Safety – Water Hazards, wading pools and swimming pools

<table>
<thead>
<tr>
<th>Family Home WAC</th>
<th>Center WAC</th>
<th>Proposed WAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>WAC 170-296A-5175</td>
<td>WAC 170-295-5050</td>
<td>(1) To prevent injury or drowning and ensure the health and safety of children, the early learning provider will:</td>
</tr>
<tr>
<td>Wading pools – Defined – supervision</td>
<td>How can I make sure water activities are as safe and sanitary as possible?</td>
<td><em>(a)</em> Make the following bodies of water inaccessible to children in care with a locking mechanism (e.g., locking cover for hot tub), physical barrier such as a non-climbable wooden or chain link fence with no openings greater than two inches and that is at least five feet tall:</td>
</tr>
<tr>
<td><em>(1)</em> A wading pool:</td>
<td><em>(1)</em> To ensure that the children are safe with a swimming pool on the premises, you must:</td>
<td><em>(i)</em> Hot tubs, spas, jet tubs;</td>
</tr>
<tr>
<td><em>(a)</em> is an enclosed pool with water depth of two feet or less measured without children in the pool; and</td>
<td><em>(a)</em> Ensure that pools are inaccessible to children when not in use;</td>
<td><em>(ii)</em> Ponds, lakes, storm retention ponds, ditches, fountains, fish ponds, landscape pools or similar bodies of water with a depth of two or more inches of water located outside and near (in close proximity to) the early learning program space, regardless of whether the body of water is on or off the premises; or</td>
</tr>
<tr>
<td><em>(b)</em> Can be emptied and moved.</td>
<td><em>(c)</em> Follow any guidelines established by our local health jurisdiction or the state department of health;</td>
<td><em>(iii)</em> Uncovered well, septic tank, below grade storage tank, farm manure pond or similar hazard.</td>
</tr>
<tr>
<td><em>(2)</em> When a wading pool on the premises is intended for use by the children, the licensee must:</td>
<td><em>(2)</em> You must prohibit children from using or having access to a hot tub spa, small portable wading pools, whirlpool, or other similar equipment.</td>
<td><em>(b)</em> Equip swimming pools with a five foot high fence with no slats or openings greater than two inches; gates with self-latching devices at entrance and exit points; locks on each gate; and a device to open the locks kept inaccessible to children but readily available for the staff.</td>
</tr>
<tr>
<td><em>(b)</em> Obtain written permission from each parent or guardian to allow the child to use a wading pool;</td>
<td><em>(c)</em> Not use the swimming pool if the main drain</td>
<td><em>(c)</em> Not use the swimming pool if the main drain</td>
</tr>
<tr>
<td><em>(e)</em> use a door alarm or bell to warn staff that children are entering the outdoor area when pool water could be accessed, or keep the wading pool empty when not in use;</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>(f)</em> empty the pool daily; and</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>(g)</em> Clean and disinfect the pool as provide in WAC 170-296A-0010 daily or immediately if the pool is soiled with urine, feces, vomit, or blood.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WAC 170-296A-5200</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Standards Alignment - Environment

#### Swimming pools defined – Barriers and supervision

1. A swimming pool is a pool that has a water depth greater than two feet.

2. When there is a swimming pool on the premises the licensee must provide:
   - A door alarm or bell on each door opening to the pool area to warn staff when the door is opened;
   - A five-foot high fence that blocks access to the swimming pool. When the fence has slats the openings between slats must not be wider than three and one-half inches wide;
   - Gates with a self-latching device at entrance and exit points to the swimming pool and lock each gate; and
   - An unlocking device that is inaccessible to children but readily available to the licensee or staff.

3. The licensee must maintain the swimming pool according to manufacturer’s specifications, including cleaning and sanitizing.

4. When the swimming pool on the premises is used by the children:
   - The licensee must obtain written permission from the

| (d) Not use 5 gallon buckets or similar containers for infant or toddler water play; |
| (e) Empty and sanitize after each use and more often if necessary when using a water table or similar container. |
| (f) When using a wading pool (an enclosed pool with water depth of two feet or less measured without children in the pool) or swimming pool (a pool that has a water depth greater than two feet) on the premises intended for use by child care children: |

   - Use a door alarm audible in licensed areas on all doors and/or screens leading to the area to warn staff when children enter the outdoor area where the pool/s could be accessed;
   - Empty, clean and disinfect a wading pool daily or immediately if the wading pool is soiled with urine, feces, vomit or blood;
   - Maintain the swimming pool according to manufacturer’s specifications, including cleaning and sanitizing and follow any guidelines established by your local health jurisdiction; and
   - Ensure children in diapers or toilet training wear swim pants to lower the risk of contaminating the water.

See supervision requirements in WAC XXXX
Standards Alignment - Environment

parent or guardian of each child using the swimming pool;

(e) Children in diapers or toile training must wear swim pants to lower the risk of contaminating the water.

WAC 170-296A-5225
Bodies of water or water hazard on the licensed premises.
(1) (a) As used in WAC 170-296A-5150 through 170-296A-5250 a “body of water” is a natural area or man-made area or device that contains or holds more than two inches of water;

(b) “Body of water” does not include a wading pool as defined in WAC 170-296A-5175, a water activity table, small bird baths or rain puddles with a water depth of two inches or less.

(2) When children are in care the licensee must:

(a) Make any body of water in the licensed space inaccessible with a physical barrier (not to include a hedge or vegetation barrier) or fence that is at least five feet tall, except as provided in subsection (c) of this section. When a fence has slats or open grids, openings must not be wider than three and one-half inches.
Standards Alignment - Environment

(c) Make hot tubs spas, or jet tubs inaccessible with a tub cover that is locked; and
(d) Not use five gallon buckets or similar containers for infant or toddler water play.

WAC 170-296A-5250
Bodies of water outside and near licensed space.
(1) The licensee must make the following bodies of water inaccessible to children in care, and have a written safety plan approved by the department for:
   (a) Ponds, lakes, storm retention ponds, ditches, fountains, fish ponds, landscape pools or similar bodies of water located outside and near (in close proximity to) the licensed space, regardless of whether the body of water is on or off the premises; or
   (b) Any uncovered well, septic tank, below grad storage tank; farm manure pond or similar hazards that are on the premises.
(2) Unless attending a swimming or water play activity, when outside the licensed premises the licensee or staff must keep children from having access to bodies of water that pose a drowning hazard;
**Justification:**
The family home and center licensing regulations have been streamlined to avoid inconsistencies and duplications establishing a common set of clear and measurable rules that support enhancement of quality of early learning programs across all spectrums and settings. The new standards are heavily based on the child development, health and safety foundation to provide the best outcomes for children in care. Ongoing attention was given in the standards alignment process to racial equity, cultural humility, linguistic diversity, individualization and inclusion, as well as the specific environmental and professional needs of family home and center early learning programs. The revised federal Child Care development Block Grant (CCDBG) and Washington State Early Start Act regulations and requirements have guided the department’s intentional framework in aligning and setting the standards forth to provide high quality, equitable, safe, healthy, and developmentally appropriate childcare services to the WA youngest learners.

The Standards Alignment writing:
- Considered information from CFOCB and CFOC 3rd edition 2.2.0.4 Supervision near Water regarding active and constant supervision of children during any water activities or access to bodies of water. The pool main drain cover was added due to the “Virginia Graeme Baker Pool and Spa Safety Act” due to a child death as a result of a faulty mechanism.
- Considered information from CFOCB 6.3.5.2 Water in Containers to immediately empty potential water hazard items.

### Food and Nutrition – Meals and Snack Schedule

<table>
<thead>
<tr>
<th>Family Home WAC</th>
<th>Center WAC</th>
<th>Proposed WAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>WAC 170-296A-7625 Meal and snack schedule.</td>
<td>WAC 170-295-3150 How many meals and snacks must I serve?</td>
<td>(1) The early learning provider must serve meals and snacks based on the following:</td>
</tr>
<tr>
<td>(1) The licensee must offer meals and snacks to the children in care at intervals of at least two hours apart and no more than three hours unless the child is asleep.</td>
<td>(1) The number of meals or snacks you must serve is based on the number of hours you are open. You must serve at least:</td>
<td>(a) If children are in care for nine hours or less, at least one meal and two snacks or two meals and one snack should be served;</td>
</tr>
<tr>
<td>(2) The licensee must offer a snack to children arriving from school.</td>
<td></td>
<td>(b) If children are in care longer than nine hours, two meals and two snacks or three snacks and one meal should be served;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(c) Meals and snacks must be served at intervals not less than two hours and not more than three and one-half hours apart; and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(d) Breakfast or morning snack must be made available.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(2) The early learning provider must also offer:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(a) A snack or meal for children arriving after</td>
</tr>
</tbody>
</table>
(b) Over nine hours

(i) Two snacks and two meals; or
(ii) Three snacks and one meal.

(2) You must also offer:

(a) Food at intervals not less than two hours and not more than three and one-half hours apart;

(b) Breakfast or snack to children in morning care whether or not the child ate before arriving at the center;

(c) Breakfast to the child in nighttime care if the child remains at the center after the child’s usual breakfast time;

(d) A snack or meal for children arriving after school;

(e) Dinner to children in nighttime care if the children are at the center after their usual dinnertime or have not had dinner; and

(f) An evening snack to children in nighttime care.

(b) Dinner to children in nighttime care if the children are at the center after their usual dinnertime or have not had dinner;

(c) An evening snack to children in nighttime care; and

(d) Breakfast to the children in nighttime care if the child remains in care after the child’s usual breakfast time.

(3) The early learning provider must also offer daily opportunities after meal or snack time for tooth brushing activities and education.
Standards Alignment - Environment

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

The Standards Alignment writing:
- Utilized the meal and snack schedules based on the Child and Adult Care Food Program (CACFP) standards per USDA guidelines.
- Considered information from CFOCB and CFOC 3rd edition 3.1.5.1 recommends that “caregivers/teachers should promote good oral hygiene through learning activities including the habit of regular tooth brushing”.

<table>
<thead>
<tr>
<th>Food and Nutrition – Menus, Milk, Food and Food Allergies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Family Home WAC</strong></td>
</tr>
<tr>
<td>WAC 170-296A-7500</td>
</tr>
<tr>
<td>Food must meet USDA guidelines.</td>
</tr>
<tr>
<td>The licensee must provide meals and snack foods to children in care according to the current edition of the U.S. Department of Agriculture (USDA) - Child and adult care food program (CACFP) charts for the ages of children in the licensee’s care.</td>
</tr>
<tr>
<td>WAC 170-296A-7600</td>
</tr>
<tr>
<td>Serving milk.</td>
</tr>
<tr>
<td>(1) The licensee must serve milk according to the ages of the children</td>
</tr>
</tbody>
</table>
### Standards Alignment - Environment

<table>
<thead>
<tr>
<th>If the age of the child is:</th>
<th>Then the fat content of the milk must be:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Under 12 months</td>
<td>Full strength formula or full strength breast milk unless there is specific written instructions from a licensed health care provider.</td>
</tr>
<tr>
<td>(b) Between 12 months and 24 months</td>
<td>Full strength whole milk or breast milk unless there is specific written instruction from a licensed health care provider.</td>
</tr>
<tr>
<td>(c) Over 24 months</td>
<td>With or without fat content of providers or parents choice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WAC 170-295-3160</th>
</tr>
</thead>
<tbody>
<tr>
<td>What kind of food and menus must I have?</td>
</tr>
<tr>
<td>(a) Prepare, date, and conspicuously post menus one week or more in advance, containing the meals and snacks to be served;</td>
</tr>
</tbody>
</table>

### Food Allergies or Special Dietary Needs

1. The early learning provider must not serve sugary drinks, including fruit drinks, sports drinks, sweetened tea, vitamin waters, soda and flavored milks.

2. The early learning provider must limit 100% fruit juice to no more than 4 ounces for children aged 1-5 years and 6 ounces for children over age 5 per day.

### Food Allergies or Special Dietary Needs

3. The early learning provider must obtain written instructions 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 (refer to WAC XXX) must:
   (a) Identify foods to avoid and steps to take in case of an allergic reaction; and
   (b) Be a specific treatment plan to respond if an allergic reaction occurs, including the names, doses, and methods of administration of any medications that the child should receive in the event of a reaction. The plan should indicate the need to administer one or more medications if needed and include specific symptoms.

4. Parents/guardians and staff must arrange for the facility to have necessary medications, proper storage of such medications, and the equipment and training to manage the child’s
(b) Provide two weeks or more of meal and snack menu variety before repeating the menu;
   (c) Keep six months of past menus on-site for inspection by the department;
   (d) Make substitutions of comparable nutrient value and record changes on the menu, when needed;
   (e) Provide daily a minimum of one serving of Vitamin C fruit, vegetable, or juice;
   (f) Provide three or more times weekly foods high in Vitamin A; and
   (g) Maintain at least a three day supply of food and water for emergency purposes based on the number of children in child care.

(2) Meals eaten at the center must contain the following:
   (a) Each breakfast meal the child eats at the center must contain:
      (i) A fruit or vegetable or one hundred percent fruit or vegetable juice.
      (ii) A dairy product (such as milk, cheese, yogurt, or cottage cheese).
      (iii) A grain product (such as bread, cereal, rice cake or bagel).
   (b) Each lunch and dinner meal the child eats at the center must contain:

   ---

food allergy while the child is at the early learning program.

(6) Early learning program staff must promptly and properly administer prescribed medications in the event of an allergic reaction according to the instructions in the care plan.

(7) The early learning program staff must immediately notify the parents or guardians of any suspected allergic reactions, the ingestion of the problem food, or contact with the problem food, even if a reaction did not occur.

(8) The early learning program staff must immediately contact the emergency medical services system whenever epinephrine has been administered.

(9) The early learning program staff must advise parents or guardians of all children in the child’s class to avoid any known allergens in class treats or special foods brought into the early learning program setting.

(10) The early learning provider must prominently post in the classroom the individual child’s food allergies where staff can view and/or wherever food is served.

(11) The early learning program staff must routinely carry the written child care plan, a mobile phone, and the proper medications for appropriate treatment if the child develops an acute allergic reaction on field trips.

(12) The early learning provider can require parents to supply food for supplements and special diets.
Standards Alignment - Environment

(i) A dairy product (such as milk, cottage cheese, yogurt, cheese);  
(ii) Meat or meat alternative (such as beef, fish, poultry, legumes, tofu, or beans;  
(iii) A grain product (such as bread, cereal, bagel, or rice cake);  
(iv) Fruits or vegetables (two fruits or two vegetables or one fruit and one vegetable to equal the total portion size required). When juice is served in place of a fruit or vegetable it must be one hundred percent fruit or vegetable juice.

(3) When meals are not provided by the center you must:  
(a) Notify parents in writing that meals they provide for their children must meet the daily nutritional requirements;  
(b) Provide adequate refrigeration for keeping potentially hazardous foods (such as meats of any type, cooked potato, cooked legumes, cooked rice, sprouts, cut melons or cantaloupes, milk, cheese);  
(c) Refrigerate foods requiring refrigeration at 45 degrees Fahrenheit or less and keep frozen foods at 10 degrees Fahrenheit or less until they are cooked or consumed.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>(4) Each snack the child eats at the center must include at least two of the following four components:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(a) A milk product (such as milk, cottage cheese, yogurt, cheese);</td>
</tr>
<tr>
<td></td>
<td>(b) A meat or meat alternative (such as meat, legumes, beans, egg);</td>
</tr>
<tr>
<td></td>
<td>(c) A grain product (such as cereal, bagel, rice cake or bread); and</td>
</tr>
<tr>
<td></td>
<td>(d) Fruit or vegetable.</td>
</tr>
<tr>
<td>(5) Each snack or meal must include a liquid to drink. The drink could be water or one of the required components such as milk, fruit or vegetable juice.</td>
<td></td>
</tr>
<tr>
<td>(6) You may allow parents to bring in snacks for all the children that may not meet the nutritional requirements on special occasions such as birthdays. The snacks provided by parents must be limited to store purchased:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(a) Uncut fruits and vegetables; and</td>
</tr>
<tr>
<td></td>
<td>(b) Foods prepackaged in original manufacturer's containers.</td>
</tr>
<tr>
<td>(7) If a child has a food allergy or special menu requirements due to a health condition, you must:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(a) Receive written directions from the child's health care provider</td>
</tr>
</tbody>
</table>
Standards Alignment - Environment

and parent to provide nutritional supplements (such as iron), a medically modified diet (such as a diabetic or an allergy diet). For allergy diets, the parent and child's health care provider must identify the foods the child is allergic to;
(b) Post each child's food allergies in locations where food is prepared and served;
(c) Include the allergies on the individual health care plan;
(d) Specify an alternative food with comparable nutritive value; and
(e) Notify staff of the allergies and reactions. NOTE: You can require parents to supply food for supplements and special diets.

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

The Standards Alignment writing:
- Used information gathered from the USDA Creditable Food Guide, a component of CACFP. CACFP “charts” typically refers to the CACFP meal pattern which lists out the meal and snack components. However the “meal pattern” does not specify the
Standards Alignment - Environment

- Considered Caring for Our Children Basics and Caring for Our Children, 3rd edition, which recommends in 4.2.0.3 the use of U.S. Department of Agriculture (USDA), Child and Adult Care Food Program (CACFP) Guidelines—“Programs should serve nutritious and sufficient foods that meet the requirements for meals of the child care component of the USDA CACFP as referenced in 7CFR 226.20”.
- Considered Caring for Our Children Basics and Caring for Our Children, 3rd edition which recommends in 4.2.0.10 that each child with food allergies should have a detailed written care plan, specific staff training be required, off-site requirements for staff when traveling with children with individual care plans, parent or guardian communication and posting.
- Established foundational measures, ensuring that a child’s basic developmental needs are met and for progression steps to be clear when providers are enrolled in Early Achievers and moving from Level 1 to higher levels.

### Food and Nutrition – Parent or guardian provided food

<table>
<thead>
<tr>
<th>Family Home WAC</th>
<th>Center WAC</th>
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</tr>
</thead>
<tbody>
<tr>
<td>WAC 170-296A-7525</td>
<td>WAC 170-295-3160 (3)(a)-(c)</td>
<td>(1) The early learning provider may allow a parent or guardian to provide alternative food for their child if a written food plan is completed and signed by the parent or guardian and the early learning provider.</td>
</tr>
<tr>
<td>Parent or guardian-provided food</td>
<td>(3) When meals are not provided by the center you must:</td>
<td>(2) A written food plan may include accommodations for:</td>
</tr>
<tr>
<td></td>
<td>(a) Notify parents in writing that meals they provide for their children must meet the daily nutritional requirements;</td>
<td>(a) The child's medical needs;</td>
</tr>
<tr>
<td></td>
<td>(b) Provide adequate refrigeration for keeping potentially hazardous foods (such as meats of any type, cooked potato, cooked legumes, cooked rice, sprouts, cut melons or cantaloupes, milk, cheese);</td>
<td>(b) Special diets;</td>
</tr>
<tr>
<td></td>
<td>(c) Refrigerate foods requiring refrigeration at 45 degrees Fahrenheit or less and keep frozen foods at 10 degrees Fahrenheit or less until they are cooked or consumed.</td>
<td>(c) Religious or cultural preference; or</td>
</tr>
<tr>
<td></td>
<td>(3) If food provided by the parent or guardian does not meet the USDA CACFP meal pattern it must be supplemented by the early learning program.</td>
<td>(d) Family preference.</td>
</tr>
<tr>
<td></td>
<td>(4) The early learning program that requires parents or guardians to provide food must ensure the food provided meets the USDA CACFP meal pattern. If it does not, then the early learning program must supplement the food.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(5) If food is provided by the parent or guardian, the early learning provider must;</td>
<td></td>
</tr>
</tbody>
</table>
Standards Alignment - Environment

| guardian with foods listed in the USDA CACFP requirements if the food provided by the parent or guardian does not meet the nutritional needs of the child. | (6) You may allow parents to bring in snacks for all the children that may not meet the nutritional requirements on special occasions such as birthdays. 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. | (a) Provide adequate refrigeration for keeping potentially hazardous foods (such as meats of any type, cooked potato, cooked legumes, cooked rice, sprouts, cut melons or cantaloupes, milk, cheese) safe; and
(b) Refrigerate foods requiring refrigeration at 41 degrees Fahrenheit or less and keep frozen foods at 10 degrees Fahrenheit or less until they are cooked or consumed.

| | (6) The early learning provider may allow parents to bring in snacks for all the children that may not meet the nutritional requirements on special occasions such as birthdays. 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. |

| What are approved food sources? | (2) Prepare all food on site unless it is provided by a:
(a) Parent for individual children. |

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

| | The Standards Alignment writing: | Used information gathered from CACFP as well as the Washington state, Department of Health WAC 332-036, Food and Beverage Workers Manual, May, 2013. |
| | | Considered Caring for Our Children Basics and Caring for Our Children, 3rd edition, which recommends in 4.2.0.3 the use of U.S. Department of Agriculture (USDA), Child and Adult Care Food Program (CACFP) Guidelines—“Programs should serve... |
nutritious and sufficient foods that meet the requirements for meals of the child care component of the USDA CACFP as referenced in 7CFR 226.20”.

