2006 ECEAP Performance Standards

In effect July 1, 2006 to June 30, 2007

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INTRODUCTION TO THE 2006 ECEAP PERFORMANCE STANDARDS

The 2006 ECEAP Performance Standards are the criteria for comprehensive service delivery of the Washington State Early Childhood Education and Assistance Program (ECEAP). Contractors must comply with the Performance Standards as part of their contract with the State ECEAP Office.

The ECEAP Performance Standards explain the minimum legal, administrative, and performance requirements for program compliance. They serve as the basis for ECEAP program review and monitoring. Contractors are encouraged to establish "best practices" above these minimum requirements to address the goals of ECEAP:

- To provide a comprehensive pre-kindergarten program to foster the development of the whole child and enhance opportunities for success in school and life.
- To support parents as the child's first and most important teacher and provider of safety, loving care, and stability.

These Standards are the work of many dedicated ECEAP program administrators, staff, and parents who shared their vision and expertise.

DEFINITIONS

"Contractor" means the organization providing services under a signed contract with the State ECEAP Office. For the purpose of the ECEAP Performance Standards, "contractor" also means any subcontractor retained by a contractor to provide all or part of ECEAP services.

"Parent" means birth parent, custodial parent, foster parent, legal guardian, or other entity legally responsible for the welfare of the child.

CROSS-REFERENCES

A letter-number combination follows some standards, referring the reader to another related standard. For example: When Standard A-4 mentions kindergarten transition planning, it refers the reader to details in Standards E-6, F-1, and F-6.

SECTION A: ADMINISTRATION

A-1 Compliance

Contractors must comply with the ECEAP Contract, ECEAP Performance Standards, and all applicable federal, state, and local regulations.

Contractors must orient, train, and monitor subcontractors to ensure subcontractors comply with all sections of these regulations related to their service delivery components.

A-2 Exceptions to Standards

Contractors must receive written approval from the State ECEAP Office before implementing exceptions to ECEAP Performance Standards or policies.

A-3 Service Delivery Plan

Contractors must develop a written Service Delivery Plan, in collaboration with ECEAP parents, staff, and community partners (A-4, A-6). The plan must include a minimum of 32 weeks of direct services to families per school year, including at least 30 weeks of direct early childhood education services (E-1). Direct services must include:

- Early childhood education (Section E).
- Family support (Section F).
- Health and nutrition (Section D).

Contractors must ensure that all ECEAP services:

- Respond to community needs.
- Integrate program components, such as education, family support, and health.
- Are developmentally appropriate for children.
- Build relationships with families based on mutual respect and equality.
- Are culturally and linguistically appropriate for families.
- Focus on family strengths.
- Support family self-sufficiency.
- Support parent involvement, empowerment, and leadership.

A-4 Community Partnerships

Contractors must develop community partnerships with schools, health and social service agencies, and other related community organizations. Contractors must involve partners in:

- Community Assessment (A-7).
- ECEAP service delivery planning (A-3).
- Community services development and coordination.
- Planning for children with disabilities (E-10).
- Kindergarten transition planning (E-6, F-1, F-6).
- Corrective action planning, as related to community services (A-9).

A-5 Health Advisory Committee

Contractors must establish a Health Advisory Committee (HAC) composed of staff, current and former ECEAP parents, and professionals in medical, dental, nutrition, public health, and mental health fields, to:

- Offer input on policy and planning related to health, nutrition, and mental health.
- Address issues and concerns about health service delivery.
- Provide opportunities for parent empowerment and leadership skill development.

Contractors must maintain minutes of HAC meetings.

A-6 Parent Policy Council

Contractors must establish a Parent Policy Council, composed primarily of current and former ECEAP parents, and separate from an agency board of directors. Council members may serve no more than three consecutive years. ECEAP staff provide support and consultation at Council meetings.

The purpose of the Parent Policy Council is to develop parent empowerment and leadership and serve as a communication link between the contractor and ECEAP families. The Council works with the contractor to make decisions about ECEAP administration, including, but not limited to:

- Service delivery plan (A-3).
- Community assessment (A-7).
- Self-assessment of ECEAP Compliance (A-8).
- Program review (A-9).
- Complaint resolution (A-10).
- Budget.
- Program policies.
- Recruitment of families (B-7).

Contractors must orient Parent Policy Council members to the ECEAP Contract, ECEAP Performance Standards, and program policies. Contractors must maintain minutes of Parent Policy Council meetings.

Contractors with other early learning programs may form joint Parent Policy Councils with ECEAP parent representation.

A-7 Community Assessment

Contractors must conduct a Community Assessment of their service area at least every three years. The assessment process must involve staff, parents, and community partners.

The Community Assessment must estimate the number of ECEAP-eligible children in the service area and determine the need for future services based on:

- Location.
- Race/ethnicity, including Native Americans living on and off reservation.
- Home language.
- Seasonal or migrant farmworker status.
- Homelessness.
- Developmental delay or disability.

The Community Assessment must also analyze the community capacity to meet the needs of ECEAP children and families in the areas of:

- Education.
- Medical and dental health.
- Nutrition.
- Mental health.
- Social services.

Contractors must use the Community Assessment to develop their:

- Philosophy and goals.
- Service delivery plan.
- Recruitment and enrollment efforts.
- Service site locations.