- Considered Caring for Our Children Basics and Caring for Our Children, 3rd edition, which recommends in 4.9.0.1 that programs should conform to the U.S. Food and Drug Administration (FDA) Food Code and State and Local Rules regarding safe food protection and sanitation practices.

### Standards Alignment - Environment

**Food and Nutrition – Food Service and Equipment**

<table>
<thead>
<tr>
<th>Family Home WAC</th>
<th>Center WAC</th>
<th>Proposed WAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>WAC 170-296A-7550 Home canned foods.</td>
<td>WAC 170-295-3170 What are the food service standards I am required to meet?</td>
<td><strong>Food Worker Requirements</strong></td>
</tr>
<tr>
<td>The licensee must not serve home canned foods due to the risk of botulism poisoning.</td>
<td>You must maintain on site at least one person with a Washington state department of health food handler's permit to:</td>
<td>(1) The early learning program staff must:</td>
</tr>
<tr>
<td>WAC 170-296A-7650</td>
<td>(1) Monitor and oversee food handling and service at the center; and</td>
<td>(a) Follow the basic principles in the Department of Health (DOH) food code, WAC 246-215 (link); and</td>
</tr>
<tr>
<td>(1) The licensee or staff may:</td>
<td>(2) Provide orientation and ongoing training as needed for all staff involved in food handling.</td>
<td>(b) Monitor and oversee all food preparation and service.</td>
</tr>
<tr>
<td>(a) Serve each child individually; or</td>
<td>Anyone cooking full meals must have a food handlers permit.</td>
<td>(2) The early learning provider or staff person with a current food worker card must be present at all times whenever meals and snacks are prepared.</td>
</tr>
<tr>
<td>(b) Serve family style in serving containers that allow each child the opportunity to serve themselves.</td>
<td>WAC 170-295-3180 What are approved food sources?</td>
<td><strong>Food Sources</strong></td>
</tr>
<tr>
<td>(f) Be respectful of each child's cultural food practices; and</td>
<td>You must:</td>
<td>(3) The early learning provider must prepare or serve food that is not tampered with or spoiled and is obtained from an approved source that is licensed and inspected by the local health jurisdiction or the Washington State Department of Agriculture (WSDA).</td>
</tr>
<tr>
<td>(g) Sit with children during meals when possible.</td>
<td>(1) Prepare or serve food that is not tampered with or spoiled and is obtained from an approved source including, but not limited to, a licensed caterer, a food service company or a grocery store. Food sources that are not approved</td>
<td></td>
</tr>
<tr>
<td>WAC 170-296A-7675 Food handler permits</td>
<td>WAC 170-295-3180 What are approved food sources?</td>
<td>(a) Meat, fish, poultry, eggs, or milk that has not been inspected by the USDA, WSDA, or from a source inspected at the point of sale;</td>
</tr>
<tr>
<td>(1) New license applicants must obtain a current state food handler permit prior to being licensed.</td>
<td>You must:</td>
<td>(4) Food sources that are not approved to serve to children in care include:</td>
</tr>
<tr>
<td>(2) By March 31, 2013, every licensee must obtain and maintain a</td>
<td>(1) Prepare or serve food that is</td>
<td>(a) Meat, fish, poultry, eggs, or milk that has not been inspected by the USDA, WSDA, or from a source inspected at the point of sale;</td>
</tr>
</tbody>
</table>
Standards Alignment - Environment

current state food handler permit.

(3) When the licensee is not present, one staff person with a current state food handler permit must be present whenever food is prepared or served to children in care.

(4) The licensee or staff person with a current state food handler permit must prepare or supervise preparation of all food served to children in care.

(5) The licensee must keep a copy of each individual’s food handler permit on file.

WAC 170-296A-7680

Safe food handling

(1) The licensee and staff must follow the safe food storage, preparation, cooking, holding proper temperature, and serving guidelines in the current edition of the food workers manual prepared by the state department of health.

(2) The licensee and staff must:
   a. Wash their hands as required under WAC 170-296A-3675; and
   b. Not prepare food when ill with vomiting or diarrhea.

WAC 170-296A-7700

Washing dishes

The licensee or staff must wash include:
   a. Left over food that was previously served from outside your center;
   b. Home canned, frozen or prepared food unless it is for the person’s own children;
   c. Donated food from restaurants or caterers that was previously served;
   d. Game meat that has not been inspected by the USDA; and
   e. Donated meat, fish, poultry or milk that is not from a source inspected for sale.

(2) Prepare all food on site unless it is provided by a:
   a. Licensed satellite kitchen, catering kitchen or other source licensed by the local health jurisdiction; or
   b. Parent for individual children.

(3) Have a signed contract or agreement with any satellite kitchen or the catering service that you use. Your contract must include written proof that the caterer and the method of transporting the food are approved by the local health jurisdiction as meeting the requirements of the department of health, chapter 246-215 WAC.

(4) Have a written policy if you

(b) Home canned food;

(c) Self-butchered meat or poultry;

(d) Leftover food that was previously served from outside of the early learning program;

(e) Donated foods; and

(f) Roadside stands selling fruits or vegetables that are not permitted.

(5) The early learning provider must prepare all food on-site unless it is provided by a:
   a. Licensed food service establishment, kitchen or catering facility inspected by the local health jurisdiction; or
   b. Parent for their child.

(6) The early learning provider may serve fruits and vegetables grown in a garden at the early learning program as part of the meal or snack under the following conditions:
   a. Must be thoroughly washed and scrubbed in running cold water to remove soil and other contaminants prior to preparing and serving;
   b. Damaged or bruised areas must be cut away before preparing and serving; and
   c. Produce that shows signs of rotting must be thrown away.

Safe Food Practices

(7) The early learning provider must ensure that:
   a. All staff wash their hands prior to handling, preparing and serving food; and
   b. Any staff person that is ill (coughing, sneezing, vomiting, diarrhea) does not handle.
Standards Alignment - Environment

<table>
<thead>
<tr>
<th>Use a satellite kitchen that describes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) A description of how food will be handled once it is on-site; and</td>
</tr>
<tr>
<td>(b) What back up system you will use if the food does not arrive, not enough food arrives, or the food cannot be served.</td>
</tr>
</tbody>
</table>

WAC 170-295-3190

How can I be sure that the food I serve is safe?

(1) Program staff must follow the safe preparation, cooking, and serving guidelines in the current edition of the food workers manual prepared by the state department of health.

(2) You must develop a system to record the temperature of each perishable food once it arrives from a satellite kitchen or a catering service. The system must include keeping records on site for six months with the following information:

(a) The name and the temperature of the food;
(b) The date and time the temperature was checked; and
(c) The name and signature or recognized initials of the person who is checking and recording the food temperatures.

WAC 170-296A-0010

(dishes thoroughly after each use by one of the following methods:

(1) Automatic dishwasher, using the sanitizing cycle if available; or
(2) Handwashing method, by immersion in hot soapy water, rinse, sanitize as provided in WAC 170-296A-0010 and air dry.

WAC 170-296A-7725

Food containers and utensils

(1) The licensee must not use or allow cookware containers to be used to cook or reheat food in a microwave oven, unless the container is labeled by the manufacturer as "for microwave use," "microwave safe," or similar labeling.

(2) The licensee may use disposable serving containers, dishes and utensils that are sturdy, used only once and thrown away after use.

(3) The licensee must keep sharp utensils and other utensils that may cause serious injury or a choking hazard inaccessible to children when the utensils are not in use.

(4) The licensee must not serve food to infants or toddlers using polystyrene foam (commonly known as styrofoam) cups, bowls and plates.

WAC 170-296A-7750

How can I be sure that the food I serve is safe?

(1) Program staff must follow the safe preparation, cooking, and serving guidelines in the current edition of the food workers manual prepared by the state department of health.

(2) You must develop a system to record the temperature of each perishable food once it arrives from a satellite kitchen or a catering service. The system must include keeping records on site for six months with the following information:

(a) The name and the temperature of the food;
(b) The date and time the temperature was checked; and
(c) The name and signature or recognized initials of the person who is checking and recording the food temperatures.

WAC 170-295-3190

How can I be sure that the food I serve is safe?

(1) Program staff must follow the safe preparation, cooking, and serving guidelines in the current edition of the food workers manual prepared by the state department of health.

(2) You must develop a system to record the temperature of each perishable food once it arrives from a satellite kitchen or a catering service. The system must include keeping records on site for six months with the following information:

(a) The name and the temperature of the food;
(b) The date and time the temperature was checked; and
(c) The name and signature or recognized initials of the person who is checking and recording the food temperatures.
Standards Alignment - Environment

Food preparation area

(1) The licensee or staff must clean and sanitize food preparation and eating surfaces as provided in WAC 170-296A-0010 before and after use. The licensee's food preparation area must:
   (a) Have surfaces that are free of cracks and crevices; and
   (b) Have a floor area made of a material that is resistant to moisture.
(2) The licensee must not allow pets in the food preparation area while food is being prepared or served.
(3) The licensee may use the kitchen for other child care activities provided there is continual supervision of the children.

(3) You may serve previously prepared food that has not been previously served if it was stored at the proper temperature for less than forty-eight hours after preparation. Leftover foods or open foods in the refrigerator must be labeled with the date that they were opened or cooked.

WAC 170-295-3200

How do I safely store food?

You must store food:
(1) In the original containers or in clean, labeled containers that are airtight and off the floor;
(2) In a manner that prevents contamination from other sources;
(3) In an area separate from toxic materials such as cleaning supplies, paint, or pesticides;
(4) That is not past the manufacturer's expiration or freshness date;
(5) In a refrigerator or freezer if cooling is required;
(6) Raw meat, poultry or fish in the refrigerator, below cooked or ready to eat foods;
(7) Foods not requiring refrigeration at least six inches above the floor in a clean, dry, ventilated storeroom or other areas; and

(f) Such as raw meat, poultry or fish in the refrigerator, below cooked or ready to eat foods.

(13) The early learning provider must thaw food by one of the following methods:
   (a) In a refrigerator;
   (b) Under cool running water, in a pan placed in a sink with the stopper removed;
   (c) In a microwave, if the food is to be cooked immediately; or
   (d) As part of the continuous cooking process.

Food Preparation Areas

(14) The early learning provider or staff must clean and sanitize food preparation areas and eating surfaces before and after use.
(15) The early learning program’s food preparation area must have:
   (a) Kitchen walls, counter tops, floors, cabinets and shelves that are:
       (i) Maintained in good repair to include being properly sealed without chips, cracks, or tears; and
       (ii) Moisture resistant.
   (b) A properly vented range hood; and
   (c) A refrigerator, freezer, or a combination refrigerator that is maintained and with sufficient space for proper storage and cooling of food.
(16) Early learning providers in child care centers
### Standards Alignment - Environment

<table>
<thead>
<tr>
<th>(8)</th>
<th>Dry bulk foods not in their original containers, in containers with tight fitting covers. Containers must be labeled and dated.</th>
</tr>
</thead>
<tbody>
<tr>
<td>WAC 170-295-3210</td>
<td><strong>How do I safely thaw foods?</strong></td>
</tr>
<tr>
<td></td>
<td>You must thaw food by one of the following methods:</td>
</tr>
<tr>
<td></td>
<td>(1) In a refrigerator;</td>
</tr>
<tr>
<td></td>
<td>(2) Under cool running water, in a pan placed in a sink with the stopper removed;</td>
</tr>
<tr>
<td></td>
<td>(3) In a microwave, if the food is to be cooked immediately; or</td>
</tr>
<tr>
<td></td>
<td>(4) As part of the continuous cooking process.</td>
</tr>
<tr>
<td>WAC 170-295-3220</td>
<td><strong>What type of kitchen material and equipment is required?</strong></td>
</tr>
<tr>
<td></td>
<td>You need the following equipment to cook and serve meals without restrictions on the type of menus or foods that you can cook, serve or store:</td>
</tr>
<tr>
<td></td>
<td>(1) Kitchen walls, counter tops, floors, cabinets and shelves that are:</td>
</tr>
<tr>
<td></td>
<td>(a) Maintained in good repair to include being properly sealed without chips or cracks;</td>
</tr>
<tr>
<td></td>
<td>(b) Moisture resistant; and</td>
</tr>
<tr>
<td></td>
<td>(c) Maintained in a clean and must have:</td>
</tr>
<tr>
<td></td>
<td>(a) A hand washing sink, (separate from dishwashing facilities), and a separate food preparation sink located in the food preparation area;</td>
</tr>
<tr>
<td></td>
<td>(b) A method to clean and sanitize equipment using:</td>
</tr>
<tr>
<td></td>
<td>(i) A two compartment sink and an automatic dishwasher capable of reaching a temperature of 160 degrees Fahrenheit; or</td>
</tr>
<tr>
<td></td>
<td>(ii) The means to appropriately clean and sanitize dishes and utensils through the use of a three compartment sink method where sink one is used to wash, sink two is used to rinse, and sink three contains a department approved sanitizer, and then air dried.</td>
</tr>
<tr>
<td>(17)</td>
<td>Early learning providers in family home programs must:</td>
</tr>
<tr>
<td></td>
<td>(a) Thoroughly clean and sanitize the food preparation sink prior to use when it is used for other purposes during child care hours. A colander must be used to prevent food items from coming into contact with the sink basin;</td>
</tr>
<tr>
<td></td>
<td>(b) Clean and sanitize equipment using an automatic dishwasher capable of reaching 155 degrees Fahrenheit; or</td>
</tr>
<tr>
<td></td>
<td>(c) Wash, rinse, sanitize (with a department approved sanitizer), then air dry.</td>
</tr>
<tr>
<td>(18)</td>
<td>The early learning provider may use the kitchen for supervised cooking or food preparation activities.</td>
</tr>
</tbody>
</table>
Sanitary condition.

(2) A range with a properly vented hood or exhaust fan, except when serving only snacks;

(3) A refrigerator, freezer or a combination refrigerator with sufficient space for proper storage and cooling of food;

(4) Handwashing facilities located in or adjacent to the food preparation area with handwashing procedures posted at each sink used for handwashing and followed by all persons who participate in food preparation.

(5) A method to clean and sanitize equipment using:
   (a) A two compartment sink and an automatic dishwasher capable of reaching a temperature of 140 degrees Fahrenheit; or
   (b) The means to appropriately clean and sanitize dishes and utensils through the use of a three compartment sink method where sink one is used to wash, sink two is used to rinse, and sink three contains a sanitizing ingredient;

(6) You may use a microwave oven to reheat foods if the food is:
   (a) Rotated or stirred during heating;
   (b) Covered to retain moisture;

(19) The early learning provider must not allow pets, or their open food and water containers, in the food preparation area when children are in care.

Eating and Drinking

(20) The early learning provider must:
   (a) Provide durable and developmentally appropriate individual eating and drinking equipment, or single use disposable items;
   (b) Clean and sanitize in-between use by different children;
   (c) Ensure plastic eating and drinking equipment is BPA free, and free from cracks and chips;
   (d) Use gloves, spoons, or tongs to serve food;
   (e) Serve each child individually or serve family style in serving containers that allow each child the opportunity to serve themselves;
   (f) Sit with children during meals when possible, engaging in conversation; and
   (g) Be respectful of each child's cultural food practices.
Standards Alignment - Environment

<table>
<thead>
<tr>
<th>and</th>
</tr>
</thead>
<tbody>
<tr>
<td>(c) Held for two minutes prior to serving to allow the temperature to spread evenly throughout the food.</td>
</tr>
</tbody>
</table>

WAC 170-295-3230

What type of eating and drinking equipment must I provide?

1. You must provide eating and drinking equipment that is:
   a. Cleaned and sanitized between use by different children;
   b. Free from cracks or chips;
   c. Individual; and
   d. Developmentally appropriate.

2. You must not directly serve food on the table without a plate or paper napkin;

3. You must use gloves, tongs, or spoons to serve food;

4. You may have inclined jet-type drinking fountains. Bubble-type drinking fountains and drinking fountains attached to or part of sinks used for any purpose other than the drinking fountain cannot be used; and

5. You must not have drinking fountains in restrooms.

**Justification:**
The family home and center licensing regulations have been streamlined to avoid inconsistencies and duplications establishing a common set of clear and measurable rules that support enhancement of quality of early learning programs across all spectrums and settings. The new standards are heavily based on the child development, health and safety foundation to provide the best outcomes.
Standards Alignment - Environment

for children in care. Ongoing attention was given in the standards alignment process to racial equity, cultural humility, linguistic diversity, individualization and inclusion, as well as the specific environmental and professional needs of family home and center early learning programs. The revised federal Child Care development Block Grant (CCDBG) and Washington State Early Start Act regulations and requirements have guided the department’s intentional framework in aligning and setting the standards forth to provide high quality, equitable, safe, healthy, and developmentally appropriate childcare services to the WA youngest learners.

The Standards Alignment writing:
- Used information gathered from Department of Health WAC 246-215, adopted from the U.S. Food and Drug Administration (FDA).
- Considered Caring for Our Children Basics(CFOCB) and Caring for Our Children, 3rd edition,(CFOC) which recommends in 4.2.0.3 the Use of U.S. Department of Agriculture (USDA), Child and Adult Care Food Program (CACFP) Guidelines—“Programs should serve nutritious and sufficient foods that meet the requirements for meals of the child care component of the USDA CACFP as referenced in 7CFR 226.20”.
- Considered CFOCB and CFOC 3rd edition, 4.9.0.1- programs should conform to the U.S. Food and Drug Administration (FDA) Food Code and State and Local Rules regarding safe food protection and sanitation practices. (CFOCB) (CFOC 3rd edition) 4.8.0.1 Food Preparation Area Access- children may have access to kitchen areas where hot foods are prepared if they are supervised by adults who are qualified in sanitation and safety procedures.
- Established foundational measures, ensuring that a child’s basic developmental needs are met and for progression steps to be clear when providers are enrolled in Early Achievers and moving from Level 1 to higher levels.

**Health Practices - Handwashing**

<table>
<thead>
<tr>
<th>Family Home WAC</th>
<th>Center WAC</th>
<th>Proposed WAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>WAC 170-296A-3625</td>
<td>WAC 170-295-3040</td>
<td></td>
</tr>
<tr>
<td>Handwashing.</td>
<td>How often must children wash their hands?</td>
<td>Handwashing</td>
</tr>
<tr>
<td>(1) The licensee and staff must follow and teach children proper handwashing procedures. Proper handwashing procedures include:</td>
<td>Children must wash their hands with soap and warm water:</td>
<td></td>
</tr>
<tr>
<td>(a) Wetting hands with warm water;</td>
<td>(1) On arrival at the center;</td>
<td>(a) Wetting hands with warm water;</td>
</tr>
<tr>
<td>(b) Apply soap to the hands;</td>
<td>(2) After using the toilet;</td>
<td>(b) Apply soap to the hands;</td>
</tr>
<tr>
<td>(c) Washing hands;</td>
<td>(3) After the child is diapered;</td>
<td>(c) Washing hands for <strong>20 seconds</strong>;</td>
</tr>
<tr>
<td>(d) Rinsing hands;</td>
<td>(4) After outdoor play;</td>
<td>(d) Rinsing hands;</td>
</tr>
<tr>
<td>(e) Drying hands with a paper towel, single-use cloth towel or air hand dryer</td>
<td>(6) After touching body fluids (such as blood or after nose blowing or</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(e) Drying hands with a paper towel, single-use cloth towel or air hand dryer; and</td>
</tr>
</tbody>
</table>
### Standards Alignment - Environment

<table>
<thead>
<tr>
<th>Standards</th>
<th>Description</th>
</tr>
</thead>
</table>
| WAC 170-296A-3675 | When handwashing is required.  
(1) The licensee and staff must wash their hands and follow proper handwashing techniques:  
(a) Before and after preparing foods, eating, or feeding a child;  
(b) After handling raw or undercooked meat, poultry or fish;  
(c) After using the toilet or helping a child with toileting;  
(d) Before and after diapering a child. If needed during diapering, a disposable hand wipe cloth may be used;  
(e) After touching bodily fluids as described in the licensee's bloodborne pathogens plan;  
(f) After being outdoors with the children;  

(f) Turning off the water with paper towel or single use cloth towel.  

(2) Paper towels must be disposed of after a single use.  

(3) If cloth towels are used, the licensee must wash and sanitize each cloth towel after a single use.  

(4) If an air hand dryer is used, it must have a heat guard to prevent burning and must turn off automatically.  