A-8 Self-Assessment of ECEAP Compliance

Contractors must include ECEAP staff and parents in an annual assessment of compliance with ECEAP Performance Standards, using the ECEAP Self-Assessment form. Contractors must submit this self-assessment to the State ECEAP Office by June 30 of each year.

A-9 Program Review
The State ECEAP Office will conduct a review of each contractor's compliance with the ECEAP Contract and ECEAP Performance Standards every four years. The review will involve ECEAP staff and parents.

After the Program Review, the State ECEAP Office will provide the contractor with a Program Review report. The contractor must submit an ECEAP Corrective Action Plan for non-compliance with ECEAP Performance Standards. The Plan must be approved by the State ECEAP Office.

A-10 Community and Parent Complaints
Contractors must develop a written procedure for handling parent and community complaints. The procedure must address:

- How to register a complaint.
- Steps and timeline for investigating a complaint.
- Documentation of complaints, including resolution of substantiated complaints.

If resolution of a complaint cannot be reached, the contractor must contact the State ECEAP Office.

A-11 Free-of-Charge
Contractors must provide ECEAP services free-of-charge to enrolled families.

Contractors may accept voluntary donations. Contractors must ensure that all parents have opportunities to fully participate in ECEAP activities. No parent will be required to contribute time, money, food, or supplies.

A-12 Non-Discrimination
Contractors must not deny service to, or discriminate against, any person who meets the eligibility criteria for ECEAP on the basis of gender, race, color, religion, age, national origin, citizenship, ancestry, physical or mental disability, family configuration, sexual orientation, culture, or public assistance recipient status.

Contractors must comply with the Americans with Disabilities Act (ADA).

A-13 Confidentiality
Contractors must write a policy to ensure the security and confidentiality of all child and family information. This includes:

- Obtaining written, informed parent consent before releasing verbal or written information, except as required by law.
- Providing parents access to child and family records.
- Disposing of written records in a secure manner.
- Securing electronic records.

SECTION B: ELIGIBILITY, RECRUITMENT, PRIORITIZATION, ENROLLMENT, AND ATTENDANCE

B-1 Eligibility for ECEAP Services

Children must meet age requirements, and either income or risk factor requirements, to be eligible for ECEAP. Once children are enrolled, they are qualified for ECEAP until they are age-eligible for kindergarten.

B-2 Income Eligibility

Families are eligible for ECEAP services if their income is at or below 110% of the Federal Poverty Guidelines (FPG) established by the U. S. Department of Health and Human Services (DHHS) (http://aspe.hhs.gov/poverty). Contractors may determine eligibility based on the time period below that best reflects the family's current financial circumstances:

Field Code Changed

- Previous calendar year before enrollment, or
- Twelve months before enrollment, or
- Previous or current month, when annual family income has been documented, and recent income is significantly decreased due to death, divorce, unexpected job loss, or similar circumstance. If the monthly income is at or below 110% of Federal Poverty Guidelines, the family will not be counted in the contractor's over-income percentage (B-4).

All families on Temporary Assistance to Needy Families (TANF) cash assistance and all foster children are eligible for ECEAP services.

B-3 Age Eligibility

Contractors may enroll children in ECEAP who are at least three years old, but not yet five years old, by August 31 of the school year.

B-4 Eligibility Based on Risk Factors

Statewide, up to 10% of funded slots may be filled with children from families who are not income-eligible. The State ECEAP Office establishes each contractor's over-income percentage. (ECEAP Policy Memo 06-03 provides detailed information on each contractor's over-income enrollment limit.)

The over-income children must be impacted by either:

- Developmental factors, such as developmental delay or disability.
- Environmental factors, such as domestic violence, chemical dependency, child protective services involvement, or other factors affecting school success.

B-5 Definition of Family Income

Contractors must determine family size.

- Count all persons living in the household with the ECEAP child who share finances and are related to the child's parent by blood, marriage, adoption, or legal obligation to provide support.
- For homeless families temporarily sharing housing with relatives, do not include the hosts in family size.
- For foster children, count only the children covered by the foster care grant in the family size.

Contractors must count the following income:

- Gross wages or salaries, and net income from self-employment, of all adults counted in the family size.
- Cash benefits to adults or children counted in the family size, such as TANF, Social Security, Supplemental Security Income, Emergency Assistance, Unemployment or Workers Compensation, training stipends, veteran's benefits, alimony, child support, DSHS foster care grant, pensions, periodic insurance or annuity payments, or scholarships/grants for living expenses.

Income does not include:

- Non-cash benefits, such as food stamps, housing vouchers, Medicaid, Medicare, employee fringe benefits.
- Food or housing received in lieu of wages.
- Assets drawn down, such as cash from sale of an asset or bank withdrawals.
- One-time gifts, loans, lump-sum inheritances, insurance payments, or compensations for injury.
- Scholarships/educational grants for tuition.

Special rules for military income:
ECEAP Policy Memo 06-02 provides detailed information on how to consider allowances, bonuses, and special pay listed on military Leave and Earnings Statements.

B-6 Income Verification
Contractors must verify proof of income for all families, regardless of the time period used for eligibility. The parent and the staff person who verifies income must sign the Child Enrollment Form. Contractors must verify annual income for all families; however, it is sufficient to verify monthly income for TANF recipients and foster children.

Income must be verified before enrollment, except:

- For homeless children, income verification must be documented within 90 calendar days of enrollment.
- Contractors may allow up to 90 days after enrollment to obtain income verification for families whose recent income is significantly decreased due to death, divorce, unexpected job loss, or similar circumstance.
- It is not necessary to re-verify income for a child who is enrolled and is continuing for the next school year.

Proof of income can be:

- Income tax forms, pay stubs, military Leave and Earnings Statements, written statement from employer, or benefit letters.
- Temporary Assistance to Needy Families (TANF) client ID number and cash grant amount.
- Foster care case number and DSHS grant amount.
- A statement of income signed by the parent, if other documentation of income is not available.

B-7 Child Recruitment
Contractors must have a written procedure for identifying eligible families in their service area, informing them about ECEAP services, and encouraging them to apply for enrollment.

Recruitment must include efforts to identify eligible homeless children, as defined by the federal McKinney-Vento Homeless Assistance Act. This includes children who:

- Lack a fixed, regular, and adequate nighttime residence.
- Share housing of other persons due to loss of housing, economic hardship, or a similar reason.
- Live in motels, hotels, temporary trailers, or campgrounds.
- Live in emergency or transitional shelters.
- Are abandoned in hospitals.
- Are awaiting foster care placement.

Contractors in areas with high incidence of homelessness may reserve slots for homeless children, after obtaining approval from the State ECEAP Office.

B-8 Prioritization
First priority for enrollment must be given to children who are four years old, but not yet five years old, by August 31 of the school year. Second priority may be given to children who are three years old by August 31.

Contractors must have a written procedure for prioritizing enrollment of children most in need of ECEAP services. Priority must be given to children who are:

- Homeless.
- In foster care.
- From families with the lowest incomes.
- From families with multiple needs.

Contractors may determine additional priorities to best meet the needs of the community, such as:

- Limited English proficiency.
- Refugee status.
- Transferring from other ECEAP or Head Start sites.

Contractors must not enroll children in ECEAP who are currently served by Head Start.
Children served by school district special education may be simultaneously enrolled in ECEAP.

B-9 Enrollment

Contractors must do all of the following:

- Fill 100% of their funded ECEAP slots by 30 calendar days after children's classes begin.
- Maintain monthly active enrollment of 95% of funded slots.
- Maintain prioritized waiting lists and fill vacancies as they occur.
- Recruit until 60 calendar days before children's classes end for the school year.

B-10 Attendance

Contractors must maintain average daily attendance of at least 85% of their total contracted Funded Enrollment Level (FEL). It is not required to maintain 85% attendance for each class or site.

If the average daily attendance falls below 85%, contractors must analyze attendance patterns and provide needed supports.

When an individual child has frequent absences, contractors must intensify family support services. If chronic absenteeism persists, contractors may open the slot to a new family.

B-11 Serving Non-ECEAP Children in the Same Classroom

Contractors may serve children who are not eligible for ECEAP in the same classroom with ECEAP children, providing:

- Funds other than ECEAP dollars pay for the non-ECEAP children.
- ECEAP Performance Standards are met for all ECEAP children.
- The contractor reports non-ECEAP children to the State ECEAP Office in the "other children" column on the Program Information Form (PIF).

SECTION C: HUMAN RESOURCES

C-1 Staffing Patterns

Contractors must provide adequate staff to comply with all ECEAP Performance Standards. Contractors must maintain accurate job descriptions.

C-2 Staff Recruitment and Selection

Contractors must have written policies and procedures for recruitment and selection of staff. Contractors must:

- Follow all state and federal laws that ensure equity.
- Advertise all position openings to the public.
- Encourage applicants who reflect the ethnicity, culture, and language of children and families served.
- Involve parents and appropriate staff in the hiring process.
- Document staff recruitment procedures, including evidence of any labor pool shortage.
- During the interview process, seek staff who demonstrate competency to interact positively and respectfully with culturally and linguistically diverse children and families.
- Conduct reference checks.
- Require criminal history background clearance for all staff who have unsupervised contact with children.
- Require new employees to complete a one-step Mantoux tuberculosis (TB) skin test, unless they have written proof of one of the following:
  - Negative Mantoux TB test in the 12 months prior to hire.
  - Medication therapy to treat TB.
  - A recent negative chest x-ray and a statement from a health care provider that the employee does not pose a risk to others.

C-3 Staff Qualifications

Contractors must make every effort to employ staff who fully meet the qualifications for their position as described in the ECEAP Performance Standards. Contractors may adopt additional minimum qualifications for any position.

When a contractor requires additional qualifications, such as paraeducator status, each staff person must also meet the qualifications for their ECEAP role. When a staff person fills more than one position, as defined by ECEAP Performance Standards, they must meet the qualifications for each position.

Contractors must maintain documentation of staff qualifications for the positions in C-6 through C-19, such as copies of diplomas, transcripts, licenses, and certifications.