WAC 170-295-3020 How often must staff wash their hands?  
Staff and volunteers must wash their hands with soap and warm water:  
(1) When arriving at work;  
(2) After toileting a child;  
(3) Before, during (may use wet wipe) and after diapering a child;  
(4) After personal toileting;  
(5) After attending to an ill child;  
(6) Before and after preparing, serving, or eating food;  
(7) Before and after giving medication;  
(8) After handling, feeding or cleaning up after animals;  
(9) After handling bodily fluids;  
(10) After smoking;  
(11) After being outdoors or involved in outdoor play; and  
(12) As needed.  

(f) Turning off the water with paper towel or single use cloth towel.  

(2) The early learning provider must dispose paper towels after a single use.  

(3) The early learning provider must wash and sanitize cloth towels after a single use and soiled towels must be stored in a location that is inaccessible to children.  

(4) If the early learning provider uses an air hand dryer, it must have a heat guard to prevent burning and must turn off automatically.  

(5) The 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:  
    (i) May use a wet wipe in place of handwashing during diapering;  
  (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) Before and after handling, feeding or cleaning up after animals;  
  (j) After handling bodily fluids;  
  (k) After using tobacco products;  
  (l) After being outdoors or involved in outdoor activities.
### Standards Alignment - Environment

| (g) After handling animals or cleaning up animal waste; | (h) As needed. |
| (h) After handling garbage and garbage receptacles; | (j) As needed. |
| (i) Before and after giving medication or applying topical ointment; | (k) As needed. |
| (j) As needed. | (l) After outdoor play; |
| (2) The licensee and staff must direct children to wash their hands or assist children with handwashing: | (m) After gardening activities; |
| (a) Before and after the eating or participating in food activities; | (n) After handling garbage and garbage receptacles; and |
| (b) After toileting or diapering (the licensee may use a diaper wipe to clean hands of a child age zero to six months); | (o) As needed. |
| (c) After touching bodily fluids, including after sneezing, coughing; | (6) Children must wash hands: |
| (d) After outdoor play; | (a) On arrival at the center; |
| (e) After playing with animals or handling animal toys; or | (b) After using the toilet; |
| (f) As needed. | (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); and |
| | (h) Before and after eating or participating in food activities including table setting; and |
| | (i) As needed. |

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

- Considered the handwashing timeframes and procedures gathered from Washington State Department of Health.
- Considered Caring for Our Children Basics (CFOCB) (CFOC 3rd edition) 3.2.2.1 Hand Hygiene, which recommends all program staff, volunteers and children should abide but standards established by U.S. Centers for Disease Control and Prevention (CDC).
- Established foundational measures, ensuring that a child’s basic developmental needs are met and for progression steps to be clear when providers are enrolled in Early Achievers and moving from Level 1 to higher levels.

### Health Practices – Child and Household Member Illness

<table>
<thead>
<tr>
<th>Family Home WAC</th>
<th>Center WAC</th>
<th>Proposed WAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>WAC 170-296A-3210</td>
<td>WAC 170-295-3030</td>
<td>(1) The early learning provider must check all children counting in capacity, for signs of illness when they arrive at the program and throughout the day. The parent or guardian should be notified if the child develops signs or symptoms of illness.</td>
</tr>
<tr>
<td>Contagious disease procedure</td>
<td>When is a child or staff member too ill to be at child care?</td>
<td>(2) When a child or household member becomes ill but does not require immediate medical help, the early learning provider should determine whether or not they should be sent home or isolated. When isolation is needed, the early learning provider must provide a mat or cot in an area away from other children and provide appropriate supervision. The individual should be sent home or isolated if the illness or condition:</td>
</tr>
<tr>
<td>(1) When the licensee becomes aware that he or she, a household member, staff person or child in care has been diagnosed with any of the contagious diseases described in WAC 246-110-010, the licensee must, within twenty-four hours notify:</td>
<td>(a) Your staff must check all children for signs of illness when they arrive at the center and throughout the day.</td>
<td>(a) Prevents them from participating comfortably in normal activities;</td>
</tr>
<tr>
<td>(a) The local health jurisdiction or DOH, except notice is not required for a diagnosis of chickenpox or conjunctivitis;</td>
<td>(2) You must exclude children and staff with the following symptoms from care:</td>
<td>(b) If the need for care is more than the early learning provider can give without compromising the health and safety of other children; or</td>
</tr>
<tr>
<td>(b) The department; and</td>
<td>(a) Diarrhea (three or more watery stools or one bloody stool within twenty-four hours);</td>
<td>(c) Poses a risk of spreading the illness or condition to others.</td>
</tr>
<tr>
<td>(c) Parents or guardians of each of the children in care.</td>
<td>(b) Vomiting (two or more times within twenty-four hours);</td>
<td></td>
</tr>
<tr>
<td>(2) The licensee must follow the health plan before providing care or before readmitting the household member, staff person or child into the child care.</td>
<td>(c) Open or oozing sores, unless properly covered with cloths or with bandages;</td>
<td></td>
</tr>
<tr>
<td>(3) The licensee’s health plan must include provisions for excluding or separating a child, staff person, or household member with contagious</td>
<td>(d) For suspected contagious skin infection such as impetigo and scabies: The child may return twenty-four hours after starting antibiotic treatment; and</td>
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</tbody>
</table>

Alignment Advisory Review Only (June 24-July 15, 2016)
disease as described in WAC 246-110-010 or any of the following:
(a) Fever of one hundred one degrees Fahrenheit or higher measured orally, or one hundred degrees Fahrenheit or higher measured under the arm (axially), if the individual also has:
(i) Earache;
(ii) Headache;
(iii) Sore throat;
(iv) Rash; or
(v) Fatigue that prevents participation in regular activities.
(3) Children and staff who have a reportable disease may not be in attendance at the child care center unless approved by the local health authority.
(4) You must not take ear or rectal temperatures. Oral temperatures can be taken for preschool through school age if single use disposable covers are used over the thermometer.
(5) When a child becomes ill or injured while in your care, you must:
(a) Keep a confidential, individualized, written record in the child’s file that includes the:
(i) Date of an illness or injury;
(ii) Treatment provided while in care; and
(iii) Names of the staff providing the treatment.
(b) Provide a copy of the illness or injury report to the parent; and
(c) Keep a current, written incident log listing date of illness or injury, the child’s name, names of staff
under the arm or by a forehead (temporal artery) scanner, or 101 degrees measured orally for preschool age or older;
(b) An earache, headache, or sore throat;
(c) Vomiting;
(d) Diarrhea, more than one abnormally loose, runny, 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 or oozing sores;
(h) Lice or scabies. Individuals found to have head lice should be excluded at the end of the day and may return to care after receiving the first treatment. Individuals with scabies should be excluded until twenty four hours after starting treatment; or
(i) Fatigue that prevents the individual from participating in regular activities.
(4) When the early learning provider becomes aware that an enrolled child or household member has been diagnosed with a condition listed in the current DOH notifiable conditions list (link), he or she must within twenty-four hours notify:
(a) The department, DOH or local health jurisdiction; and
(b) Parents or guardians of each of the children in care, in writing.
(5) The early learning provider must not take ear or rectal temperatures. Oral temperatures can be taken for preschool through school age.
Standards Alignment - Environment

<table>
<thead>
<tr>
<th>Involved, and a brief description of the incident for tracking and analysis.</th>
<th>Children if single use covers are used over the thermometer. Glass thermometers containing mercury are not allowed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(6) You must notify parents in writing when their children have been exposed to infectious diseases or parasites. The notification may consist of either a letter to parents or posting a notification for parents in a visible location.</td>
<td>(6) Unless a health care provider has provided written notification that the individual child or household member can safely return, the early learning provider must follow the guidance in their health policy before providing care or before readmitting the child into the child care program or allowing the household member to participate in child care activities.</td>
</tr>
<tr>
<td>(7) You are a mandated disease reporter to the health department per WAC 246-101-415. You can obtain a list of reportable diseases, time frames for reporting and reporting phone numbers from your local health department.</td>
<td>(7) The early learning provider’s health policy must include provisions for excluding or separating a child or household member with a contagious disease as described in the DOH Notifiable Conditions List or symptoms described in (1) above.</td>
</tr>
</tbody>
</table>

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

The Standards Alignment writing:
- Considered CFOCB 3.6.1.1-Inclusion/Exclusion/Dismissal of Children, CFOCB 3.6.1.4-Infectious Disease Outbreak Control and CFOC 3rd edition 3.6.1.1 Inclusion/Exclusion/Dismissal of Children, 3.6.1.3 Thermometers for Taking Human Temperatures, 3.6.1.4 Infectious Disease Outbreak Control, 3.6.2.1Exclusion and Alternative Care for Children Who Are Ill and 3.6.2.2 Space Requirements for Care of Children Who Are Ill.
- Considered requirements from the Department of Health (DOH) WAC 246-101-415 and 236-110-010.
## Standards Alignment - Environment

### Health Practices - Immunizations

<table>
<thead>
<tr>
<th>Family Home WAC</th>
<th>Center WAC</th>
<th>Proposed WAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>WAC 170-296A-3250</td>
<td>WAC 170-295-7020</td>
<td><strong>Immunizations</strong></td>
</tr>
<tr>
<td>Immunization tracking</td>
<td>Am I required to track immunizations?</td>
<td>(1) The early learning provider must track each child’s immunization status by:</td>
</tr>
<tr>
<td>The licensee is required to track each child’s immunization status. The licensee must:</td>
<td>(1) You are required to track each child’s immunization status. To be sure that the children have the required immunizations for their age, you or your staff must:</td>
<td>(a) Obtaining a complete current DOH certificate of immunization status (CIS) form(link) or immunization form produced by the Washington State Immunization Information System (WA IIS)(link); or</td>
</tr>
<tr>
<td>(1) Except as provided in WAC 170-296A-3275 or 170-296A-3300, have a complete current certificate of immunization status (CIS) form or similar form supplied by a health care professional for each child, submitted on or before the child's first day of child care;</td>
<td>(a) See that each child has a completed certificate of immunization status form submitted or on file before the first day of child care;</td>
<td>(b) Obtaining a completed certificate of exemption form (COE)(link), signed by the child’s health care provider (see section 4 below);</td>
</tr>
<tr>
<td>(2) Develop a system to update and keep individual immunization records current to include when immunizations are received; and</td>
<td>(b) Develop a system to audit and update as scheduled the information on the certificate of immunization status forms;</td>
<td>(c) Implementing a system to maintain and update individual immunization records; and</td>
</tr>
<tr>
<td>(3) Have the CIS or similar forms for each currently enrolled child available in the licensed space for review by the licensor.</td>
<td>(c) Meet any requirement of state board of health WAC 246-100-166; and</td>
<td>(d) Having the CIS or COE form for each currently enrolled child available in the licensed space for review by the licensor, health specialist or health consultant.</td>
</tr>
<tr>
<td>WAC 170-296A-3275</td>
<td></td>
<td>(2) The early learning provider may accept a child into care who is not current with immunizations or does not have a completed and signed COE on file on a conditional basis if:</td>
</tr>
<tr>
<td>Accepting a child who does not have current immunizations</td>
<td></td>
<td>(a) Immunizations are initiated before or on enrollment;</td>
</tr>
<tr>
<td>(1) The licensee may accept a child who is not current with immunizations on a conditional basis if</td>
<td></td>
<td>(b) Immunizations are completed as soon as medically possible; or</td>
</tr>
<tr>
<td>immunizations are:</td>
<td></td>
<td>(c) A document signed and dated by the parent or guardian stating when the child’s immunizations will be brought up to date is on file.</td>
</tr>
<tr>
<td>(a) Initiated before or on enrollment; and</td>
<td></td>
<td><strong>(3) The early learning provider may accept children</strong></td>
</tr>
<tr>
<td>(b)</td>
<td></td>
<td></td>
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</tbody>
</table>
(b) Completed as soon as medically possible.
(2) The licensee must have on file a document signed and dated by the parent or guardian stating when the child's immunizations will be brought up to date.

**WAC 170-296A-3300**

**Immunizations—Exemption**

The licensee may accept a child without any immunizations if the parent or guardian provides:

1. A DOH medical exemption form signed by a health care professional; or
2. A DOH form or similar statement signed by the child's parent or guardian expressing a religious, philosophical or personal objection to immunization.

If a parent or health care provider chooses not to immunize a child, they must sign the exempt portion of the certificate of immunization status form.

You may have a policy that states you do not accept children who have been exempted from immunizations by their parent or guardian, unless that exemption is due to an illness protected by the American With Disabilities Act (ADA).

The certificate of immunization status forms for children who are currently enrolled must be accessible and maintained on the into care whose records are difficult to obtain (such as children experiencing homelessness and/or children in foster care) when there is written proof that the family, case worker or health care provider is in the process of obtaining the child's immunization status.

(4) The early learning provider may exclude a child from care if:

(a) The parent fails to provide a completed CIS form on or before the child's first day of attendance;

(b) A child attending under conditional status fails to make progress toward full immunization; or

(c) A child that has been admitted under a temporary medical exemption and the exemption is no longer valid, but the child fails to make progress toward full immunization.

(5) The early learning provider may accept a child without any immunizations if the parent or guardian provides:

(a) A DOH Certificate of Exemption (COE) form signed by a health care professional for a medical exemption;

(b) A DOH COE form signed by the child's parent or guardian and health care provider expressing a religious, philosophical or personal objection to immunizations; or

(c) A DOH COE form where the exemption or illness is covered under the ADA (link).

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

The Standards Alignment writing:
- Considered information from CFOCB 7.2.0.1-Immunization Documentation and CFOCB 7.2.0.2-Unimmunized Children
- Utilized Centers for Disease Control and Prevention (CDC) guidelines.

### Health Practices – Medication Management and Storage

<table>
<thead>
<tr>
<th>Family Home WAC</th>
<th>Center WAC</th>
<th>Proposed WAC</th>
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</thead>
<tbody>
<tr>
<td>WAC 170-296A-3315</td>
<td>WAC 170-295-3050</td>
<td>(1) The early learning provider must have and implement a medication management policy to include but not limited to safe storage, accommodations and medication forms. (See WAC XXX)</td>
</tr>
<tr>
<td>Medication management</td>
<td></td>
<td>(2) The early learning provider must limit the administration of medications to:</td>
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<tr>
<td>(1) The licensee's medication management policy must include:</td>
<td></td>
<td>(a) Prescription and non-prescription medication (over-the-counter OTC) ordered by a health care professional with prescriptive authority</td>
</tr>
<tr>
<td>(a) Safe medication storage, including the licensee's family medications; and</td>
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<td>(b) Whether the licensee chooses to give medications to children in care.</td>
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<td>(2) If the licensee chooses to give</td>
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</table>
medications to children in care, the licensee’s policy must include:
(a) How giving medications will be documented (medication log), including documenting when a medication is given or not given as prescribed or as indicated on the permission form;
(b) Permission to give medications to a child signed by the child’s parent or guardian, and by a licensed medical professional when appropriate; and
(c) That only the licensee or primary staff person may give medication or observe a child taking his or her own medication as described in WAC 170-296A-3550.

(3) If the licensee chooses not to give any medications to children in care, the licensee must inform parents in the parent/guardian handbook.

(4) If the licensee or primary staff person decides not to give a specific medication to a child after having received written permission by the child’s parent or guardian, the licensee or primary staff person must immediately notify the parent or guardian of the decision to not give the medication.

(5) The licensee must make reasonable accommodations and give medication if a child has a condition for a specific child with written permission from the parent or guardian on a medication authorization form.

WAC 170-295-3060
Who can provide consent for me to give medication to the children in my care?

(1) Parents must give written consent before you give any child any medication. The parent’s written consent must include:
(a) Child’s first and last name;
(b) Name of medication;
(c) Reason for giving medication;
(d) Amount of medication to give;
(e) How to give the medication (route);
(f) How often to give the medication;
(g) Start and stop dates;
(h) Expected side effects; and
(i) How to store the medication consistent with directions on the medication label.

(2) The parent consent form is good for the number of days stated on the medication bottle for prescriptions. You may not give medication past the days prescribed on the medication bottle even if there is medication left.

(3) You may give the following medications with written parent consent if the medication bottle label tells you how much medication

Prescription medication must be labeled with:

(i) The child’s first and last name;
(ii) Date the prescription was filled;
(iii) Name and contact information of the prescribing health professional;
(iv) Expiration date; medical need; dosage; length of time to give medication;
(v) Instructions for administration; storage and disposal; and
(vi) Possible side effects.

(b) Non-prescription medication (over-the-counter) brought to the early learning program by the parent or guardian must be in the original packaging labeled with the child’s first and last name.

(4) The early learning provider may allow children to take their own medication if they:

(a) Have a written statement from the parent requesting the child take their own medication;
(b) Have a written statement from a health care provider with prescriptive authority stating that the child is physically capable of taking their own medication; and
(c) Have a staff member to observe and document that the child took the medication.

(5) Medications must be stored and maintained, as directed on the packaging or prescription label, including refrigeration if applicable. Medications must
Standards Alignment - Environment

<table>
<thead>
<tr>
<th>Standards Alignment - Environment</th>
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</thead>
<tbody>
<tr>
<td>where the Americans with Disabilities Act (ADA) would apply.</td>
</tr>
<tr>
<td>to give based on the child's age and weight:</td>
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<tr>
<td>(a) Antihistamines;</td>
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<tr>
<td>(b) Nonaspirin fever reducers/pain relievers;</td>
</tr>
<tr>
<td>(c) Nonnarcotic cough suppressants;</td>
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<tr>
<td>(d) Decongestants;</td>
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<tr>
<td>(e) Ointments or lotions intended to reduce or stop itching or dry skin;</td>
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<tr>
<td>(f) Diaper ointments and nontalc powders, intended only for use in the diaper area;</td>
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<tr>
<td>(g) Sun screen for children over six months of age; and</td>
</tr>
<tr>
<td>(h) Hand sanitizers for children over twelve months of age.</td>
</tr>
<tr>
<td>(4) All other over the counter medications must have written directions from a health care provider with prescriptive authority before giving the medication.</td>
</tr>
<tr>
<td>(5) You may not mix medications in formula or food unless you have written directions to do so from a health care provider with prescriptive authority.</td>
</tr>
<tr>
<td>(6) You may not give the medication differently than the age and weight appropriate directions or the prescription directions on the medication label unless you have</td>
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<tr>
<td>be stored and maintained in a manner that prevents accessibility by children and cross contamination, by:</td>
</tr>
<tr>
<td>(a) Locking controlled substances in a container or cabinet;</td>
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<tr>
<td>(b) Storing all other medications inaccessible to children;</td>
</tr>
<tr>
<td>(c) Keeping away from food, in a separate sealed container to prevent contamination;</td>
</tr>
<tr>
<td>(d) Keeping away from sources of moisture, heat or light; and</td>
</tr>
<tr>
<td>(e) Storing in a manner that keeps external medications that go on the skin, separate from internal medications that go in the mouth or are injected into the body.</td>
</tr>
<tr>
<td>(6) The early learning provider must have written consent from a health care provider with prescriptive authority prior to administering:</td>
</tr>
<tr>
<td>(a) Vitamins;</td>
</tr>
<tr>
<td>(b) Herbal supplements;</td>
</tr>
<tr>
<td>(c) Fluoride; and</td>
</tr>
<tr>
<td>(d) Homeopathic or naturopathic medications.</td>
</tr>
<tr>
<td>(7) The early learning provider must not give or allow giving of any medication for the purpose of sedating a child unless the medication has been prescribed for that purpose by a qualified health care professional and prescribed for the child receiving the medication.</td>
</tr>
<tr>
<td>(8) The early learning provider must not use any teething gel or teething tablets with children of any age.</td>
</tr>
<tr>
<td>(9) The early learning provider must not accept any homemade medications, such as diaper creams and sunscreen.</td>
</tr>
</tbody>
</table>
Standards Alignment - Environment

written directions from a health care provider with prescriptive authority before you give the medication.
(7) If the medication label does not give the dosage directions for the child's age or weight, you must have written instructions from a health care provider with prescriptive authority in addition to the parent consent prior to giving the medication.
(8) You must have written consent from a health care provider with prescriptive authority prior to providing:
(a) Vitamins;
(b) Herbal supplements; and
(c) Fluoride.

WAC 170-295-3070
How must I store medications?
(1) You must store medications in the original container labeled with:
(a) The child's first and last names;
(b) If a prescription, the date the prescription was filled;
(c) The expiration date; and
(d) Easy to read instructions on how to give the medication (i.e., the bottle is in the original package or container with a clean and readable label).
(2) You must store medications:

(10) The early learning provider must store all medications inaccessible to children.
(11) Only those early learning service providers who have been oriented to the program's medication policies and procedures, and have completed a standardized training course in medication administration, approved by the department, that includes skill and competency assessment, may give medications.
(12) Parents, guardians or their appointed designee must provide training to the early learning provider and staff for any special medical procedures. This training must be documented and signed by the early learning staff and parent or guardian.
(13) Parents or guardians must provide the appropriate medication measuring device.
(14) The early learning provider may have a parent or guardian give permission for 180 calendar days for the use of the following:
(a) Diaper ointments and talc free powders used as needed that are intended specifically for use in the diaper area of children;
(b) Non-aerosol sun screen;
(c) Lip balm;
(d) Hand sanitizers; and
(e) Hand wipes with alcohol.
(15) The early learning provider must keep an updated written record of medication administration (medication log) that includes the:
(a) Child's first and last name;
(b) Name of medication;
(c) Dose given;
(a) In a container inaccessible to children (including staff medications);
(b) Away from sources of moisture;
(c) Away from heat or light;
(d) Protected from sources of contamination;
(e) According to specific manufacturers or pharmacists directions;
(f) Separate from food (medications that must be refrigerated must be in a container to keep them separate from food); and
(g) In a manner to keep external medications that go on the skin separate from internal medications that go in the mouth or are injected into the body.

(3) All controlled substances must be in a locked container.

WAC 170-295-3080
Can I use bulk medications (use one container for all the children such as with diaper ointments)?
You can keep bulk containers of diaper ointments and nontalc type powders intended for use in the diaper area and sun screen if you:
(1) Obtain written parental consent prior to use;
(2) Keep written notes of the medication;
(3) Any notes side effects;
(d) Dates and time of each medication given or reasons for not given; and
(e) Name and signature of the person giving the medication.

(16) The early learning provider must return any unused medication to the child’s parent or guardian. If this is not possible, you must follow the FDA recommendations for medication disposal found at: http://www.fda.gov/downloads/Drugs/ResourcesForYou/Consumers/BuyingUsingMedicineSafely/UnderstandingOver-the-CounterMedicines/ucm107163.pdf

(17) The early learning provider must keep medication authorization forms and medication logs confidential.
(18) The early learning provider must keep medication authorization forms and medication logs for the previous twelve months in the licensed space and available for review by department staff.
(2) Use for no longer than six months; and
(3) Notify the parents of the:
(a) Name of the product used;
(b) Active ingredients in the product; and
(c) Sun protective factor (SPF) in sun screen.
(4) Apply the ointments in a manner to prevent contaminating the bulk container.

WAC 170-295-3090
How do I handle left over medication?
You must not keep old medications on site. When a child is finished with a medication, you must either:
(1) Give it back to the parent; or
(2) Dispose of it by flushing medication(s) down the toilet.

WAC 170-295-3100
When can children take their own medication?
(1) Children can take their own medication if they:
(a) Have a written statement from the parent requesting the child take their own medication;
(b) Have a written statement from a health care provider with prescriptive authority stating that
Standards Alignment - Environment

| the child is physically and mentally capable of taking their own medication; and  
| (c) Meet all other criteria in chapter 170-295 WAC including storage of medications.  
| (2) A staff member must observe and document that the child took the medication.  

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

The Standards Alignment writing:
- Considered information from CFOCB and CFOC 3rd edition 3.4.5.1 Sun Safety including Sunscreen, 3.6.3.1 and 3.6.3.2 Medication Administration and Storage; and 3.6.3.3 Training of Caregivers/Teachers to Administer Medication.
- Considered information from the FDA issued warnings in 2012 regarding the toxicity of teething gels in infants due to the infant swallowing the gel. The active ingredient in Oragel and Anbesol- Benzocaine - can lead to reduced oxygen in the blood and has led to an infant death. Natural and homeopathic teething gels have ingredients that may cause allergic reactions and/or hallucinogenic effects in infants.

Health Practices – Toileting and Diapering

<table>
<thead>
<tr>
<th>Family Home WAC</th>
<th>Center WAC</th>
<th>Proposed WAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>WAC 170-296A-4625</td>
<td>WAC 170-295-4080</td>
<td>(1) The early learning provider must provide at</td>
</tr>
</tbody>
</table>
Standards Alignment - Environment

Bathrooms.
(1) The licensee must provide at least one indoor bathroom in the licensed space with:
(a) A working flush-type toilet;
(b) Privacy for toileting for children of the opposite sex who are four years of age or older and for other children demonstrating a need for privacy;
(c) A mounted toilet paper dispenser and toilet paper for each toilet; and
(d) A toilet of an appropriate height and size for children, or have a platform for the children to use that is safe, easily cleanable and resistant to moisture.
(2) Bathroom and toileting areas must be ventilated by the use of a window that can be opened or an exhaust fan.

WAC 170-296A-4650
Bathroom floors
(1) Floors in a bathroom or toileting area must have a washable surface and be resistant to moisture. The floor must be cleaned and disinfected as provided in WAC 170-296A-0010 daily or more often if needed.
(2) Removable rugs may be used in the bathroom. The rugs must be

<table>
<thead>
<tr>
<th>When should I begin toilet training a child?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toilet training is initiated with consultation with parents:</td>
</tr>
<tr>
<td>(1) Using positive reinforcement;</td>
</tr>
<tr>
<td>(2) Cultural sensitivity;</td>
</tr>
<tr>
<td>(3) Not using foods as a reinforcement; and</td>
</tr>
<tr>
<td>(4) Following a routine established between the parent and you.</td>
</tr>
</tbody>
</table>

WAC 170-295-4090
Can I use potty-chairs for toilet training?
You may use potty-chairs that are:
(1) Located in the toilet room or similar area that meets the requirements of WAC 170-295-5100 designed for toileting;
(2) On a floor that is moisture resistant and washable;
(3) Immediately emptied into a toilet; and
(4) Cleaned in a designated sink or utility sink separate from classrooms and sanitized after each use. The sink must also be cleaned and sanitized after cleaning potty-chairs.

WAC 170-295-4120
least one indoor bathroom in the licensed space with:
(a) A working flush-type toilet for every fifteen children and staff that is of an appropriate height and size for children, or have a platform for the children to use that is easily cleanable and resistant to moisture and slipping.
(i) Children in diapers are not included when determining the number of required flush-type toilets until they begin toilet teaching.
(ii) One sink with warm running water, between 80 degrees and 120 degrees, for handwashing for every fifteen children and staff that is of an appropriate height and size for children or have a platform for the children to use that is easily cleanable and resistant to moisture and slipping. Sinks must be located in or immediately outside of each bathroom.
(iii) Bathroom sinks must have water controls that are accessible by the intended user.
(iv) Bathroom sinks must not be used as a drinking source or for food preparation.
(b) Privacy for toileting for children of the opposite sex who are four years of age or older and for other children demonstrating
Standards Alignment - Environment

| Laundered and sanitized as provided in WAC 170-296A-0010 at least weekly or more often if needed. | What must I do to be sure that diaper changing is safe and does not spread infections?  
   1. Your diaper changing table and area must:  
      a. Have a washable, moisture resistant diaper-changing surface that is cleaned and sanitized between children;  
      b. Be a table or counter with a protective barrier on all sides that is at least three and one-half inches higher than the surface that the child lays on;  
      c. Have a garbage can with a lid, plastic liner, and method for disposing of hand drying supplies so that a garbage can lid does not have to be opened with hands;  
      d. Be on moisture impervious and washable flooring that extends at least two feet surrounding the diaper changing and handwashing area; and  
      e. Be directly adjacent to a sink used for handwashing supplied with:  
         i. Warm running water (between 85 degrees Fahrenheit and 120 degrees Fahrenheit);  
         ii. Soap; and  
         iii. A sanitary method for drying hands (single-use towels).  
   2. You must have the diaper changing procedure posted and must a need for privacy;  
      c. A mounted toilet paper dispenser within arm’s reach and toilet paper for each toilet;  
      d. Ventilation by use of a window that can be opened or an exhaust fan;  
      e. Floors that have a washable surface and are resistant to moisture that is cleaned and disinfected daily or more often if needed;  
      f. If the early learning program is equipped with a bathing facility, you must:  
         i. Have parent permission to bathe children;  
         ii. Use for emergent needs only (e.g., Diarrhea or vomiting accidents);  
         iii. Equip the bathing facility with a conveniently located grab bar or a nonskid pad or surface;  
         iv. Provide constant supervision for the child being bathed; and  
         v. Make the bathing facility inaccessible when not in use to children in a center.  
| WAC 170-296A-4675  
Bathroom sinks  
   A sink used for handwashing must be located in or next to bathrooms. The sink must:  
   1. Have warm running water; and  
   2. Be of appropriate height and size for children, or have a platform for the children to use that is safe, easily cleanable and resistant to moisture. | Diapering and toileting  
(1) The licensee must provide a diaper changing area that is separate from any area where food is stored, prepared or served.  
(2) The diaper changing area must:  
   a. Have a sink with hot and cold running water close to the diaper changing area. The sink must not be used for food preparation and clean up;  
   b. Have a sturdy surface or mat that is:  
      i. Not torn or repaired with tape;  
      ii. Washable, with a moisture | The early learning provider must provide a diaper changing area that is for every group of children and separate from any area where food is stored, prepared or served.  
(1) The diaper changing area must:  
   a. Have a sink with hot and cold running water that is not used for food preparation and clean up;  
   b. Have a sturdy surface or mat that is:  
      A. Not torn or repaired with tape;  
      B. Washable, with a moisture

Alignment Advisory Review Only (June 24-July 15, 2016)
Standards Alignment - Environment

(ii) Easily cleanable;
(iii) Waterproof; and
(iv) Large enough to prevent the area underneath from being contaminated with bodily fluids.

(3) The diapering area must be cleaned and disinfected as provided in WAC 170-296A-0010 between each use.

(4) A nonabsorbent, disposable covering that is discarded after each use may be used on the diaper changing mat.

(5) The diaper changing surface must be free of all other items not used in diapering the child.

WAC 170-296A-7275
Diaper disposal
(1) The licensee must provide a container specifically for diaper and diapering supply disposal that is not used for other household trash. The diaper disposal container must:
(a) Have a tight cover;
(b) Be lined with a disposable plastic trash bag; and
(c) Be within arm’s reach of the diaper changing area.
(2) If disposable diapers are used, the diaper disposal container must be emptied to the outside garbage can or container daily.

follow the steps included.

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

(4) You must not use the safety belts on diaper changing tables because they are neither cleanable nor safe.

(5) You must not place anything on the diaper-changing table, counter or sink except the child, changing pad and diaper changing supplies.

(6) Disposable diapers must be:
(a) Placed into a covered, plastic-lined, hands free covered container;
(b) Removed from the facility and the liner changed at least daily and more often if odor is present; and
(c) Disposed of according to local disposal requirements.

(7) Reusable diapers must be:
(a) Individually bagged and placed without rinsing into a separate, cleanable, covered container equipped with a waterproof liner before transporting to the laundry, given to the commercial service or returned to parents for laundry; and
(b) Removed from the facility daily or more often if odor is present.

resistant surface that is cleaned and disinfected between children or covered with a non-absorbent covering that is discarded after each use;

(C) Large enough to prevent the area underneath from being contaminated with bodily fluids; and

(D) Free from all other items not used in diapering the child.

(b) The early learning provider must not leave a child unattended on the diaper changing surface or mat during the diaper change.

(c) The early learning provider must not use safety belts on diaper changing tables because they are neither cleanable nor safe.

(d) The early learning provider must have a department approved diaper changing procedure posted and must follow the steps included.

(3) The diaper changing station must be:
(a) A table or counter with a protective barrier on all sides that is at least three and one-half inches higher than the surface the child lays on and must be large enough to accommodate the entire length of the child;

(b) A drop down style diaper changing station that meets manufacturer guidelines and specifications as well as all other requirements in WAC XXX;
Standards Alignment - Environment

| (3) If cloth diapers are used, the diapers must: | 170-295-5100 | (c) Within arm’s length from a sink used for hand washing; and |
| (a) Not be rinsed; and | What are the requirements for toilets, handwashing sinks and bathing facilities? | (d) On moisture resistant and washable flooring that extends at least two feet surrounding the diaper changing station and handwashing area. |
| (b)(i) Be kept in the diaper disposal container until picked up by the diaper service; or | (1) You must provide: | (4) The early learning provider must provide a container specifically for diaper and diapering supply disposal that is not used for other trash. The diaper disposal container must be: |
| (ii) Placed in a securely closed plastic bag and sent home with the child daily. | (a) A toilet room that is vented to the outdoors; | (a) Hands-free and covered to prevent cross contamination; |
| (4) If soiled diapers are sent home they must be kept in a separate closed container used only for diapers and not placed with the child’s other belongings. | (b) A room with flooring that is moisture resistant and washable; | (b) Lined with a disposable plastic trash bag; |
| WAC 170-296A-7350 Toilet training | (c) One flush-type toilet and one adjacent sink for handwashing within auditory (hearing) range of the child care classrooms for every fifteen children and staff; | (c) Within arm’s length of the diaper changing area; and |
| The licensee must discuss toilet training with the child’s parent or guardian when a child is ready for training. The licensee or staff must use: | (d) Toileting privacy for children of opposite genders who are six years of age and older, or when a younger child demonstrates a need for privacy; and | (d) Removed from the facility and the liner changed at least daily and more often if odor is present. |
| (1) Positive reinforcement; | (e) A mounted toilet paper dispenser within arms reach of the user with a constant supply of toilet paper for each toilet. | (5) If reusable or cloth diapers are used, the diapers must: |
| (2) Culturally sensitive methods; | (2) Children eighteen months of age or younger are not included when determining the number of required flush-type toilets. | (a) Not be rinsed; and |
| (3) Developmentally appropriate methods; and | (3) If urinals are provided, the number of urinals must not replace more than one-third of the total required toilets. | (b) Be placed in a securely closed plastic bag and stored in a separate disposal container away from child’s other belongings, until transporting to the laundry, given to the commercial service or sent home daily. |
| (4) A routine developed in agreement with the parent or guardian. | (4) Toilet fixture heights must be | (6) The early learning provider must discuss toilet training with the child’s parent or guardian when a child is ready for training. The early learning provider must use: |
| WAC 170-296A-7375 Potty chairs or modified toilet seats | | (a) Positive reinforcement; |
| (1) When potty chairs are used, | | (b) Culturally sensitive methods; |
| | | (c) Developmentally appropriate methods; and |
| | | (d) A routine developed in agreement with the |
the licensee or staff must immediately after each use:
   (a) Empty the potty chair into the toilet; and
   (b) Clean and disinfect the potty chair as provided in WAC 170-296A-0010.
(2) The floor under the potty chairs must be made of a material that is resistant to moisture.
(3) When a modified toilet seat is used, it must be cleaned and disinfected as provided in WAC 170-296A-0010 daily or more often when soiled.
(4) If a sink or basin is used to clean a potty chair or modified toilet seat, the sink or basin must be cleaned and disinfected afterwards as provided in WAC 170-296A-0010.

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Toilet Fixture Height Must Be:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Toddler:</td>
<td>(i) Ten - 12 inches (child size); or (ii) Fourteen - 16 inches (adult size) with a safe, easily cleanable platform that is moisture impervious and slip resistant.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Preschool or older:</td>
<td>(i) Ten - 12 inches (child size); or (ii) Fourteen - 16 inches (adult size) with a safe, easily cleanable platform that is moisture impervious and slip resistant.</td>
</tr>
</tbody>
</table>

(5) Handwashing sink heights must be as follows:

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Sink Height Must Be:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Toddler:</td>
<td>(i) Eighteen - 22 inches; or (ii) Provide a moisture and slip resistant platform for children to</td>
</tr>
</tbody>
</table>

(7) The early learning provider may use a modified toilet seat if it is:
   (a) Cleaned and disinfected using the appropriate disinfectant at least daily or more often when soiled.

(8) Toilet training equipment must be cleaned in a designated sink or basin. This sink must not be used for food preparation, handwashing or clean up. This sink or basin must be cleaned and disinfected after each use with the appropriate disinfectant.

(9) If the early learning provider uses a stand-up diapering process, they must post and follow a department approved stand-up diapering procedure.
## Standards Alignment - Environment

| (b) Preschool or older: Thirty months of age through six years of age not enrolled in kindergarten or elementary school | (i) Twenty-two - 26 inches; or (ii) Provide a moisture and slip resistant platform for children to safely reach and use the sink. |
| (c) School age: Over five years of age or enrolled in kindergarten or elementary school | (i) Twenty-six - 30 inches; or (ii) Provide a moisture and slip resistant platform for children to safely reach and use the sink. |

(6) Infants are not included when determining the number of sinks required for handwashing.

(7) The sink for handwashing must:
   (a) Be located in or immediately outside of each toilet room;
   (b) Have water controls that are accessible by the intended user; and
   (c) Not be used for food preparation, as a drinking water source or a storage area.

(8) You must have:
   (a) Single-use paper towels and
### Standards Alignment - Environment

| (9) You must use soap from some type of dispenser to prevent the spread of bacteria from the soap. |
| (10) If the center is equipped with a bathing facility, you must: |
| (a) Have parent permission to bathe children; |
| (b) Equip the bathing facility with a conveniently located grab bar and a nonskid pad or surface; and |
| (c) Provide constant supervision for the child five years of age and younger and older children who require supervision. |
| (11) You must make the bathing facility inaccessible to children when not in use. |

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

The Standards Alignment writing:
- Considered information from CFOCB and CFOC 3rd edition, 3.2.1.4 Diaper Changing Procedure, DOH relating to diaper changing procedure and posters and King County DOH regarding Standing Diapering Procedure.
Standards Alignment - Environment

- Established foundational measures, ensuring that a child’s basic developmental needs are met and for progression steps to be clear when providers are enrolled in Early Achievers and moving from Level 1 to higher levels.

<table>
<thead>
<tr>
<th>Health Practices – Pets and Animals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Family Home WAC</strong></td>
</tr>
<tr>
<td>WAC 170-296A-4800 Pet and animal policy</td>
</tr>
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</tr>
<tr>
<td>WAC 170-296A-4850 Pet/animal health and safety</td>
</tr>
<tr>
<td>Pets or other animals that have contact with children must:</td>
</tr>
<tr>
<td>(1) Have current immunizations for contagious diseases if applicable;</td>
</tr>
<tr>
<td>(2) Show no signs of disease, worms or parasites; and</td>
</tr>
<tr>
<td>(3) Be nonaggressive.</td>
</tr>
</tbody>
</table>
### Standards Alignment - Environment

<table>
<thead>
<tr>
<th>WAC 170-296A-4875</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pets or other animals interacting with children.</td>
</tr>
<tr>
<td>The licensee:</td>
</tr>
<tr>
<td>(1) Or primary staff person must directly supervise, or instruct staff to directly supervise, children preschool age and younger when the children are interacting with pets or other animals.</td>
</tr>
<tr>
<td>(2) Must have children and staff wash their hands as required under WAC 170-296A-3625 after interacting with pets or other animals, or after handling an animal’s toys, bedding, litter or equipment.</td>
</tr>
<tr>
<td>(3) Must have a written plan to keep a pet or other animal inaccessible to the children if the pet or animal is known to be dangerous or aggressive.</td>
</tr>
<tr>
<td>(4) Must make reptiles and amphibians inaccessible to the children due to the risk of Salmonella.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WAC 170-296A-4900</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pet wastes.</td>
</tr>
<tr>
<td>The licensee must:</td>
</tr>
<tr>
<td>(1) Keep litter boxes inaccessible</td>
</tr>
</tbody>
</table>

(g) Not allow animals in food preparation areas. If the sink is used for cleaning food or utensils it cannot be used to clean pet supplies;
(h) Not allow animals in rooms that typically are used by infants or toddlers;
(i) Keep on file proof of current rabies vaccinations for all dogs and cats;
(j) Meet local requirements in counties with immunization, vaccination and licensing requirements for animals; and
(k) Organize children into small groups for supervised activity for handling of pets.

(f) Must not allow animals in food preparation areas. If the sink is used for cleaning food or utensils it cannot be used to clean pet supplies;
(i) Family home early learning providers must ensure that pets that are in the kitchen do not come into contact with the food, or the food preparation or serving areas (e.g. open refrigerator, countertops, or tables used for eating) when children are in care.
(g) Must not allow animals in rooms or areas that typically are used by infants or toddlers;
(i) Family home early learning providers must provide direct supervision when animals are in the early learning program areas with infants and toddlers, including naptime.

(4) When community activities or special events include reptiles, amphibians, chickens, or ducks, the early learning program staff must:
(a) Directly supervise children when interacting with these animals to reduce the risk of Salmonella; and
(b) Children and program staff must wash their hands before and after interacting with these animals.

(5) The early learning provider must ensure that:
(a) Animals and pets that do not have an indoor litter area, have a designated area outside to relieve themselves that is inaccessible to children in care;
(b) Litter boxes are kept inaccessible to children;
(c) All animal wastes and litter is disposed of...
Standards Alignment - Environment

(2) For pets that do not have an indoor litter area, have a designated area outside for pets to relieve themselves that is inaccessible to children in care. This area may not be counted in the licensed outdoor square footage under WAC 170-296A-4925.