C-4 Provisional Hiring

Contractors may provisionally hire lead teachers, assistant teachers, family service workers, family service aides, or health aides who do not fully meet the qualifications for the position, if both of the following conditions are met:

- Contractors have documented recruitment strategies and evidence of a labor pool shortage of qualified staff.
- Contractors are able to recruit a person competent to fulfill the role and implement all related ECEAP Performance Standards.

Contractors must write a Professional Development Plan describing how a provisional hire will obtain full qualifications within five years of appointment. The plan must be signed by the provisional hire and include:

- A list of specific courses or workshops to be completed.
- Annual benchmarks for completing at least one-fifth of the requirements.

- A schedule of on-the-job observations and mentoring by a person who meets or exceeds the full qualifications for this position, documented at least quarterly during the provisional period.
- Annual performance evaluation and review of the professional development plan.

For provisional hires, contractors must maintain records of:
- The Professional Development Plan.
- Proof of completion of educational activities, such as transcripts.
- On-the-job observation notes.
- Documentation of mentoring activities.

C-5 College Credit
When college credit is required for ECEAP staff, the following applies:
- College credit must be earned from an accredited institution of higher education.
- One college semester credit equals 1.5 college quarter credits.
- Staff may replace up to 1/3 of required college credits with workshop hours related to the job description, at the rate of ten classroom hours to one college credit. This does not apply to requirements for a college degree. Acceptable workshop hours are Washington State Training and Registry System (STARS) approved training, Office of the Superintendent of Public Instruction (OSPI) approved clock hours, inservice training, conferences, or training provided by agencies specializing in professional development.
- Credit counted for staff qualifications, such as specific 12 or 30 credit requirements for teachers and family support specialists, must be directly related to the job description.
- Early childhood education (ECE) credit is coursework with content closely related to the Washington State STARS Core Competencies and predominantly addresses children ages birth to eight.
- Staff requirements for an associate degree allow any "two-year" community or technical college degree of 90 quarter credits or more, including degrees designated as AA, AAS, AAS-T, ATA, or AD.
- Equivalent degrees and credentials from other states and countries are accepted.

C-6 Lead Teacher Role
The ECEAP lead teacher is directly responsible for the care and education of children and must be present during the 240 hours per year of child direct services (Section E).

The lead teacher must demonstrate competency to:
- Observe and assess children's development.
- Plan children's curriculum based on child development knowledge.
- Design the learning environment.
- Implement and supervise developmentally appropriate learning activities.
- Plan guidance strategies for children.
- Involve parents.

C-7 Lead Teacher Qualifications
All persons serving in the role of ECEAP lead teacher must meet *one* of the following qualifications:
- An associate or higher degree with the equivalent of 30 college quarter credits in early childhood education. These 30 credits may be included in the degree or in addition to the degree.
- A valid Washington State Teaching Certificate with an endorsement in Early Childhood Education (Pre-K-Grade 3) or Early Childhood Special Education.

If a contractor hires a substitute lead teacher for more than three weeks, that substitute must meet ECEAP lead teacher requirements. If a qualified substitute is unavailable, contractors must begin the provisional hire Professional Development Plan process within three weeks of appointment (C-4).

C-8 Assistant Teacher Role
An assistant teacher must be present during the 240 hours per year of child direct service hours, whenever there are more than nine children present or when needed to ensure a safe learning environment.

An assistant teacher demonstrates competency to implement program activities under the direction of a lead teacher.

C-9 Assistant Teacher Qualifications
All persons serving in the role of ECEAP assistant teacher must meet *one* of the following qualifications:
- Employment as an ECEAP assistant teacher in the same agency before July 1, 1999.
- The equivalent of 12 college quarter credits in early childhood education.
- A current Child Development Associate (CDA) credential awarded by the Council for Early Childhood Professional Recognition.

C-10 Family Support Specialist Role
An ECEAP family support specialist provides comprehensive and integrated family support services to enrolled families (Section F). Contractors must ensure that family support specialists maintain flexible hours to provide services when parents are available.

A family support specialist demonstrates competency to:
- Build relationships with families.
- Identify family strengths and goals.
- Coordinate services for families.
- Link families to community resources.
- Support parent involvement activities.

C-11 Family Support Specialist Qualifications
All persons serving in the role of ECEAP family support specialist must meet *one* of the following qualifications:
- Employment in the same position in the same agency before July 1, 1999.
- An associate or higher degree with the equivalent of 30 college quarter credits of adult education, human development, human services, family support, social work, early childhood education, child development, psychology, or another field directly related to their job responsibilities. These 30 credits may be included in the degree or in addition to the degree.

C-12 Family Support Aide/Health Aide Role
An ECEAP family support aide or health aide demonstrates competency to implement program activities under the direction of a family support specialist or health professional.

C-13 Family Support Aide/Health Aide Qualifications
All persons serving in the role of ECEAP family support aide or health aide must meet *one* of the following qualifications:
- Employment in the same position in the same agency before July 1, 1999.
- The equivalent of 12 college quarter credits in family support, public health, health education, nursing or another field directly related to their job responsibilities.

C-14 Health Professional Role
ECEAP staff, including subcontractors, must have access to a health professional who provides consultation regarding individual children's health needs and health education programming for children and families.

C-15 Health Professional Qualifications
The health professional must meet *one* of the following qualifications:
- Licensed in Washington State as a registered nurse, or
- A bachelor's or higher degree in public health, nursing, health education, or related field.