(3) Remove feces right away if an animal relieves itself in the outdoor licensed space.

(4) Clean and disinfect the area immediately when a pet leaves feces, urine, blood, or vomit in the indoor licensed space.

(d) Curricula for teaching children and staff about safety and hygiene when handling pets; and

(e) Pets (excluding aquatic animals) showing signs of illness must be removed from the facility until they have been seen, treated and given approval to return to the center by a veterinarian. Written proof of veterinary visits must be maintained on file.

(3) Reptiles and amphibians must be in an aquarium or other totally self-contained area except during educational activities involving the reptile. Children five years of age or less must not physically handle reptiles and amphibians.

(4) Animals with a history of biting or other aggressive behaviors must not be on the premises of the child care center.

(5) You must ensure children wash their hands after handling animals.

(d) Animal waste is disposed of in a way that children cannot come in contact with the material;
(e) 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;
(f) If animals or birds relieve themselves or vomit in outdoor play space, the early learning provider must immediately or prior to access by the children, clean and disinfect the area with appropriate bleach solution.

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

The Standards Alignment writing:

- Considered information from Washington State Department of Agriculture (WSDA)
- Considered information from CFOC – 3.4.2.1 Situations that Require Hand Hygiene, 3.4.2.2 Handwashing Procedure, and 3.4.2.3 Assisting Children with Hand Hygiene.
- Established foundational measures, ensuring that a child’s basic developmental needs are met and for progression steps to be clear when providers are enrolled in Early Achievers and moving from Level 1 to higher levels.

### Health Practices – First Aid Supplies

<table>
<thead>
<tr>
<th>Family Home WAC</th>
<th>Center WAC</th>
<th>Proposed WAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>WAC 170-296A-4075</td>
<td>WAC 170-295-5010</td>
<td>(1) The early learning provider must maintain a complete first aid kit:</td>
</tr>
<tr>
<td>1) The licensee must have a complete first-aid kit at all times:</td>
<td>(1) You must maintain on the premises adequate first-aid supplies conforming to the center’s first-aid policies and procedures. The center’s first-aid supplies must include:</td>
<td>(a) In the licensed space;</td>
</tr>
<tr>
<td>(a) In the licensed space;</td>
<td>(a) A supply for each vehicle used to transport children; and</td>
<td>(b) On any off-site trip; and</td>
</tr>
<tr>
<td>(b) On any off-site trip; and</td>
<td>(b) A portable supply, which can be taken on walks and field trips.</td>
<td>(c) In any vehicle used to transport children in care.</td>
</tr>
<tr>
<td>(c) In any vehicle used to transport children in care.</td>
<td>2) A complete first-aid kit must include clean:</td>
<td></td>
</tr>
<tr>
<td>(2) A complete first-aid kit must include clean:</td>
<td>(a) Disposable nonporous protective gloves;</td>
<td>(a) Disposable nonporous protective gloves;</td>
</tr>
<tr>
<td>(a) Disposable nonporous protective gloves;</td>
<td>(b) Adhesive bandages of various sizes;</td>
<td>(b) Adhesive bandages of various sizes;</td>
</tr>
<tr>
<td>(b) Adhesive bandages of various sizes;</td>
<td>(c) Small scissors;</td>
<td>(c) Small scissors;</td>
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<tr>
<td>(c) Small scissors;</td>
<td>(d) Tweezers;</td>
<td>(d) Tweezers;</td>
</tr>
<tr>
<td>(d) Tweezers;</td>
<td>(e) An elastic wrapping bandage;</td>
<td>(e) An elastic wrapping bandage;</td>
</tr>
<tr>
<td>(e) An elastic wrapping bandage;</td>
<td>(f) Sterile gauze pads;</td>
<td>(f) Sterile gauze pads;</td>
</tr>
<tr>
<td>(f) Sterile gauze pads;</td>
<td>(g) Ice packs;</td>
<td>(g) Ice packs;</td>
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<tr>
<td>(g) Ice packs;</td>
<td>(h)(i) Mercury free thermometer that is:</td>
<td>(h) A mercury free thermometer that is:</td>
</tr>
<tr>
<td>(h)(i) Mercury free thermometer that is:</td>
<td>(A) Used with a disposable sleeve; or</td>
<td>(i) Used with a disposable sleeve; or</td>
</tr>
<tr>
<td>(A) Used with a disposable sleeve; or</td>
<td>(B) Cleaned and sanitized after each use</td>
<td>(ii) Cleaned and sanitized after each use</td>
</tr>
<tr>
<td>(B) Cleaned and sanitized after each use</td>
<td>(c) Separate from food; and</td>
<td>(i) A sling, or a large triangular bandage;</td>
</tr>
<tr>
<td>(c) Separate from food; and</td>
<td>(d) In a clean and safe manner to prevent contamination such as in a tackle box or other container, away from chemicals and moisture.</td>
<td>(j) Adhesive tape;</td>
</tr>
</tbody>
</table>
### Standards Alignment - Environment

<table>
<thead>
<tr>
<th>sleeve; or</th>
<th>at least:</th>
<th>(k) A CPR mask with a 1 way valve; and</th>
</tr>
</thead>
<tbody>
<tr>
<td>(B) Cleaned and sanitized after each use; or</td>
<td>(a) A current first-aid manual;</td>
<td>(l) A current first-aid manual.</td>
</tr>
<tr>
<td>(ii) A single-use thermometer that is disposed of after a single use;</td>
<td>(b) Sterile gauze pads;</td>
<td>(4) The first aid kit must be:</td>
</tr>
<tr>
<td>(i) A sling, or a large triangular bandage; and</td>
<td>(c) Small scissors;</td>
<td>(a) Stored in an easily accessible location for staff;</td>
</tr>
<tr>
<td>(j) Adhesive tape.</td>
<td>(d) Band-Aids of various sizes;</td>
<td>(b) Inaccessible to children;</td>
</tr>
<tr>
<td>(3) The first-aid kit must include a current first-aid manual.</td>
<td>(e) Roller bandages;</td>
<td>(c) Separate from food or chemicals;</td>
</tr>
<tr>
<td></td>
<td>(f) Large triangular bandage (sling);</td>
<td>(d) Stored in a manner that prevents contamination; and</td>
</tr>
<tr>
<td></td>
<td>(g) Nonsterile protective gloves;</td>
<td>(e) Adequately supplied for the number of children and staff for licensed capacity/ or per room it is licensed for.</td>
</tr>
<tr>
<td></td>
<td>(h) Adhesive tape;</td>
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<tr>
<td></td>
<td>(i) Tweezers;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(j) One-way CPR barrier or mask;</td>
<td></td>
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<tr>
<td>and</td>
<td>(k) At least one unexpired bottle of Syrup of Ipecac that must be given only at the direction of a poison control center.</td>
<td></td>
</tr>
</tbody>
</table>

### Justification:

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

The Standards Alignment writing:

- Considered information from CFOCB 5.6.0.1 First Aid and Emergency Supplies to incorporate adequate supplies for children and staff in the early learning program.
- Considered information from the 3rd edition of Caring for Our Children 5.6.0.1 First Aid and Emergency Supplies, states that child care facilities need to keep children safe and be prepared to handle emergencies.
- Recommended for a CPR barrier for staff willing to perform rescue breaths as opposed to just chest compressions.
### Standards Alignment - Environment

### Health Practices – Safe Water Source and Drinking Water

<table>
<thead>
<tr>
<th>Family Home WAC</th>
<th>Center WAC</th>
<th>Proposed WAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>WAC 170-296A-1400</td>
<td>WAC 170-295-5070</td>
<td><strong>Safe Water Source</strong></td>
</tr>
<tr>
<td>Private well and water system.</td>
<td>(1) You must have hot and cold running water.</td>
<td>(1) The early learning provider must supply hot and cold running water on the premises in licensed space.</td>
</tr>
<tr>
<td>(1) If the licensed family home child care gets water from a private well on the premises, the licensee must follow the local health jurisdiction’s requirements for periodic water testing.</td>
<td>(2) Hot water that is accessible to children must be between 85 degrees Fahrenheit and 120 degrees Fahrenheit.</td>
<td>(2) A one-time test for lead and copper will be required of every early learning provider. The testing must be done by a Washington State certified laboratory and a copy of the test results kept in the licensed premise. If the test is positive for lead or copper, the early learning provider must immediately:</td>
</tr>
<tr>
<td>(2) If there are no local health jurisdiction requirements for periodic water testing, the licensee must have the water tested for coliform bacteria and nitrates by the local public health authority or private testing laboratory certified to analyze drinking water samples under chapter 173-50 WAC:</td>
<td>(3) To be sure your water is safe for drinking, cleaning, cooking and handwashing, you must:</td>
<td>(a) Contact the local health jurisdiction and follow their directions regarding treatment; and</td>
</tr>
<tr>
<td>(a) Within six months prior to submitting an initial license application under WAC 170-296A-1250; and</td>
<td>(a) Receive drinking water from a public water system approved by and maintained in compliance with either the department of health or a local health jurisdiction under chapter 246-290 WAC (Group A systems) or chapter 246-291 WAC (Group B systems); or</td>
<td>(b) Contact the department.</td>
</tr>
<tr>
<td>(b) Every three years after the first initial license is issued to the license applicant under this chapter. The test results must indicate no presence of coliform bacteria, and must not exceed ten parts per million (ppm) for nitrates.</td>
<td>(b) Have a source of potable water approved for child care center use by the state department of health or the local health jurisdiction; and</td>
<td>(3) If the early learning program gets water from a private well on the premises, that well must meet the design, construction, and maintenance requirements of the state department of health or the local health jurisdiction.</td>
</tr>
<tr>
<td>(3) If test results indicate the presence of coliform bacteria or nitrates greater than ten ppm the</td>
<td>(c) Take any other actions required or requested by the state department of health, the local health jurisdiction or the department of social and health services to ensure the safety and reliability of the water supply.</td>
<td>(4) The early learning provider must follow the local public health or state department of health authorities’ requirements for periodic water testing, and keep the test records on the premises.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Safe Water Source</th>
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</tr>
</thead>
<tbody>
<tr>
<td>(1) The early learning provider must supply hot and cold running water on the premises in licensed space.</td>
<td><strong>Safe Water Source</strong></td>
</tr>
<tr>
<td>(2) A one-time test for lead and copper will be required of every early learning provider. The testing must be done by a Washington State certified laboratory and a copy of the test results kept in the licensed premise. If the test is positive for lead or copper, the early learning provider must immediately:</td>
<td>(1) You must have hot and cold running water.</td>
</tr>
<tr>
<td>(a) Contact the local health jurisdiction and follow their directions regarding treatment; and</td>
<td>(2) Hot water that is accessible to children must be between 85 degrees Fahrenheit and 120 degrees Fahrenheit.</td>
</tr>
<tr>
<td>(b) Contact the department.</td>
<td>(3) To be sure your water is safe for drinking, cleaning, cooking and handwashing, you must:</td>
</tr>
<tr>
<td>(3) If the early learning program gets water from a private well on the premises, that well must meet the design, construction, and maintenance requirements of the state department of health or the local health jurisdiction.</td>
<td>(a) Receive drinking water from a public water system approved by and maintained in compliance with either the department of health or a local health jurisdiction under chapter 246-290 WAC (Group A systems) or chapter 246-291 WAC (Group B systems); or</td>
</tr>
<tr>
<td>(4) The early learning provider must follow the local public health or state department of health authorities’ requirements for periodic water testing, and keep the test records on the premises.</td>
<td>(b) Have a source of potable water approved for child care center use by the state department of health or the local health jurisdiction; and</td>
</tr>
<tr>
<td>(5) Water should be tested yearly by a state certified lab for coliform bacteria and nitrates. The test results must indicate:</td>
<td>(c) Take any other actions required or requested by the state department of health, the local health jurisdiction or the department of social and health services to ensure the safety and reliability of the water supply.</td>
</tr>
<tr>
<td>(a) No presence of coliform bacteria, and</td>
<td>(a) No presence of coliform bacteria, and</td>
</tr>
<tr>
<td>(b) Not exceed 10 parts per million (ppm) for nitrates. If test results for nitrates are greater than 5ppm, the water should be re-tested within 6 months.</td>
<td>(b) Not exceed 10 parts per million (ppm) for nitrates.</td>
</tr>
</tbody>
</table>
licensee must:

(a) Immediately retest the water;
(b) If the retest indicates the presence of coliform bacteria or nitrate greater than ten ppm, immediately stop using the well water in the child care and inform the local health jurisdiction and the department;
(c) Take steps required by the local health jurisdiction to repair the well or water system; and
(d) Test the water as often as required by the local health jurisdiction until tests indicate no presence of coliform bacteria and nitrate levels not exceeding ten ppm.

(4)(a) If directed by the local health jurisdiction or the department, the licensee must suspend child care operations until repairs are made; or
(b) The facility must obtain an alternative source of potable water approved by the state department of health or local health jurisdiction in an amount adequate to ensure the requirements in this chapter for safe drinking water, handwashing, sanitizing, dishwashing, and cooking are met.

(5) Water testing and system repair records must be kept on the premises and made available to the department upon request.

WAC 170-296A-7575

(4) If your water connection is interrupted or your water source becomes contaminated:

(a) A correction must be made within twenty-four hours or the facility must close until corrections can be made; or
(b) The facility must obtain an alternative source of potable water approved by the state department of health or local health jurisdiction in an amount adequate to ensure the requirements in this chapter for safe drinking water, handwashing, sanitizing, dishwashing, and cooking are met.

(6) If the water tests “positive” for coliform bacteria, or is greater than 10 ppm for nitrates, the early learning provider must:

(a) Immediately stop using the well water in the child care; and
(b) Immediately inform the local public health authority and the department.

(7) If directed by the local public health authority or the department, the early learning provider must discontinue child care operations until repairs are made.

(8) If the local public health authority and the department determine that child care operations may continue:

(a) An alternate source of water must be provided and used as directed; and
(b) Steps are taken as required by the local public health authority to repair the well or water system.

(9) If the early learning program’s water connection is interrupted for more than 1 hour, or the water source becomes contaminated:

(a) The early learning program may be required to close until corrections can be made; or
(b) The early learning program must obtain an alternative source of potable water approved by the state department of health or local health jurisdiction in an amount adequate to ensure the requirements in this chapter for safe drinking water, handwashing, sanitizing, dishwashing, and cooking are met.
The licensee must supply safe drinking water for the children in care. Drinking water must be served in a safe and sanitary manner and be available throughout the day. See WAC 170-296A-1400 for water testing requirements for a family home child care that receives its drinking water from a private well and water system.

### Drinking Water

(10) The early learning provider must have drinking water that is:

- (a) Readily available to children at all times;
- (b) In each classroom for centers, in the licensed space for family homes; and in outdoor play areas;
- (c) Served in a manner that will prevent contamination;
- (d) Not be obtained from any hand washing sink that is associated with toileting; and
- (e) Served fresh daily or more often as needed.

(11) The early learning provider must ensure all drinking equipment is:

- (a) Cleaned and sanitized daily or more often as needed; and
- (b) Cleaned and sanitized between uses by different children.

(12) The early learning provider may serve drinking water in, but not limited to:

- (a) Single use cups or reusable drinkware;
- (b) Individual water bottles;
- (c) Covered pitchers;
- (d) Drinking fountains; or
- (e) Other approved method.

(13) If the early learning program provides drinking fountains, the drinking fountain:

- (a) Must not be attached to hand washing sinks;
- (b) Must not be located in bathrooms;
- (c) Must not have an inclined jet; and
Standards Alignment - Environment

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

The Standards Alignment writing:
- Used the information from EPA and DOH - Lead and copper enter drinking water primarily through plumbing materials. Exposure to lead and copper may cause health problems ranging from stomach distress to brain damage. The EPA and the Department of Health recommend that all child care facilities be tested once to determine if lead and copper are present in drinking water. The Department of Health sets the standards for water testing in the state. The recommendation by the EPA and Department of Health for testing private wells is yearly. Family homes are classified as Group B water systems since they are a business and serving the public. WAC 170-296A-1400 (2)(a) has been addressed in the Application draft.
- Considered Caring for Our Children 3rd Edition which recommends that drinking water be available at all times in the classrooms and outdoor play areas based on children’s needs.
- Considered information from CFOCB and CFOC 3rd edition 4.2.0.6 concerning the Availability of Drinking Water.

Cleaning and Sanitation – Maintaining a Clean and Healthy Environment

<table>
<thead>
<tr>
<th>Family Home WAC</th>
<th>Center WAC</th>
<th>Proposed WAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>WAC 170-296A-3700</td>
<td>WAC 170-295-5040</td>
<td>(1) The early learning provider must ensure that the building, equipment and premises are maintained in a clean and sanitary manner.</td>
</tr>
</tbody>
</table>

(1) Surfaces must be easily cleanable. A cleanable surface is one that is:
- (a) Designed to be cleaned frequently;
- (b) Moisture-resistant; and
- (c) Designed to be cleaned frequently, to include,
The licensee must clean and sanitize toys as provided in WAC 170-296A-0010:

(1) Before a child plays with a toy that has come into contact with another child's mouth or bodily fluids;
(2) After being contaminated with bodily fluids or visibly soiled; or
(3) Not less than weekly when the toys have been used by the children.

WAC 170-296A-3925

(1) The following table describes the minimum frequency for cleaning, sanitizing, or disinfecting items in the licensed space.

<table>
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</table>
| (2) "Disinfect" or "disinfecting" means to eliminate virtually all germs on a surface by the process of cleaning and rinsing, followed by:
(a) A chlorine bleach and water solution of one tablespoon of chlorine bleach to one quart of cool water, allowed to stand wet for at least two minutes; or
(b) Other disinfectant product if used strictly according to the manufacturer's label instructions including, but not limited to, quantity used, time the product must be left in contact with the surface; and
(c) Free from cracks, chips or tears.
(2) Examples of cleanable surfaces include linoleum, tile, sealed wood, and plastic.
(3) You must maintain the building, equipment and premises in a clean and sanitary manner that protects the children from illness including but not limited to:
(a) Ensure that floors around sinks, toilets, diaper change areas and potty chairs are moisture-resistant and easily cleanable for at least twenty-four inches surrounding the surfaces; and
(b) Take measures to control rodents, fleas, cockroaches, and other pests in and around the center premises such as:
(i) Keep all trash and garbage cans tightly sealed;
(ii) Screen open windows and doors;
(iii) Seal and store food properly; and
(iv) Keep floors and other areas free from crumbs and food debris.
(4) Surfaces can be cleaned:
(a) With any cleaning solution such as soap and water, cleanser or cleaning spray;
(b) With a concentration but not limited to, sealed wood, linoleum, tile, plastic, solid surfacing, etc.;
(b) Moisture-resistant; and
(c) Free of chips, cracks, and tears.
(3) Flooring around sinks, drinking fountains, toilets, and diaper changing areas must be moisture resistant and easily cleanable for at least twenty-four inches surrounding the surfaces.
(4) The early learning provider must ensure that all surfaces are cleaned before sanitizing or disinfecting. Surfaces must be cleaned with a soap and water solution or spray cleaner. The early learning provider must follow the directions for use on the label if using a spray cleaner.
(5) Aerosol sprays and air fresheners must not be used to eliminate odors during child care hours.
(6) If a bleach solution is used for sanitizing or disinfecting, the early learning provider must follow the Department of Health’s current Guidelines for Mixing Bleach Solutions for Child Care and Similar Environments.
(7) If the early learning provider uses a product other than bleach for sanitizing and disinfecting, the product must be:
(a) Approved by the department’s Health Specialist prior to use;
(b) EPA registered and have Material Safety Data Sheets (MSDS) available; and
(c) Used in accordance with the manufacturer’s label to include:
(i) Directions for use;
(ii) Procedures and equipment for mixing appropriate concentration, if applicable;
Standards Alignment - Environment

place, adequate time to allow the product to dry or rinsing if applicable, and appropriateness for use on the surface to be disinfected. Any disinfectant used on food contact surfaces or toys must be labeled safe for food contact surfaces.

(3) "Sanitize" means to reduce the number of microorganisms on a surface by the process of:
   (a) Cleaning and rinsing, followed by using:
      (i) A chlorine bleach and water solution of three-quarters teaspoon of chlorine bleach to one quart of cool water, allowed to stand wet for at least two minutes; or
      (ii) Another sanitizer product if used strictly according to manufacturer's label instructions including, but not limited to, quantity used, time the product must be left in place, and adequate time to allow the product to dry, and appropriateness for use on the surface to be sanitized.
   If used on food contact surfaces or toys, a sanitizer product must be labeled as safe for food contact surfaces; or
   (b) For laundry and dishwasher use only, "sanitize" means use of a bleach and water solution or temperature control according to label directions; and
      (c) Rinsed as needed per label directions.

(5) You may use a bleach solution to sanitize in the following areas:
   (a) Diapering areas;
   (b) Surfaces exposed to body fluids;
   (c) Bathrooms and bathroom equipment;
   (d) Table tops;
   (e) High chairs;
   (f) Toys;
   (g) Dishes;
   (h) Floors; and
   (i) Sleeping mats.

(6) You may use any solution that is intended for sanitizing if the solution is approved by the department. When you use a product other than bleach to sanitize, you must:
   (a) Follow the label directions for use including concentration, contact time and rinsing; and
   (b) Be sure that if you use the product on food contact surfaces and items that children might put into their mouths, the label states the product is safe for food contact surfaces.

For pest prevention and control, see WAC XXXXX

(9) The early learning provider must maintain and follow a cleaning schedule that includes the following:
   (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 need to be cleaned and sanitized after each use. Sanitizing must be done by boiling or in the dishwasher;
   (d) Food preparation appliances must be cleaned after each use and sanitized daily or more often as needed;
   (e) Refrigerators/freezers must be cleaned and sanitized monthly or more often as needed; and
   (f) Toys must be cleaned and sanitized daily or as
Standards Alignment - Environment

The following are surfaces that need to be cleaned and sanitized and a minimum schedule for that cleaning:

(a) Tables and counters used for food serving and high chairs before and after each meal or snack;
(b) Sinks, counters and floors daily, or more often if necessary;
(c) Refrigerators monthly or more often as needed;
(d) Bathrooms (including sinks, toilets, counters and floors) daily and more often if necessary;
(e) Floors will be swept, cleaned and sanitized daily;
(f) Carpet vacuumed at least daily and shampooed as needed but at least every six months;
(g) Toys that children place in their mouth between use by different children;
(h) Infant and toddler toys daily; and
(i) Sleeping mats, cribs and other forms of bedding between use by different children and at least weekly.

(8) Your health policies and procedures must describe your frequency for general cleaning, necessary:
(i) Removed and immediately cleaned and sanitized when a toy comes into contact with another child’s mouth or bodily fluids.

(10) Dress-up clothes and machine washable toys must be laundered weekly or more often as needed.

(11) Sleeping equipment must be:
(a) Cleaned and sanitized after each use when used by different children; or
(b) Cleaned and sanitized weekly, or more often as needed when assigned to a child.

(12) Bedding must be:
(a) Laundered and sanitized weekly (by adding a sanitizer to the rinse, or hot water); or more often as needed; or
(b) If used by different children, the bedding must be laundered and sanitized after each use.

(13) Sinks, not used for hand washing after toileting or diapering, and non-food preparation counters must be cleaned and sanitized daily or more often as needed.

(14) Toileting areas, to include but not limited to: toilets, counters, sinks, floors, and garbage cans, must be cleaned and disinfected daily or more often as needed.

(15) Diaper changing tables to include the changing pad, must be cleaned and disinfected after each use.

(16) Diaper pails, garbage and trash receptacles must be:
(a) Emptied daily; and
(b) Cleaned and disinfected daily or more often as
Standards Alignment - Environment

| Standards Alignment | Dusting, cleaning toys, toy shelves, and equipment. | Needed. Floors must be:
| (17) | Swept or vacuumed daily or as needed; and (b) Cleaned and disinfected at the end of the day. |
| (18) | Large area rugs or installed carpet must be cleaned at least once every 3 months, or more often when visible dirt or stains are present, using a carpet shampoo machine, steam cleaner, or other department approved method. |
| (19) | Small area rugs must be: (a) Shaken outdoors daily or vacuumed; and (b) Laundered weekly. |
| (20) | If the child care is licensed for infants, the early learning provider must clean the carpets at least once per month, or more often as needed, using a carpet shampoo machine or steam cleaner. |
| (21) | Carpets or area rugs soiled with bodily fluids must be cleaned and disinfected with an EPA registered department approved disinfectant and follow the universal precautions for exposure to blood and body fluids cleanup. |
| (22) | Children must not: (a) Be present when carpets are cleaned or vacuumed; (b) Use the area until carpets are completely dry. |

Justification:
The family home and center licensing regulations have been streamlined to avoid inconsistencies and duplications establishing a common set of clear and measurable rules that support enhancement of quality of early learning programs across all spectrums and settings. The new standards are heavily based on the child development, health and safety foundation to provide the best outcomes for children in care. Ongoing attention was given in the standards alignment process to racial equity, cultural humility, linguistic diversity, individualization and inclusion, as well as the specific environmental and professional needs of family home and center early learning programs. The revised federal Child Care development Block Grant (CCDBG) and Washington State Early Start Act.
Standards Alignment - Environment

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

The Standards Alignment writing:
- Considered CFOCB 3.2.3.4 Prevention of Exposure to Blood and Body Fluids. Cleaning and sanitizing or disinfecting surfaces is important in order to reduce the spread of illness and disease causing organisms due to coughing, sneezing, and runny noses.
- Considered NAEYC and the National Health and Safety Performance Standards which recommend that carpets be cleaned frequently to reduce the amount of disease causing organisms and allergens. Carpets are capable of maintaining pathogens and toxins that can cause illness and are one of the main reasons for poor indoor air quality. Infants and toddlers are especially vulnerable since their environment is primarily on the floor and they are exposed to pollutants as they learn to crawl and play, as well as explore new objects by putting them in their mouths.

### Cleaning and Sanitation – Laundry and Equipment

<table>
<thead>
<tr>
<th>Family Home WAC</th>
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<th>Proposed WAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>WAC 170-296A-3850 Cleaning laundry</td>
<td>WAC 170-295-5110 What are the requirements if I do laundry on the premises or offsite?</td>
<td>(1) Laundry and equipment located at the early learning program must be:</td>
</tr>
<tr>
<td>(1) Laundry soap or detergent; and (2)(a) Temperature control (warm or hot cycle); or (b) Chlorine bleach.</td>
<td>(1) If you choose to do laundry on the premises or offsite you must be sure the laundry is:</td>
<td>(a) Located in an area physically separated from the kitchen or where food preparation takes place;</td>
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<tr>
<td></td>
<td>(a) Cleaned and rinsed;</td>
<td>(b) Inaccessible to children at all times;</td>
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<td></td>
<td>(b) Sanitized with hot water that reaches at least 140 degrees Fahrenheit or use an alternative method such as chlorine bleach that has been approved by the department;</td>
<td>(c) Cleaned with laundry soap or detergent, rinsed, and sanitized using:</td>
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<td></td>
<td>(c) Stored to keep soiled linen and laundry separate from clean linen;</td>
<td>(i) Hot water that reaches 140 degrees Fahrenheit, or</td>
</tr>
<tr>
<td></td>
<td>(d) Separate from kitchen and food preparation areas; and (e) Inaccessible to children.</td>
<td>(ii) By an EPA approved sanitizer such as chlorine bleach or other product approved by the department;</td>
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<tr>
<td></td>
<td>(2) You also must ensure the dryer is ventilated to outside the building.</td>
<td>(2) Soiled laundry must be kept separate from clean laundry; and</td>
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<tr>
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<td></td>
<td>(3) The dryer must be vented to outside the building.</td>
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</tbody>
</table>
Standards Alignment - Environment

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

The Standards Alignment writing:
- Considered information from CFOC 3rd Edition 5.4.4.1 Laundry Service and Equipment and 5.4.4.2 Location of Laundry Equipment and Water Temperature for Laundering.

<table>
<thead>
<tr>
<th>Cleaning and Sanitation – Private Septic Systems</th>
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</thead>
<tbody>
<tr>
<td><strong>Family Home WAC</strong></td>
</tr>
<tr>
<td>WAC 170-296A-1375 Private septic system—Inspection and maintenance.</td>
</tr>
<tr>
<td>(1) If the licensed premises is served by a private septic system (not connected to a sewer system) the septic system must be maintained in a manner acceptable to the local health jurisdiction.</td>
</tr>
<tr>
<td>(2) The licensee must follow the local health jurisdiction's requirements for periodic septic system inspection and maintenance.</td>
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<tr>
<td>(3) If there are no local health jurisdiction's requirements for periodic septic system inspections the licensee</td>
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</table>
Standards Alignment - Environment

must:
(a) Have the system inspected by a septic system inspector certified by the local health jurisdiction:
   (i) Within six months prior to submitting a license application under WAC 170-296A-1250; and
   (ii) Every three years after an initial license is issued to the license applicant under this chapter.
(b) Maintain the septic system as required by the inspection report.
(4) Septic system inspection and maintenance records must be kept on the premises and made available to the department upon request.

venting to be sure that:
(i) Playgrounds are not on and do not interfere with the access to or operation of the on-site sewage system including the drain field; and
(ii) That drain field venting does not vent onto the playground.

pumped, at a minimum, once every 3 years or more often as required by the health jurisdiction.
(5) The most recent septic system pumping and inspection records must be kept on the premises and made available to the department upon request.

(6) Playgrounds cannot:
   (a) Interfere with the access to or operation of the on-site sewage system; and
   (b) Be located on the on-site sewage system.

(7) If there is a problem with the septic system, the early learning provider must contact the health jurisdiction and the department.
(8) If directed by the health authority or the department, the early learning provider must discontinue child care operations until repairs are made.

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

The Standards Alignment writing:
- Considered the Washington State Department of Health which regulates on-site sewage disposal systems that are 3500 gal/day or greater. These may consist of schools, larger residential communities, or business parks. Local health jurisdictions regulate on-site systems under 3500 gal/day to include individual residences.
## Cleaning and Sanitation – Pest Control

<table>
<thead>
<tr>
<th>Family Home WAC</th>
<th>Center WAC</th>
<th>Proposed WAC</th>
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</thead>
<tbody>
<tr>
<td>WAC 170-296A-3950</td>
<td>WAC 170-295-5160</td>
<td>(1) The early learning provider must:</td>
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<td>(a) Keep the premises free from insects, rodents, fleas, cockroaches, and other pests;</td>
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<td>(b) Prevent or control pests in or around the premises by:</td>
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<td>(i) <strong>Keeping all trash and garbage cans</strong> covered when not in use, except for those only containing paper;</td>
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<td>(ii) <strong>Having screened windows and doors</strong>;</td>
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<td>(iii) <strong>Properly sealing and storing food</strong>; and</td>
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<td>(iv) <strong>Keeping floors and other areas free from crumbs and food debris</strong>.</td>
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<td></td>
<td></td>
<td>(c) Establish a policy that uses an Integrated Pest Management (IPM) program to reduce the risk of chemical exposure to children in care. This program should include, but not limited to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(i) <strong>Prevention</strong> – keeping pests out, removing sources of food, water, harborages;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(ii) <strong>Inspection</strong> – inspecting indoor and outdoor areas for evidence of pests;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(iii) <strong>Identification</strong> – identify which pests are present;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(iv) <strong>Monitoring</strong> – looking for evidence to determine if and when to treat; and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(v) <strong>Management</strong> – if pests become a problem, steps that will be taken to abate the situation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(d) Provide a written copy of the pesticide policies that includes posting and notification</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(b) Where possible, use nonchemical methods of control instead of chemical controls; or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(i) Not spray pesticides when children are present. Wipe down surfaces that have been sprayed and air out rooms before allowing children to use sprayed areas;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(ii) Place and store rodent poison or insect baits inaccessible to children; and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(iii) Post a notice visible to parents and guardians of children in care forty-eight hours in advance of the application of pesticides; and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(d) Require the pesticide applicator to provide a copy of the records required within twenty-four hours of when the pesticide is applied.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(2) Your notification must include a heading stating &quot;Notice: Pesticide Application and...&quot; at a minimum must state the:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(a) Product name of the pesticide being used;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(c) Notify parents, guardians, and any other interested parties forty-eight hours in advance of the application of pesticides; and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(d) Require the pesticide applicator to provide a copy of the records required within twenty-four hours of when the pesticide is applied.</td>
</tr>
</tbody>
</table>

When pests are present in the licensed space, the licensee must:

1. Take action to remove or eliminate pests; and
2. Where possible, use nonchemical methods of control instead of chemical controls; or
   a. Not spray pesticides when children are present. Wipe down surfaces that have been sprayed and air out rooms before allowing children to use sprayed areas;
   b. Place and store rodent poison or insect baits inaccessible to children; and
   c. Post a notice visible to parents and guardians of children in care forty-eight hours in advance of the application of pesticides; and
   d. Require the pesticide applicator to provide a copy of the records required within twenty-four hours of when the pesticide is applied. 

When pests are present in the licensed space, the licensee must:

1. Take action to remove or eliminate pests; and
2. Where possible, use nonchemical methods of control instead of chemical controls; or
   a. Not spray pesticides when children are present. Wipe down surfaces that have been sprayed and air out rooms before allowing children to use sprayed areas;
   b. Place and store rodent poison or insect baits inaccessible to children; and
   c. Post a notice visible to parents and guardians of children in care forty-eight hours in advance of the application of pesticides, except when pesticides must be used to control pests that may pose an immediate risk to children's health or safety.

When pests are present in the licensed space, the licensee must:

1. Take action to remove or eliminate pests; and
2. Where possible, use nonchemical methods of control instead of chemical controls; or
   a. Not spray pesticides when children are present. Wipe down surfaces that have been sprayed and air out rooms before allowing children to use sprayed areas;
   b. Place and store rodent poison or insect baits inaccessible to children; and
   c. Post a notice visible to parents and guardians of children in care forty-eight hours in advance of the application of pesticides, except when pesticides must be used to control pests that may pose an immediate risk to children's health or safety.
Standards Alignment - Environment

(b) Intended date and time of application;
(c) Location where the pesticide will be applied;
(d) Pest to be controlled; and
(e) Name and number of a contact person at the facility.

(3) To notify people that a pesticide has been used, you must place a marker at each primary point of entry to the center grounds. The marker must be:
(a) A minimum of four inches by five inches;
(b) Printed in colors contrasting to the background; and
(c) Left in place for at least twenty-four hours following the pesticide application or longer if a longer restricted period is stated on the label.

(4) The marker must include:
(a) A headline that states "This landscape has recently been sprayed or treated with pesticides";
(b) Who has treated the landscape; and
(c) Who to call for more information.

requirements to parents/guardians at the time of enrollment or annually;

(e) If pests are present, take action to remove, eliminate and prevent future re-occurrences of pests; and

(f) Use the least hazardous or toxic method of pest management.

(g) If using chemical pesticides:
(i) Comply with the current Washington State Department of Agriculture's guide for Pesticide Use at Public Schools (K-12) and Licensed Day Care Centers (link);
(ii) Post a notice to parents/guardians and staff forty-eight hours prior to applying pesticides per RCW 17.21, Washington Pesticide Application Act, that includes:
   (A) The product name of the pesticide to be applied;
   (B) Time and date of application;
   (C) The location;
   (D) The pest to be controlled; and
   (E) Name and phone number of contact person.
(iii) Read and follow all directions on the product label;

(h) Not spray pesticides when children are present;
(i) Wipe down surfaces that have been sprayed and air out rooms before allowing children to use sprayed areas; and
Standards Alignment - Environment

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

The Standards Alignment writing:
- Considered information from Caring for Our Children, 3rd edition, the CDC, and the EPA which all state that children must not be exposed to chemicals. Pesticides that are used incorrectly may cause long term health issues. Infants and small children are among the most likely groups to suffer long-term health harm from exposure to chemical pesticides. The best way to manage pest issues is through Integrated Pest Management (IPM).
- Included family home early learning programs due to implied health issues to both children and adults as recommended in CFOCB and CFOC, 3rd edition 5.2.8.1 Integrated Pest Management.

Cleaning and Sanitation – Storage of Maintenance and Janitorial Supplies

<table>
<thead>
<tr>
<th>Family Home WAC</th>
<th>Center WAC</th>
<th>Proposed WAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>WAC 170-296A-4100-(1)(a)(b); (2)(b)(c)(f)(g)(h)(i)</td>
<td>WAC 170-295-5060</td>
<td>(1)The early learning provider must ensure that all harmful products and cleaning supplies such as, but not limited to, cleaners, detergents, sanitizing and disinfecting products, are stored:</td>
</tr>
<tr>
<td>(1) The licensee must:</td>
<td>(1) You must provide safe storage for flammable and combustible liquids and chemicals used for maintenance purposes and operation of equipment. They must be in a location designed to prevent child access at all times. The liquids</td>
<td>(a) Inaccessible to children at all times;</td>
</tr>
<tr>
<td>(a) Store poisons inaccessible to children and where poisons will not contaminate food.</td>
<td></td>
<td>(b) Separate from food preparation areas, food items and supplies;</td>
</tr>
<tr>
<td>(b) If poisons are not in the</td>
<td></td>
<td>(c) In original containers, or clearly labeled with the name of the product if not in the original</td>
</tr>
</tbody>
</table>
### Standards Alignment - Environment

<table>
<thead>
<tr>
<th>Original Container</th>
<th>Chemicals</th>
<th>Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly label the container with the name of the product and the words &quot;poison&quot; or &quot;toxic.&quot;</td>
<td>(a) Stored in original containers or in department approved safety containers that identify contents;</td>
<td>(d) In a manner that meets fire safety requirements, for example: not storing by a heat source.</td>
</tr>
<tr>
<td>(2) The following describes chemicals and other substances that must be stored inaccessible to children</td>
<td>(b) Stored to comply with fire safety regulations adopted by the state fire marshal's office; and</td>
<td>(2) The early learning provider must ensure that storage areas and rooms:</td>
</tr>
<tr>
<td>(b) Sanitizers and disinfectants;</td>
<td>(c) Ventilated either by mechanical ventilation to the outdoors or through a window that opens on the exterior wall.</td>
<td>(a) Are inaccessible to children by locking, or other department approved method to prevent access;</td>
</tr>
<tr>
<td>(c) Household cleaners and detergents;</td>
<td>(2) Your janitorial or housekeeping storage must have:</td>
<td>(b) Have floors that are moisture resistant and easily cleanable;</td>
</tr>
<tr>
<td>(f) Ice melt products;</td>
<td>(a) Floor surfaces that are moisture impervious and easily cleanable;</td>
<td>(c) Have appropriate shielded or shatter-resistant lighting;</td>
</tr>
<tr>
<td>(g) Pool chemicals;</td>
<td>(b) A designated utility or service sink for disposing of wastewater; and</td>
<td>(d) Have a designated utility sink, service sink, or department approved method for disposing of wastewater. Kitchen sinks cannot be used for disposal of wastewater; and</td>
</tr>
<tr>
<td>(h) Pesticides or insecticides;</td>
<td>(c) A place for mop storage that is ventilated to the outside.</td>
<td>(e) Are kept clean.</td>
</tr>
<tr>
<td>(i) Fuels, oil, lighter fluid, or solvents;</td>
<td></td>
<td>(3) Storage areas and rooms that contain chemicals, utility sinks, or wet mops must be ventilated to the outdoors by either an exterior window or mechanical ventilation.</td>
</tr>
<tr>
<td>and chemicals must be:</td>
<td></td>
<td>(4) All cleaning and maintenance equipment such as mops, brooms, toilet plungers, toilet brushes, vacuums, etc. must be stored inaccessible to children.</td>
</tr>
</tbody>
</table>

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

The Standards Alignment writing:
- Considered CFOC, 3rd Edition 5.1.1.11. Separation of Operations from Child Care Areas, which recommends the supplies and equipment that are needed to keep the premises clean, keep odor causing pathogens at a minimum, and keep potential pests away. However, to keep children from being exposed to chemicals, the equipment and supplies must be properly and safely stored.
- Considered information from CFOCB and CFOC 3rd edition 5.2.9.1 Use and Storage of Toxic Substances.

### Sleep and Rest – Sleep, rest and equipment

<table>
<thead>
<tr>
<th>Family Home WAC</th>
<th>Center WAC</th>
<th>Proposed WAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>WAC 170-296A-3725</td>
<td>WAC 170-295-2050</td>
<td>(1) The early learning provider must offer a daily supervised 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.</td>
</tr>
<tr>
<td>Where children may sleep</td>
<td>Must we provide rest periods?</td>
<td>(2) The early learning provider must provide quiet activities for the children who do not require rest. These activities must be offered with a minimum of disruption to sleeping children.</td>
</tr>
<tr>
<td>(1) The licensee must provide mats, cots, or other sleeping equipment long enough and wide enough for the size of the child.</td>
<td>You must:</td>
<td>(3) The early learning provider must not force a child to sleep.</td>
</tr>
<tr>
<td>(2) The licensee must never place the children directly on the floor to sleep.</td>
<td>(1) Offer a supervised rest period to the child who is:</td>
<td>(4) The early learning provider must communicate with the parent or guardian about the child’s sleep needs and patterns.</td>
</tr>
<tr>
<td>(3) When children are sleeping there must be enough space between children to give staff access to each child.</td>
<td>(a) Five years of age or younger and in care for more than six hours; or</td>
<td>(5) For children not using cribs or playpens, the early learning provider must provide developmentally appropriate mats, cots, or other department approved sleeping equipment that is made of water resistant material that can be cleaned and sanitized.</td>
</tr>
<tr>
<td>WAC 170-296A-3750</td>
<td>What kind of sleep and nap equipment do I need for children not in cribs, bassinets, infant beds or playpens?</td>
<td>(6) The early learning provider must not place children directly on the floor to rest or sleep.</td>
</tr>
<tr>
<td>Mats, cots and other sleeping equipment</td>
<td>Sleeping and nap equipment must be</td>
<td>(7) The mats, cots, and other department approved</td>
</tr>
</tbody>
</table>
Standards Alignment - Environment

sanitized as provided in WAC 170-296A-0010.