C-16 Dietitian Role
ECEAP staff, including subcontractors, must have access to a dietitian who:
- Approves menus.
- Consults on children's special dietary requirements.
- Consults on nutrition education activities for children and their families.

C-17 Dietitian Qualifications
The Dietitian must meet *both* of the following qualifications:
- A bachelor's or higher degree in nutrition, public health nutrition, dietetics, or related field; and
- Registered Dietitian with the American Dietetic Association or certified as a dietitian under Washington State RCW 18.138.

C-18 Mental Health Professional Role
Contractors must have access to a mental health professional who is available to:
- Observe and/or screen children regarding behavior, emotional needs, and mental health.
- Work collaboratively with parents to address their child's mental health issues.
- Consult with staff regarding classroom support and interventions for children.
- Refer children and families to local mental health services.
- Consult with and train staff as needed on topics, such as:
  - Classroom environment, practices, and activities to promote social and emotional development.
  - Early identification of behavioral disorders, atypical behavior, and child abuse.
  - Specific interventions to address identified behavioral and mental health needs.

C-19 Mental Health Professional Qualifications
Contractors must maintain documentation that the mental health professional meets *one* of the following qualifications:
- Licensed by the Washington State Department of Health as a mental health counselor, marriage and family therapist, social worker, psychologist, psychiatrist, or psychiatric nurse.
- Credentialed by the Washington State Office of the Superintendent of Public Instruction as a school counselor, social worker, or psychologist.

C-20 Staff Training Program
Contractors must plan a training program, with involvement of staff and parents, to support the personal and professional development of ECEAP staff. The training plan must include:
- Engaging, interactive training activities.
- Financial support, as available, for staff training costs, such as release time, substitutes, per diem, and travel.
- Academic credit, whenever possible.
- A training evaluation system.
- A recordkeeping system to track individual training.

C-21 Required Training
Contractors must provide orientation to new staff and subcontractors, to include:
- ECEAP goals and philosophy.
- ECEAP Performance Standards.
- Management policies.
- Personnel policies.
- Job description.
- Privacy and confidentiality requirements.

Staff working with children must:
- Maintain a current basic standard first aid card (D-18).
- Maintain a current infant/child cardiopulmonary resuscitation (CPR) card (D-18).
- Complete training on disaster plans and emergency procedures (D-3, D-18).
- Complete training on universal precautions for prevention of transmission of blood borne pathogens (D-13).
- Complete training on preventing, identifying, and reporting child abuse and neglect.

All staff preparing full meals, and at least one person in each classroom, must maintain a Washington State Department of Health food worker card. This person must monitor and oversee food handling and service and provide orientation and ongoing training as needed for all staff involved in food handling service (D-14).

Lead teachers and family support specialists must complete a minimum of 15 hours of professional development per year, such as workshops or classes but not including individual mentoring.

C-22 Volunteer Training and Background Check
Contractors must ensure that persons who volunteer with children are directly supervised by ECEAP staff at all times.

Contractors must plan and implement training for all volunteers on:
- Their roles and responsibilities.
- Relevant ECEAP Performance Standards and program policies.

Persons who volunteer on a weekly or more frequent basis with ECEAP children must:
- Obtain a criminal history background clearance.
- Obtain a TB test as described in C-2.
- Complete training on preventing, identifying, and reporting child abuse and neglect.

Contractors must maintain records of volunteer hours and completed training.

SECTION D: HEALTH, SAFETY, AND NUTRITION

D-1 Health and Safety Planning

Contractors must plan health and safety practices in partnership with a Health Advisory Committee (A-5). This written plan must address:

- Health coordination and support services to families (D-2).
- Consent and confidentiality protocols (A-13, D-4).
- Health policies and procedures (D-3).
- Health recordkeeping procedures (D-5).
- Health screening and examination requirements (D-7, D-8, D-9).
- Immunization monitoring (D-10).
- Medication management (D-11).
- Sanitation practices (D-13, D-14).
- Nutrition and meals (D-15).
- Safety of facilities and materials (D-18, D-19, D-20).
- Transportation regulations (D-21).
- Classroom health curriculum (E-4, E-5).
- Parent education (F-6).

D-2 Health Coordination Services for Families

Contractors must work with parents to:

- Determine if children have regular medical and dental providers, and dates of last visits.
- Find out about children's current medical, dental, nutritional, or mental health needs.
- Develop a health management plan if indicated.
- Make health referrals and establish a plan for ongoing health care.
- Follow-up to ensure that treatment is implemented.
- Obtain feedback on the quality of services, to determine future referrals for families.

Contractors must also assist families to:

- Advocate for their child's health and safety needs.
- Obtain information on fluoridation, if needed.
- Access health information on topics of parent interest.

D-3 Health and Safety Policies and Procedures

Contractors must have written health and safety policies and procedures on:

- Child abuse and neglect prevention, detection, and reporting.
- Child allergies.
- Disaster plan for emergencies such as fire, earthquake, flood, tsunami, volcanic eruption, or lock-down, as applicable based on location, including practice drills.
- Exclusion of sick children.
- Handling medical, dental, and poisoning emergencies (D-18).
- Infectious disease prevention (C-21, D-13, D-14, D-18).
- Medication management (D-11).
- Monitoring of health and safety practices.
- Pesticide/herbicide management in accordance with RCW 17.21, preventing children's exposure, and using the least hazardous means to control pests and unwanted vegetation (D-6).