(2) Mats, cots, or other sleeping equipment must be in good repair, not torn or with holes or repaired with tape.

(3) A sleeping mat must be at least one inch thick.

(4) Mats, cots, or other sleeping equipment must be cleaned, sanitized, and air dried:
   a) At least once a week or as needed if used by one child; or
   b) Between each use if used by different children.

(5) When in use, mats, cots, or other sleeping equipment must be arranged to allow the licensee or staff to access the children.

(6) Mats, cots, and other sleeping equipment must be stored so that the sleeping surfaces are not touching each other, unless they are cleaned and sanitized after each use.

WAC 170-296A-3775

Bedding

Each child's bedding, including sleeping bags and slumber bags, must:

   1. Meet the child's needs

   available for each toddler and preschool age child not using a crib and remaining in care for at least six hours and any other child requiring a nap or rest period.

   1. You must:
      a) Provide a separate, firm and waterproof mat or mattress, cot or bed for each child or have a system for cleaning the equipment between children;
      b) Place mats or cots at least thirty inches apart at the sides and arrange children head to toe or toe to toe;
      c) Be sure that the bedding consists of a clean sheet or cover for the sleeping surface and a clean blanket or suitable cover for the child;
      d) Launder the bedding weekly or more often if necessary and between uses by different children;
      e) Store each child's bedding separately from bedding used by other children. Once the bedding has been used, it is considered dirty. One child's bedding cannot touch another child's bedding during storage;
      f) Keep mats clean and in good

sleeping equipment utilized in the early learning program must be:

   a) In good repair, not torn or with holes or repaired with tape;
   b) Mats must be at least one inch thick;
   c) Cleaned, sanitized, and air dried at least once a week or as needed if used by one child, or between use if used by different children;
   d) Spaced a minimum of 30 inches at the side and arrange children head to toe or toe to toe to allow the early learning provider access to the children, and reduce the exposure to germs; and
   e) Stored so that the sleeping surfaces are not touching each other, unless they are cleaned and sanitized after each use.

(8) The early learning provider must ensure each child's bedding:

   a) Has a clean sheet or blanket to cover the sleeping surface and a clean suitable 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.

(9) The early learning provider must not allow children less than six years of age to use loft style beds and upper bunks of bunk beds.
Standards Alignment - Environment

<table>
<thead>
<tr>
<th>Developmental needs;</th>
<th>Repair. Once a mat is torn it is not cleanable. You may not use duct tape or fabric to repair sleeping mats or mattresses; and</th>
</tr>
</thead>
<tbody>
<tr>
<td>(2) Consist of a clean sheet or blanket to cover the sleeping surface;</td>
<td>(g) Use only cots with a surface that can be cleaned with a detergent solution, disinfected and allowed to air dry.</td>
</tr>
<tr>
<td>(3) Include a waterproof moisture barrier under the sheet or blanket;</td>
<td>(2) You may not use the upper bunk of a bunk bed for children under six years of age.</td>
</tr>
<tr>
<td>(4) Have a clean, suitable cover for the child; children must not nap directly on the waterproof moisture barrier or the floor;</td>
<td></td>
</tr>
<tr>
<td>(5) Be laundered weekly or more often if soiled or used by different children; and</td>
<td></td>
</tr>
<tr>
<td>(6) Be stored separately from bedding used by another child.</td>
<td></td>
</tr>
</tbody>
</table>

WAC 170-296A-3825
Loft style and bunk beds

The licensee must not allow children less than six years of age to use:

(1) Loft style beds; or
(2) Upper bunks of bunk beds.

WAC 170-296A-6800
Rest periods

(1) The licensee must offer a daily supervised rest period for children.
(2) The supervised rest period must be:
(a) Offered to all children five
years of age and younger who remain in care more than six hours per day; and
(b) Offered to any child who shows a need for rest.
(3) The licensee must:
(a) Not force a child to sleep;
(b) Provide quiet activities for the children who do not require rest. These activities must be offered with a minimum of disruption to sleeping children;
(c) Communicate with the parent or guardian about the child's sleep needs and patterns; and
(d) Allow infants and toddlers to follow individual sleep patterns.
(4) See WAC 170-296A-3725 through 170-296A-3825 regarding sleeping equipment and bedding requirements.

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

The Standards Alignment writing:
- Considered information from CFOC, 3rd Edition 5.4.5.1 Sleeping Equipment and Supplies.
- Established foundational measures, ensuring that a child’s basic developmental needs are met and for progression steps to be clear when providers are enrolled in Early Achievers and moving from Level 1 to higher levels.

**Sleep and Rest – Evening and Overnight Care**

<table>
<thead>
<tr>
<th>Family Home WAC</th>
<th>Center WAC</th>
<th>Proposed WAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>WAC 170-296A-3800</td>
<td>WAC 170-295-2060</td>
<td>(1) The early learning provider must be approved by the department to provide evening and overnight care when care provided is between the hours of eight o’clock at night and six o’clock in the morning that includes a sleep period for the child.</td>
</tr>
<tr>
<td>Overnight sleeping</td>
<td>What are the requirements for evening and nighttime care?</td>
<td>(2) If the early learning provider is approved by the department to provide overnight care, the early learning provider must provide every child a bed or other department approved sleeping equipment to sleep that:</td>
</tr>
<tr>
<td>If the licensee is approved by the department to provide overnight care, the licensee must provide every child a bed or other sleeping equipment to sleep that:</td>
<td>In addition to meeting the other requirements of chapter 170-295 WAC, if you offer child care during evening and nighttime hours, you must:</td>
<td>(a) Is safe and in good condition;</td>
</tr>
<tr>
<td>(1) Is safe and in good condition;</td>
<td>(1) Adapt the program, equipment, and staffing pattern to meet the physical and emotional needs of the child away from home at night such as:</td>
<td>(b) Must be made of moisture resistant material that can be cleaned and sanitized;</td>
</tr>
<tr>
<td>(2) Is waterproof or washable; and</td>
<td>(a) In centers operating past midnight, you must provide for each child a crib, mat or cot, or mattress pad, that is easily sanitized;</td>
<td>(c) Meets the child’s developmental needs;</td>
</tr>
<tr>
<td>(3) Meets the child’s developmental needs.</td>
<td>(b) Make arrangements for bathing as need</td>
<td>(d) Must be stored so that the sleeping surfaces are not touching each other, unless they are cleaned and sanitized after each use.</td>
</tr>
<tr>
<td>WAC 170-296A-3825</td>
<td></td>
<td>(3) The early learning provider must not allow children less than six years of age to use loft style beds and upper bunks of bunk beds.</td>
</tr>
<tr>
<td>Loft style and bunk beds</td>
<td></td>
<td>(4) The early learning provider must ensure each child’s bedding:</td>
</tr>
<tr>
<td>The licensee must not allow children less than six years of age to use:</td>
<td></td>
<td>(a) Has a clean sheet or blanket to cover the sleeping surface and a clean suitable cover for the child;</td>
</tr>
<tr>
<td>(1) Loft style beds; or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2) Upper bunks of bunk beds.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>170-296A-4425</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Night latches, deadbolts and security chains</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When overnight care is provided, the licensee must have a department approved safety plan in place before using any of the following on an exit door that is not used as an emergency exit:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Standards Alignment - Environment

| (1) Night latches; | (2) Maintain the same staff-to-child ratio that is in effect during daytime care; | (b) Is laundered weekly or more often if soiled. Bedding must be laundered daily if used by different children; |
| (2) Deadbolts; or | (3) Keep the child within continuous visual and auditory range at all times; | (c) Be stored separately from bedding used by another child, unless it is cleaned and sanitized after each use. |
| (3) Security chains. | (4) Ensure that the staff in charge during evening and nighttime hours meets the requirements of a lead teacher; and | (5) The early learning provider must: |
| | (5) Ensure all staff attending to children in care are awake. | (a) Keep the child and/or children in continuous visual and auditory range at all times; |
| | | (b) Maintain required staff to child ratios; |
| 170-296A-6850 | | (c) Ensure all staff attending to children in care are awake; and |
| Overnight care | | (d) Have department approval prior to using night latches, deadbolts, or security chains. |
| The licensee must be approved by the department to provide overnight care. | | (6) The early learning provider must remain in auditory range but provide privacy for children demonstrating the need if children change clothes prior to sleeping. |
| If the licensee provides overnight child care: | | |
| (1) The licensee or primary staff person must be awake until all children in care are asleep; | | |
| (2) The licensee or a primary staff person must be on the same level of the home as the children in care; | | |
| (3) The licensee or primary staff person must maintain required staff-to-child ratios; and | | |
| (4) The daily schedule under WAC 170-296A-6550 must include evening or overnight care. | | |
| See WAC 170-296A-3725 through 170-296A-3825 regarding sleeping equipment and bedding requirements. | | |
| See WAC 170-296A-4400 and 170-296A-4425 regarding door alarms, night latches, deadbolts, and security chains. | | |
Justification:
The family home and center licensing regulations have been streamlined to avoid inconsistencies and duplications establishing a common set of clear and measurable rules that support enhancement of quality of early learning programs across all spectrums and settings. The new standards are heavily based on the child development, health and safety foundation to provide the best outcomes for children in care. Ongoing attention was given in the standards alignment process to racial equity, cultural humility, linguistic diversity, individualization and inclusion, as well as the specific environmental and professional needs of family home and center early learning programs. The revised federal Child Care development Block Grant (CCDBG) and Washington State Early Start Act regulations and requirements have guided the department’s intentional framework in aligning and setting the standards forth to provide high quality, equitable, safe, healthy, and developmentally appropriate childcare services to the WA youngest learners.

The Standards Alignment writing:
- Considered information from CFOCB 2.2.0.1 Methods of Supervision of Children-“When children are sleeping, caregivers may supervise by sound with frequent visual checks”.
- Considered information from CFOC, 3rd Edition 5.4.5.1. Sleeping Equipment and Supplies.

### Infant and Toddler – Infant and Toddler Care

<table>
<thead>
<tr>
<th>Family Home WAC</th>
<th>Center WAC</th>
<th>Proposed WAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>WAC 170-296A-5700 Language states that infants can be in care at “birth”</td>
<td>WAC 170-295-4010 At what age can I accept infants into care? You must not accept into care an infant who is less than one month of age. WAC 170-295-4130</td>
<td>(1) An early learning program may accept care of an infant at birth based on department approval either at the time of licensing or at the early learning program’s request once a department inspection has been completed. (2) The early learning provider must not use or allow the use of wheeled baby walkers.</td>
</tr>
<tr>
<td>170-296A-7000 Wheeled baby walkers prohibited The licensee must not use or allow the use of wheeled baby walkers in the family home child care during operating hours.</td>
<td></td>
<td>(3) The early learning provider that is licensed to care for infants must have an infant nurse consultant. The nurse consultant's duties will depend upon the needs of the program. The early learning provider</td>
</tr>
</tbody>
</table>

The licensee must not use or allow the use of wheeled baby walkers in the family home child care during operating hours.
Standards Alignment - Environment

the needs of the center. We, center management, teachers, and observations/assessments of the nurse consultant can identify the needs.

(2) If you are required to have an infant nurse consultant, you must:

(a) Have a written agreement with a nurse consultant who is a currently licensed registered nurse (RN) who has either worked in pediatrics (care of children) or public health in the past year or has taken or taught classes in pediatric nursing at the college level in the past five years;

(b) Have at least one monthly on-site visit from your nurse consultant when you have infants enrolled (you may skip the monthly visit if no infants are enrolled);

(c) Have the nurse or a designee that meets the requirements of a nurse consultant available by phone as needed; and

(d) Have written notes of the nurse consultant visit on-site that includes topics discussed, areas of concern, date and signature.

and the nurse consultant can identify the needs through observations and assessments. If the early learning provider is required to have an infant nurse consultant, then there must be:

(a) A written agreement with a nurse consultant who is currently a licensed registered nurse (RN) and has either worked in pediatrics (care of children) or public health in the past year or has taken or taught classes in pediatric nursing at the college level in the past five years;

(b) At least one monthly on-site visit from the nurse consultant when there are infants enrolled (if no infants are enrolled in the early learning program then a monthly visit is not necessary);

(c) A nurse or designee that meets the requirements of a nurse consultant available by phone as needed; and

(d) Written notes of the nurse consultant visit on-site that include topics discussed, areas of concern, date and signature.

See WAC XXX for Infant Program and Activities

Justification:
The family home and center licensing regulations have been streamlined to avoid inconsistencies and duplications establishing a common set of clear and measurable rules that support enhancement of quality of early learning programs across all spectrums and
Standards Alignment - Environment

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

The Standards Alignment writing:

- Considered Caring for Our Children 3rd edition 1.1.2.1 Minimum Age to Enter Care, that recommends that children are not accepted into care until 3 months of age. CFOCB however does not define the age at which an infant can be accepted into care but a reference to an age of less than or equal to 12 months could be interpreted to mean “birth to 12 months”. Department approval could be utilized if care of an infant needs to begin prior to one month of age.
- Considered Caring for Our Children, 3rd edition 1.1.2.1 Minimum Age to Enter Care, that recommends more frequent health consultation for programs serving very young children and infants because of their rapid development and changing needs. Community resources and limited funding has differentiated the needs for center and family home based care.
- Considered that wheeled baby walkers pose a risk for injury, particularly head injury, should the walker tip for any reason.
- Embeds research based national standards knowing that a child’s earliest experiences in life deeply influence the trajectory of the future for that child. Evidence indicates that a nurturing and stimulating environment gives the child the highest potential for their healthy development and success in life.
- Established foundational measures, ensuring that a child’s basic developmental needs are met and for progression steps to be clear when providers are enrolled in Early Achievers and moving from Level 1 to higher levels.

### Infant and Toddler – Bottle Preparation and Breast milk

<table>
<thead>
<tr>
<th>Family Home WAC</th>
<th>Center WAC</th>
<th>Proposed WAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>The licensee must:</td>
<td>What is a safe way to prepare bottles?</td>
<td>(1) The early learning provider may allow parents to bring from home filled bottles labeled with the date and infant’s first and last name for daily use.</td>
</tr>
<tr>
<td>(1) Use glass bottles or use plastic bottles labeled with &quot;1,&quot; &quot;2,&quot; &quot;4,&quot; or &quot;5&quot; on the bottle. A plastic bottle must not contain the chemical bisphenol-A or phthalates.</td>
<td>What is the safe way to store infant formula and food?</td>
<td>(2) To prepare bottles, the early learning provider must:</td>
</tr>
<tr>
<td>(2) If heating a bottle, heat the bottle in warm water that is not more than one hundred twenty degrees</td>
<td>“What is the correct way to clean bottles and nipples?”</td>
<td>(a) Clean bottles and nipples before each use using warm soapy water and a bottlebrush and sanitize by boiling in hot water for 5 minutes, or use a dishwasher;</td>
</tr>
<tr>
<td></td>
<td>(1) Parents may bring from home filled bottles labeled with the infant’s name for daily use (see WAC 170-295-4040).</td>
<td>(b) Wash hands prior to bottle preparation;</td>
</tr>
</tbody>
</table>
Fahrenheit;
(3) Not use a microwave oven to warm the contents of a bottle;
(4) Clean bottles and nipples before each use by washing, with warm soapy water, and a bottlebrush or using a dishwasher;
(5) Keep bottle nipples covered if bottles are prepared ahead, and label the bottle with the date it was prepared;
(6) Not allow infants to share bottles or infant cups;
(7) Have a method to identify the individual child’s bottle or cup;
(8) Keep the contents of a child’s bottle inaccessible to other children; and
(9) Throw away milk, breast milk, or formula if it has been sitting at room temperature for more than one hour.

Breast milk.
When breast milk is provided for a child, the licensee must:
(1) For breast milk to be used on the day received, refrigerate and label the breast milk container;
(2) If the breast milk is to be frozen, label the container with the child’s name and date the milk was brought to the child care. The licensee must:
(a) Store frozen breast milk at ten degrees Fahrenheit;
(b) Use a sink that is only for bottle preparation, other food preparation or other approved source of water. Water from a handwashing sink may not be used for bottle preparation;
(c) Do not heat a bottle in a microwave or allow bottles to warm at room temperature for more than an hour, to limit bacterial growth; and
(d) Bottles must be warmed under running warm water or placed in a container of water that is not warmer than 120 degrees Fahrenheit.

The bottle preparation area including the sink must:
(a) Be located at least eight feet from the outermost edge of diaper changing tables or counters and sinks used for diaper changing; or
(b) Have a barrier to prevent cross-contamination that is placed between the sink used for food or bottle preparation and the diaper changing table, counter or sink. If a barrier is used, it must be:
(i) Solid (without cracks or breaks);
(ii) Sealed;
(iii) Moisture-resistant; and
(iv) Solid (without cracks or breaks);
(v) Sealed;
(vi) Moisture-resistant; and
(vii) Solid (without cracks or breaks).

(c) Use a sink that is only for bottle preparation, other food preparation or other approved source of water. Water from a handwashing or diaper changing handwashing sink may not be used for bottle preparation;
(d) 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;
(e) Prepare infant formula according to manufacturer’s directions and never serve infant formula past the expiration date on the container;
(f) Not heat a bottle in a microwave;
(g) Warm bottles under running warm water or placed in a container of water that is not warmer than 120 degrees Fahrenheit;
(h) Keep bottle nipples covered if bottles are prepared ahead, and label the bottle with the infant’s first and last name and date it was prepared;
(i) Store prepared and unserved bottles in the refrigerator;
(j) Not allow infants to share bottles or cups; and
(k) Throw away contents of any bottle not fully consumed within one hour. The early learning provider must not put partially consumed bottles back into the refrigerator.

Breast milk
(1) When breast milk is provided for a child, the early learning provider must:
(a) Follow the Academy of Breastfeeding Medicine Protocol #8; Revision 2010 or its current standard;
What is a safe way to store breast milk?

You can keep frozen breast milk if you:

1. Label the contents with the child's name and date it was brought into the center;
2. Store the frozen breast milk at 10 degrees Fahrenheit or less;
3. Thaw the breast milk in the refrigerator, under warm running water or in a pan of warm water; and
4. At least twenty-four inches in height from the counter surface.

(iv) At least twenty-four inches in height from the counter surface.

(4) If the infant room does not have a sink that is dedicated to bottle and food preparation, you must provide a clean source of water for preparing bottles such as getting water from the kitchen and keeping it in a container with an airtight cover that:
   (a) Is located at least eight feet from the outermost edge of diaper changing tables or counters and sinks used for diaper changing; or
   (b) Has a barrier that meets the requirements in WAC 170-295-4030 (3)(b) to prevent cross-contamination that is placed between the sink used for food or bottle preparation and the diaper changing table, counter or sink.

(b) Label the breast milk container with the child’s first and last name and the date received;

(f) Thaw breast milk in the refrigerator, under warm running water, or in a container with warm water that is not more than one hundred twenty degrees Fahrenheit;

(g) Never thaw or heat breast milk in a microwave oven or on the stove;

(h) Return any refrigerated unused bottles or containers of breast milk to the parent at the end of the day;

(i) Return any unused frozen breast milk to the parent after 2 weeks; and

(j) Obtain parental consent prior to feeding a breast feed infant formula.
Standards Alignment - Environment

(4) Keep frozen breast milk in the center for no more than two weeks.

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

The Standards Alignment writing:
- Considered information from CFOCB and CFOC 3rd edition, 4.3.1.3 Preparing, Feeding and Storing Human Milk; 4.3.1.5 Preparing, Feeding, and Storing Infant Formula: 4.3.1.9 Warming Bottles and Infant Foods and 4.5.0.10 Foods that are Choking Hazards to include in the new standards.
- Embeds research based national standards knowing that a child’s earliest experiences in life deeply influence the trajectory of the future for that child. Evidence indicates that a nurturing and stimulating environment gives the child the highest potential for their healthy development and success in life.