D-4 Parent Consent Forms
Contractors must obtain signed parent consent forms before providing:
- Administration of medication.
- Emergency medical treatment.
- Health screenings or assessments.
- Transportation.

Signed forms must be kept confidential (A-13) and accessible.

D-5 Health Records
Contractors must maintain current and confidential (A-13) health files on all enrolled children that include:
- Medical and dental history.
- Immunization records.
- Allergy information.
- Food preferences and restrictions.
- Health screening results (D-7).
- Dental screening results (D-8).
- Medical examination records (D-9).
- Accident reports.
- Documentation of health-related family contacts.

Contractors must maintain a tracking system to ensure these records are kept up-to-date.

D-6 Parent Notifications
Contractors must:
- Notify parents that staff are mandated reporters of suspected child abuse and neglect in accordance with RCW 26.44 (D-3).
- Notify parents, employees, and any other interested parties 48 hours in advance of the application of pesticides in accordance with RCW 17.21. Notification is not required if children will be out of the facility for two consecutive days after application.

D-7 Health Screening
Children who have not had a health screening within the last six months must be screened within 90 calendar days of their first day in the classroom for:
- Vision and hearing.
- Height and weight.
- Special health needs.

Contractors must:
- Document the screening results.
- Inform parents when health issues or developmental concerns are suspected or identified in their child.
- Make appropriate referrals based on screening results.

D-8 Dental Screening
Contractors must work with parents to ensure that children who have not had a dental exam within the last six months receive a dental exam, or screening by a dental hygienist, within 90 days of their first day in the classroom. Contractors must retain a copy of the screening or exam record in the child's file.

D-9 Medical Examinations
Contractors must work with parents to ensure that children who have not had a medical exam within the last 12 months receive one within 90 calendar days of their first day in the classroom. This exam must meet the standards set by the Washington State Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) program, including a comprehensive assessment of the physical and mental health, growth, development, and nutritional status of the child. Contractors must retain a copy of the exam record in the child's file.

D-10 Immunizations
Contractors must ensure that all children are immunized or exempt according to Washington State law. Children may attend on a conditional basis when homeless, exempt, or when following a schedule to complete immunizations.

D-11 Medications
Contractors must have a written policy for the safe administration, handling, and storage of medication (D-3). Contractors must:

- Store all child and staff medications so that they are inaccessible to children. Medications must be in a labeled and locked container, except for emergency medications that must be available for immediate administration.
- Designate trained staff to administer medications.
- Maintain records of all medication dispensed.
- Obtain written parent authorization to administer medication.
- Administer medications only as allowed by the label instructions or written health care provider instructions.

D-12 First Aid Kit
Contractors must have a first aid kit in each classroom that is:

- Tailored for the ages and number of children.
- Labeled and readily available to staff and volunteers.

First aid kits must include:

- A current first aid manual.
- Sterile gauze pads.
- Small scissors.
- Band-aids of various sizes.
- Roller bandages.
- A large triangular bandage (sling).
- Non-sterile protective gloves
- Adhesive tape.
- Tweezers.
- A one-way CPR barrier or mask.

Contractors must ensure that staff take a first aid kit outside with children and on field trips.

D-13 Infectious Disease Prevention
Contractors must:
- Establish infectious disease prevention policies and procedures in accordance with local health department guidelines or OSPI "Infectious Disease Control Guide for School Staff (D-3)."
- Follow universal precautions for prevention of transmission of blood borne pathogens.
- Ensure that staff, volunteers, and children wash their hands with soap and warm water upon arrival at the classroom, after returning from outdoor play, before eating, after using the toilet, after touching body fluids, and after touching animals.
- Have sufficient, clean, child-accessible toilets and hand-washing facilities.
- Report communicable diseases according to local requirements.

D-14 Food Sanitation
Contractors must:
- Comply with WAC 246-215 and WAC 246-217 at locations where food is prepared, stored, and served. Family child care homes are exempt.
- Staff each classroom with at least one person with a food worker card present at all times. This person must provide ongoing training and oversight to all staff involved in food handling, meal and snack times, and food activities. (C-21).
- Ensure staff wash hands before putting on food service gloves, before food preparation, after handling raw meat, after restroom use, and after touching any unclean item.
- Prepare food in an area separate from toilet and child hand-washing facilities.
- Clean and sanitize surfaces used for food preparation and eating before and after each snack or meal.
- Use food service gloves or utensils to avoid bare hand contact with food.
- Ensure that staff who are ill do not work in or around food preparation or service areas.

D-15 Meals and Snacks
Contractors must provide high-quality, nutritious food.

Contractors offering sessions lasting less than three hours must provide a breakfast or lunch. An additional snack or meal must be offered when round-trip transportation extends the time children are away from home by an hour or more.

Contractors providing sessions lasting three or more hours must provide breakfast or lunch, and provide a snack (E-3).

Contractors must:
- Participate in the USDA Child and Adult Care Food Program or National School Breakfast and Lunch Program. ECEAP funds may be used to cover meal and snack costs not covered by these programs.
- Include parent input in menu planning.
- Use and post menus approved by a registered or certified dietitian (C-16, C-17).
- Incorporate cultural dietary preferences in menus.
- Plan for individual allergy and dietary restrictions.

D-16 Square Footage
Classrooms must have a minimum of 35 square feet per child of indoor space, not including bathroom, hall, kitchen, and storage space. Outdoor play areas must have 75 square feet of space per child.

D-17 New Facilities
Contractors must obtain prior approval from the State ECEAP Office before opening a new classroom or relocating an existing classroom.

D-18 Safe Facilities
Contractors must monitor the health and safety of their indoor and outdoor facilities and maintain records of these inspections. Facilities must be:

- Safe, clean, and in good repair.
- Free from obstacles that impede safe movement.
- Free from harmful animals, insect pests, and poisonous plants.
- Free of drugs, alcohol, violence, guns.
- Free from exposed lead-based paint.

Contractors must ensure:

- Safe storage of all flammable, toxic, and hazardous materials.
- Regular inspection of smoke detectors, fire alarms, and fire extinguishers.
- Emergency lighting in each classroom.
- All areas are accessible to adults.
- Outdoor play areas are fenced and/or carefully supervised.
- At least one adult is present with each group of children at all times who is trained in emergency procedures, universal precautions for prevention of transmission of blood borne pathogens, first aid, and CPR. First aid and CPR cards must be current.

D-19 Safe Equipment and Materials
Materials and equipment must be:

- Safe, clean, and in good repair.
- Age-appropriate.
- Safely stored to prevent injury.

D-20 Playground Safety
Contractors must maintain and monitor playground safety, including:

- Protective surfacing.
- Fall zones around play equipment.
- Swing spacing.
- Guardrails on elevated surfaces.
- Prevention of potential entrapment hazards.
- Prevention of exposed moving parts that could pinch or crush.

Contractors must immediately repair or remove any:

- Hardware that is loose, worn, or hazardous.
- Exposed equipment footings.
- Scattered debris or other tripping hazards.
- Rust and chipped paint on metal components.
- Splinters, large cracks, and decayed wood components.
- Deterioration and corrosion on structural components.

D-21 Transportation
Transportation is an optional ECEAP service.

When ECEAP children are served by school district bus service, transportation is regulated by OSPI minimum standards.

If contractors transport children in non-school district vehicles, they must:
- Maintain a written transportation policy to ensure the safety of children.
- File current copies of all drivers' licenses.
- File current copies of vehicle insurance meeting Department of Licensing insurance requirements.
- Ensure that signed medical releases and emergency contact forms for each child are readily accessible.
- Use buses that meet OSPI minimum standards for school buses or other vehicles maintained in good repair and safe operating condition.
- Follow the Washington Child Restraint Law (RCW 46.61.687 and 46.61.688).
- Document daily visual vehicle safety checks.
- Document a regular schedule of vehicle safety inspections.

Contractors must ensure that:
- Signed medical releases and emergency contact forms for each child are readily accessible in case of injury during transportation.
- One-way transportation time for children is no more than one hour, except in rural or remote areas where transportation time must be kept to a minimum.

SECTION E: EARLY CHILDHOOD EDUCATION

E-1 Early Childhood Education Service Delivery

Contractors must use an early learning framework to plan developmentally appropriate early childhood education. This framework informs the environment, daily routine, curriculum, adult-child interactions, guidance, screening and referral, assessment and individualization, and parent-teacher conferences.

Contractors must provide a minimum of 240 hours per year of direct early childhood education services, in no less than 30 weeks. During these hours, contractors must have:

- A lead teacher present.
- A second staff person who meets lead teacher or assistant teacher qualifications, if more than nine children are present.
- Additional staff as necessary to ensure safety and an effective learning environment for all enrolled children.
- A minimum 1:9 adult/child ratio.
- No more than 20 children per class/group.
- A minimum of 2.5 hours per class session.

In wrap-around programs that offer full-day childcare with part-day ECEAP, contractors must specify which hours are ECEAP hours. All ECEAP Performance Standards must be in place during those hours.

E-2 Environment (Indoors and Outdoors)

Contractors must design a play and learning environment that:

- Supports children's developmental levels.
- Accommodates the special needs of enrolled children.
- Allows choice, exploration, and experimentation.
- Promotes action and interaction.
- Avoids crowding, under-stimulation, or over-stimulation.
- Includes soft elements for comfort and warmth, such as fabric, padding, and natural materials.
- Provides space for children to work individually, in small groups, and in a large group.
- Includes pathways so that children can move between areas without disrupting each other's work and play.
- Predominately displays the children's recent works.

The materials and equipment must:

- Be child-sized or adapted for use by young children.
- Allow for a range of abilities.
- Be of sufficient quantity and quality to occupy children and fulfill the curriculum.
- Provide for children's safety while being appropriately challenging.
- Be accessible at child's height so they can find, use, and return materials independently.
- Address the children's current interests.
- Reflect the daily life, family culture, and language of enrolled children (for example, in books, music, photos, dolls, toys, and household items).
- Reflect the diversity found in society -- including gender, age, language, and abilities -- while being respectful of the cultural traditions, values, and beliefs of enrolled families.
- Be free from religious representations.