<table>
<thead>
<tr>
<th>Infant and Toddler – Nutrition and Feeding</th>
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<tbody>
<tr>
<td><strong>Family Home WAC</strong></td>
</tr>
<tr>
<td>170-296A-7175 Bottle feeding infants.</td>
</tr>
</tbody>
</table>

| Bottle feeding infants. (1) When bottle feeding, the licensee or staff must: (a) Test the bottle contents before feeding, to avoid scalding or burning the infant's mouth; (b) Hold infants when the infant is unable to hold his or her bottle; (c) Not prop bottles when feeding an infant; | | |
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| Bottle feeding infants. (1) When bottle feeding, the licensee or staff must: (a) Test the bottle contents before feeding, to avoid scalding or burning the infant's mouth; (b) Hold infants when the infant is unable to hold his or her bottle; (c) Not prop bottles when feeding an infant; | | |
(d) Not give a bottle or cup to an infant who is lying down; 
(e) Feed infants on demand or based on the parent or guardian's recommended feeding schedule;  
(f) Stop feeding the infant when he or she shows signs of fullness; and 
(g) Not add medication, cereal, supplements, or sweeteners to the contents of the bottle unless prescribed by a health care provider.

(2) When an infant can hold his or her own bottle, the licensee or staff: 
(a) May hold the infant or place the infant in a semi-reclining or upright position during bottle feeding; and 
(b) Must be in the same room within visual range of the infant during feeding.

(3) The licensee or staff must take the bottle from the infant when the child finishes feeding.

WAC 170-296A-7200 Feeding solid food to infants. 
(1) The licensee must consult with and have approval from an infant's parent or guardian before introducing solid food to an infant.

(2) When serving infants solid food the licensee or staff must: 
(a) Hold or sit the infant in a semi-reclining or upright position; 
(b) Not allow infants to share the bottle and incorporates the following guidelines:

<table>
<thead>
<tr>
<th>Developmental Stage/Age of Infant</th>
<th>Type of Feeding</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Under 4 months of age</td>
<td>Serve only formula or breast milk unless you have a written order from the child's health care provider.</td>
</tr>
<tr>
<td>(b) When baby can: (At about 4-6 months of age)</td>
<td>Sit with support Hold head steady Close lips over the spoon Keep food in mouth and swallow it. Serve only formula or breast milk unless you have a written order from the child's health care provider. Begin iron fortified baby cereal and plain pureed fruits and vegetables upon consultation with parents.</td>
</tr>
<tr>
<td>(c) When baby can: (At about 6-8 months)</td>
<td>Sit without support Begin to chew Sip from a cup with help Grasp and hold onto things Serve only formula or breast milk unless you have a written order from the child's health care provider. Start small amounts of juice, or water in a cup. Let baby begin to feed self. Start semisolid foods such as cottage cheese, puréed fruits or vegetables.</td>
</tr>
</tbody>
</table>

(c) Serving only breast milk or infant formula to an infant less than 12 months of age unless you have a written order from the child's health care provider. When bottle feeding the early learning provider must: 
(i) Test the bottle by taking the temperature of the contents before feeding, to avoid scalding or burning the child's mouth; 
(ii) Hold infants and toddlers making eye contact and talking to them; 
(iii) Stop feeding the infant or toddler when he or she shows signs of fullness; 
(iv) Ensure infants or toddlers are not propped with bottles or given a bottle or cup when they are lying down; and 
(v) Only give a bottle containing water to a reclining child.

(d) Introducing a cup containing small amounts of water, breastmilk or infant formula when developmentally appropriate or when the infant or toddler has been introduced to eating solid foods; 
(e) Introducing age-appropriate solid foods no sooner than 4 months of age and preferably at 6 months of age based on infant's ability to sit with support, hold head steady, close lips over spoon and show signs of hunger and satiety; 
(f) Not adding food, medication or sweeteners to the contents of a bottle unless there is written consent by a health care provider;
Standards Alignment - Environment

same dish or utensil;
(c) Stir and test for safe temperature after heating food and before serving;
(d) Throw away any uneaten food from the serving container;
(e) Serve solid food by utensil or let the child feed themselves; and
(f) Feed the infant when hungry unless the parent or guardian gives written instructions for an alternative feeding schedule, and stop feeding when the infant shows signs of fullness.

WAC 170-296A-7225

(1) If the licensee uses high chairs in the child care, each high chair must:
(a) Have a base that is wider than the seat;
(b) Have a safety device that prevents the child from climbing or sliding down the chair;
(c) Be free of cracks and tears; and
(d) Have a washable surface.
(2) When a child is seated in a high chair, the chair's safety device must be used to secure the child.
(3) The licensee or staff must clean and sanitize high chairs as provided in WAC 170-296A-0010 after each use.

cheese, mashed tofu, mashed soft vegetables or fruits.
(d) When baby can: (At about 8-10 months)
Take a bite of food
Pick up finger foods and get them into the mouth
Begin to hold a cup while sipping from it
Serve only formula or breast milk unless you have a written order from the child's health care provider.
Small pieces of cheese, tofu, chicken, turkey, fish or ground meat.
Small pieces of soft cooked vegetables, peeled soft fruits.
Toasted bread squares, unsalted crackers or pieces of soft tortilla.
Cooked plain rice or noodles.
Only formula, breast milk, juice or water in the cup.
(e) When a baby can: (10-12 months)
Finger Feed
Chew and swallow soft, mashed and chopped foods
Start to hold and use a spoon
Drink from a cup
Serve only formula or breast milk unless you have a written order from the child's health care provider.
Begin offering small sized, cooked foods.

(g) Not serving 100% juice or any sweetened beverages such as juice drinks, sports drinks or tea to infants less than 12 months of age;
(h) Providing different textures of food to an infant from strained, to mashed, to soft table foods between 6-12 months of age. Soft foods offered to older infants should be cut into ¼ inch pieces 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-sized table and chairs, when feeding solid foods or liquids from a cup, and 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) Ensuring infants or toddlers are not left for extended time in high chairs waiting for meal or snack time and must be immediately removed when eating has been completed;
(l) Not allowing infants to share the same dish or utensil;
(m) Throwing away any uneaten food from the serving container; and
(n) Helping prevent tooth decay by only
Standards Alignment - Environment

Variety of whole grain cereals, bread and crackers, tortillas. Cooked soft meats, mashed legumes (lentils, pinto beans, kidney beans, etc.), cooked egg yolks, soft casseroles. (f) When a baby can eat a variety of foods from all food groups without signs of an allergic reaction.

Fruit pieces and cooked vegetables. Yogurt, cheese slices. Offer small amounts of formula, breast milk or water in the cup during meals.

Are there specific rules for feeding infants and toddlers?

(1) Infants must be fed according to their need rather than according to an adult prescribed time schedule.

(2) While feeding infants:
(a) Hold infants for bottle feedings to prevent choking;
(b) Place infants who can sit in high chairs or at an appropriate child-sized table and chairs for feeding and sit facing the child during the feeding;
(c) Do not prop a bottle;
(d) To prevent tooth decay:
(i) Do not give a bottle to a reclining child unless the bottle contains only water; and

offering juice from a cup. Juice can only be offered to children 12 months and older.
Standards Alignment - Environment

(ii) Offer juice only from a cup.
(e) Take the bottle from the child when the child finishes feeding.

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

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- Established foundational measures, ensuring that a child’s basic developmental needs are met and for progression steps to be clear when providers are enrolled in Early Achievers and moving from Level 1 to higher levels.
- Embeds research based national standards knowing that a child’s earliest experiences in life deeply influence the trajectory of the future for that child. Evidence indicates that a nurturing and stimulating environment gives the child the highest potential for their healthy development and success in life.

### Infant and Toddler – Sleep, rest and equipment

<table>
<thead>
<tr>
<th>Family Home WAC</th>
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</thead>
</table>
| WAC 170-296A-7075 Infant and toddler sleeping or napping equipment | WAC 170-295-4100 What sleep equipment do I need for infants? | (1) The early learning provider must provide and use a single level crib, toddler bed, playpen or other department approved sleeping equipment for each infant or toddler in care. 
(2) The sleep equipment must:
- Be of a design approved by U.S. Consumer Product Safety Commission (link) and ASTM |

(1) The licensee must:
- Provide and use a single level crib, toddler bed, playpen or other

(2a) Provide and use a single level crib, toddler bed, playpen or other

(2b) You must provide each infant
sleeping equipment for each infant or toddler in care that is safe and not subject to tipping. The equipment must be of a design approved for infants or toddlers by the U.S. Consumer Product Safety Commission (see WAC 170-296A-7085 regarding approved cribs);

(b) Provide sleeping or napping equipment with clean, firm, and snug-fitting mattress designed specifically for the particular equipment and that does not have tears or holes or is repaired with tape;

(c) Provide mattresses covered with waterproof material that is easily cleaned and sanitized as provided in WAC 170-296A-0010;

(d) Provide the appropriate fitted sheet for the sleeping equipment;

(e) Arrange sleeping equipment to allow staff access to children;

(f) Remove sleeping children from car seats, swings or similar equipment; and

(g) Consult with a child’s parent or guardian before the child is transitioned from infant sleeping equipment to other approved sleeping equipment.

(2) Children able to climb out of their sleeping equipment must be transitioned to an alternate sleeping with a single-level crib (stacking cribs must not be used), infant bed, bassinet or playpen for napping until you and the parent agree that the child can safely use a mat, cot or other approved sleeping equipment.

(3) You must provide a crib, infant bed, playpen or bassinet mattress that is:

- (a) Snug fitting and touches each side of the crib to prevent the infant from becoming entrapped between the mattress and crib side rails;
- (b) Waterproof; and
- (c) Easily cleaned and sanitized, without tears or tape.

(4) To allow walking room between cribs and reduce the spread of germs you must:

- (a) Space cribs a minimum of thirty inches apart. You may place cribs end to end if you provide a barrier. If you use barriers, staff must be able to observe and have immediate access to each child.
- (b) Provide a moisture resistant and easily cleanable solid barrier on the side or end adjacent to another crib.

(5) You must provide an appropriate fitting sheet or cover for the sleeping surface.

(6) You must launder bedding at International safety standards(link) for use by infants and toddlers;

(b) Have a certificate of compliance or documentation from the crib manufacturer or importer stating that it meets 16 Code of Federal Regulations (C.F.R.) 1219 and 1220;

(c) Be 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 mattress that is moisture resistant and is easily cleaned and sanitized;

(e) Have an appropriate fitted sheet that is laundered at least weekly and more often if it becomes soiled;

(f) Be arranged and spaced with a minimum of 30 inches apart;

(g) Have a moisture resistant and easily cleanable solid barrier if cribs are placed end to end under 30 inches.

The early learning provider must:

(a) Remove sleeping children from car seats, swings or similar equipment;

(b) Consult with a child’s parent or guardian before the child is transitioned from infant sleeping equipment to other department approved sleeping equipment; and

(c) Transition children who are able to climb out of their sleeping equipment to a department approved sleeping surface.

Safe Sleep Practices
Standards Alignment - Environment

WAC 170-296A-7085 Crib

In order to meet federal requirements, a licensee who uses a crib with children in care must comply with this section.


(2) A crib meets the requirements of this section if the crib is labeled by the manufacturer as made on or after June 28, 2011.

(3) A crib labeled as made from July 1, 2010 through June 27, 2011, may meet the requirements of this subsection if the licensee has obtained a certificate of compliance from the crib manufacturer or importer, or the licensee has other documentation from the manufacturer that the crib is certified as meeting the CPSC regulations.

(4) Any crib that does not meet the requirements of subsection (2) or (3) must be removed from the child care facility not later than December 28, 2012.

(5) The licensee must keep in the licensed space a log documenting that each crib in use meets the

(6) Infant safe sleep practices must be followed when infants are napping or sleeping. The early learning provider must:

(a) Allow infants and toddlers to follow their own sleep patterns;

(b) Place an infant to sleep on his or her back or follow the current standard of “American Association of Pediatrics for SIDS/SUIDS Prevention”. If the infant has turned over while sleeping, the infant does not need to be returned to his or her back;

(c) Not allow blankets, without a note from a health care provider with prescriptive authority, stating a specific medical need;

(d) Not allow stuffed toys, pillows, crib bumpers and similar items in the infant sleeping equipment;

(e) Not allow a blanket or any other item to cover or drape over the sleeping equipment;

(f) Not cover any portion of the infant's head and face during sleep;

(g) Take steps so infants do not get too warm during sleep with the infant's arms free;

(h) Not place the infant in another sleeping position other than on their back, or use a sleep positioning device unless there is a medical need as required by a written directive or medical order from the infant's...
Standards Alignment - Environment

| (3) of this section must be removed from the child care facility not later than December 28, 2012. |
| (5) The licensee must keep in the licensed space a log documenting that each crib in use meets the requirements of this section. |

WAC 170-296A-7100
Infant safe sleep practices

(1) Infant safe sleep practices must be followed when infants are napping or sleeping. The licensee or staff must:

(a) Place an infant to sleep on his or her back. If the infant has turned over while sleeping, the infant does not need to be returned to his or her back;

(b) Place an infant in sleeping equipment consistent with WAC 170-295-4110.

WAC 170-295-4110
What are infant safe sleep practices?

(1) Infant safe sleep practices must be followed when infants are napping or sleeping. The staff must:

(a) Place an infant to sleep on his or her back. If the infant has turned over while sleeping, the infant does not need to be returned to his or her back;

(b) Place an infant in sleeping equipment consistent with WAC 170-295-4100;

(c) Not allow blankets, stuffed toys, pillows, crib bumpers and similar items in the infant sleeping equipment, or allow a blanket to cover or drape over the sleeping equipment;

(d) Not cover an infant's head and face during sleep;

(e) Take steps so infants do not get too warm during sleep with the infant's arms free; and

(f) Not leave infants and toddlers in cribs or other department approved sleeping equipment more than 15 minutes while happily awake or more than 2 to 3 minutes when unhappy. If unable to pick up infant when unhappy, the early learning provider must verbally respond to the infant’s cries ensuring the infant that they will attend to the infant’s needs as soon as possible;

(j) Post the notice of violation in the licensed space as required by RCW 43.215.525

(k) Within five working days of receiving notice of a safe sleep 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.
### Standards Alignment - Environment

(f) Not place the infant in another sleeping position other than on their backs, or use a sleep positioning device unless required by a written directive or medical order from the infant's health care provider. This directive or medical order must be in the infant's file.

2. The licensee must:
   (a) Complete annual infant safe sleep training as required in WAC 170-296A-1800; and
   (b) Provide and document annual infant safe sleep training for all staff and volunteers as required in WAC 170-296A-2075.

3. When the department finds the licensee in violation of infant safe sleep practices, the licensee must:
   (a) Post the notice of violation in the licensed space as required by RCW 43.215.525 (1)(c); and
   (b) Within five working days of receiving notice of the violation, provide the 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.

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

The Standards Alignment writing:

- Considered information from the Safe sleep rules as recommended from the American Academy of Pediatrics and Consumer Product Safety Commission.
- Considered information from CFOCB and Caring for Our Children, 3rd edition, 3.1.4.1 Safe Sleep Practices and SIDS Risk Reduction and 5.4.5.2 Cribs and Play Yards regarding the use and safety of rest or sleeping equipment.
- Embeds research based national standards knowing that a child’s earliest experiences in life deeply influence the trajectory of the future for that child. Evidence indicates that a nurturing and stimulating environment gives the child the highest potential for their healthy development and success in life.
- Established foundational measures, ensuring that a child’s basic developmental needs are met and for progression steps to be clear when providers are enrolled in Early Achievers and moving from Level 1 to higher levels.

<table>
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<th>Infant and Toddler – Program and Activities</th>
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<td><strong>Family Home WAC</strong></td>
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<td>WAC 170-296A-7025</td>
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Infant "tummy time" positioning. When infants are awake, the licensee or staff must allow each infant supervised tummy time at least three times daily. As used in this section, "tummy time" means placing the infant in a nonrestrictive prone position, lying on his or her stomach, when not in sleeping equipment.

You must:

1. Provide a variety of easily accessible learning and play materials of sufficient quantity to implement the centers program and meet the developmental needs of children in care.
2. You must ensure the lesson plan, daily schedule of events, available toys and equipment contains a range of learning
3. The early learning provider must supply materials and equipment that meets individual, developmental, and cultural needs of the children in care. These materials and equipment must be:
   a. Washable or disposable and clean;
   b. Nonpoisonous or free of toxins and meet...
WAC 170-296A-6575

The licensee must provide activities that support each child's developmental stage including:
(1) Social, emotional and self development;
(2) Positive self concepts;
(3) Language and literacy;
(4) Physical development, including daily opportunities to develop the child's small and large muscles;
(5) Spatial concepts (including, but not limited to, size or position); and
(6) Numeracy (counting and numbers).

WAC 170-296A-6600

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

WAC 170-295-2120

(1) When you care for infants and toddlers you must:
(a) Encourage them to handle and manipulate a variety of objects;
(b) Provide a safe environment for climbing, moving and exploring;
(c) Provide materials and opportunities for large and small muscle development;
(d) Read and talk to them daily;
(e) Provide daily indoor opportunities for freedom of movement outside their cribs, in an open, uncluttered space;
(f) Place them in a prone (lying on the tummy) position part of the time when they are awake and staff are observing them;
(g) Not leave them in car seats once they arrive at the center even if "ASTM D-4236";
(h) Accommodating to meet the special needs of any child enrolled in care; and
(i) Removed from the premises as soon as the early learning provider becomes aware that an item has been recalled.

(4) The early learning provider must ensure that there is a developmentally appropriate curriculum supported by a sufficient quantity and variety of materials and equipment to engage all infants and toddlers present in the early learning program. Examples include, but are not limited to:

Language Development and Communication
(a) Talk and listen to children, encourage soft infant sounds, name objects, feelings and desires, as well as describing actions;
(b) Give individual attention;
(c) Play and read with children;
(d) Mirror similar infant sounds and share the child’s focus of attention;
(e) Communicate throughout the day and during feeding, changing, and “cuddle times”; and
(f) Materials and equipment that promote language development and communication, e.g. soft books, interactive storybook reading, rhymes and...
Standards Alignment - Environment

they are asleep; and

(h) Not be left in playpens for extended periods of time excluding sleep time.

(i) Talk to and interact with each infant and toddler often and encourage them to respond. Naming objects and describing care encourages language development;

(j) Hold and cuddle infants and toddlers to encourage strong relationships; and

(k) Respond to and investigate cries or other signs of distress immediately.

(2) You must provide toys, objects and other play materials that:

(a) Are cleanable;
(b) Are nontoxic; and
(c) Cannot cause a choking hazard for infants or toddlers.

Physical and Cognitive Development

(g) Allow each infant supervised tummy time at least three times daily when the infant is awake. As used in this section, “tummy time” means placing the infant in a nonrestrictive prone position, lying on his or her stomach, when not in sleeping equipment.

(h) Ensure infants and toddlers have freedom to explore and learn on their own, on the floor in uncluttered or crowded space; and

(i) Ensure infants and toddlers have access to outdoor playtime.

(i) The early learning provider must ensure sun safety for infants younger than 6 months of age 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.

(j) Encourage infants and toddlers to play, crawl, pull up, and walk such as, but not limited to materials and equipment that encourage:

(i) Physical and cognitive activities, e.g. rattles, grasping and reaching toys, busy boxes, nesting cups, small push and pull toys, riding toys, balls, squeezeable toys, books, dolls and press together blocks.

(ii) Spatial and numeracy understanding, e.g. counting toys, soft blocks and toys with different sizes (measuring cups, spoons,
Standards Alignment - Environment

Social and Emotional Development
(k) Ensure social contact with infants and toddlers, over and above the times spent in feeding, diapering and bathing, by playing with the children, naming and acknowledging emotions and encouraging peer interaction;
(l) Immediately investigate cries or other signs of distress;
(m) Provide comfort to a child who is upset or hurt;
(n) Respond to a child’s verbal and non-verbal cues;
(o) Respond without harshness and intervene to address negative peer interactions (i.e., grabbing other children’s toys, pulling hair, biting);
(p) Provide physical stimulation through holding, cuddling, rocking, talking, singing, playing, carrying and changing positions.

Justification:
The family home and center licensing regulations have been streamlined to avoid inconsistencies and duplications establishing a common set of clear and measurable rules that support enhancement of quality of early learning programs across all spectrums and settings. The new standards are heavily based on the child development, health and safety foundation to provide the best outcomes for children in care. Ongoing attention was given in the standards alignment process to racial equity, cultural humility, linguistic diversity, individualization and inclusion, as well as the specific environmental and professional needs of family home and center early learning programs. The revised federal Child Care development Block Grant (CCDBG) and Washington State Early Start Act
Standards Alignment - Environment

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

The Standards Alignment writing:

- Embeds research based national standards knowing that a child’s earliest experiences in life deeply influence the trajectory of the future for that child. Evidence indicates that a nurturing and stimulating environment gives the child the highest potential for their healthy development and success in life.
- Considered CFOCB and CFOC 3rd edition, 3.4.5.1 Sun Safety including Sunscreen.
- Established foundational measures, ensuring that a child’s basic developmental needs are met and for progression steps to be clear when providers are enrolled in Early Achievers and moving from Level 1 to higher levels.