E-3 Daily Routine

Contractors must post a schedule of the daily routine for each classroom. This daily routine must:

- Be predictable, yet flexible and responsive, to meet the interests and needs of the children.
- Offer ample time for unrushed activities and transitions.
- Minimize the number of transitions so that there is more productive time and less waiting.
- Allow periods of quiet and of activity, responding to children's needs.

The usual daily routine must include:

- A large block of free choice time, at least 45 minutes. During free choice, children initiate their own activities and engage in play-based learning. Staff converse with children to support decision-making, problem-solving, and higher-order thinking.
- Small group learning opportunities. Small groups can be informal gatherings, planned enrichment activities, or options during free choice time.
- Short periods of whole group discussion, interaction, and concept development.
- Outdoor or large motor time.
- Reading in groups or individually.
- Meals or snacks with children and adults sitting together, engaging in relaxed conversation, and practicing family-style meal skills, such as serving themselves and cooperating with others.
- Hand-washing before eating and as needed. (D-13)
- Toothbrushing following one meal or snack daily.

E-4 Curriculum – Developmentally Appropriate and Culturally Relevant

Contractors must ensure a developmentally appropriate curriculum emphasizing:

- Active, play-based, multi-sensory learning experiences.
- First-hand exploration and investigation of real-life materials, people, and events.
- Choice, decision-making, and problem-solving.
- Topics and materials related to children's emergent interests.
- Opportunities for children to direct their own learning, minimizing teacher-directed activities.

Contractors must ensure a culturally relevant curriculum that:

- Reflects the cultures of enrolled children.
- Supports ongoing development of each child's home language, while helping each child learn English.
- Includes and demonstrates respect for diverse family structures and cultures.
- Focuses on the daily life of families in the community, rather than only on holidays, celebrations, or people far away.

Contractors must not plan religious activities in the curriculum. This does not preclude children or families from sharing their traditions.

E-5 Curriculum Planning

Teachers must plan early learning experiences, with parent input. They must maintain documentation of lesson plans and emergent learning experiences. The curriculum must address:

- Each component of the daily routine.
- Enrolled children's learning styles, interests, special needs, and goals, including Individualized Education Program (IEP) goals.
- Results of developmental assessment.
- Inclusion of parent curriculum ideas.
- Kindergarten readiness.

The following domains must be included in the planned curriculum:

- Motor development
- Physical development
- Health and personal care
- Safety, including personal safety
- Social development
- Emotional development
- Learning approaches
- Logic and reasoning
- Mathematics and numeracy
- Science

- Social studies
- Family, community, and culture
- Creative arts
- Language
- Communication
- Literacy

E-6 Kindergarten Transition
Contractors must develop a written kindergarten transition plan, with activities to assist children and families in the transition from ECEAP to kindergarten. Contractors must maintain communication with local kindergarten staff.

E-7 Adult-Child Interactions
Contractors must ensure that staff build positive relationships with children. Staff must:
- Use a warm, calm, and respectful tone of voice, eye contact, and facial expression.
- Use positive language, saying what children can do instead of what they cannot do.
- Validate children's feelings.
- Respond to children's requests and questions.
- Show tolerance for mistakes and teach that mistakes are for learning.
- Give descriptive feedback, instead of generalized praise or criticism.
- Pay attention to children to learn about their individual interests, ideas, questions, and theories.
- Observe what children do, with whom, and where they play.
- Listen reflectively, staying on the child's topic, and paraphrasing their ideas.
- Demonstrate the belief that children are capable by letting them try out their ideas, take safe risks, and do things at their own pace, in their own way.

Staff must support children's play and learning by:
- Actively seeking and incorporating child-generated ideas.
- Using a variety of teaching strategies to address children's learning styles, abilities, developmental levels, and temperament.
- Helping children enter into and sustain play.
- Providing materials to enrich children's explorations.
- Coaching children to express their ideas.
- Engaging in extended conversations with children to build on their ideas.
- Using varied vocabulary.
- Leading discussions and activities during daily routines, such as meals, toothbrushing, and transitions.
- Noticing and responding to teachable moments.
- Posing problems and open-ended questions to stimulate higher-order thinking.
- Describing and discussing children's learning processes, rather than focusing on products.

E-8 Child Guidance
Contractors must write a child guidance policy which incorporates this ECEAP Standard.

Staff must use positive guidance techniques to help children learn to get along with each other, which include:
- Maintaining positive relationships with children (E-7).
- Adapting the environment, routine, and activities to the needs of enrolled children.
- Establishing consistent, reasonable expectations.
- Supervising children's activities.
- Foreshadowing events and expectations by letting children know what will happen next.
- Modeling and teaching social skills, such as turn-taking, cooperation, waiting, treating others kindly, and conflict resolution.

- Modeling and teaching emotional skills, such as recognizing feelings, expressing them appropriately, accepting others' feelings, and controlling impulses to act out feelings.
- Involving children in defining simple, clear classroom limits.

Staff must use positive guidance techniques to support classroom limits and maintain safety, such as:
- Coaching appropriate behavior.
- Offering choices.
- Redirecting to an activity that matches the child's energy level.
- Teacher-supported cool down/time-out as a last resort.

If restraint is used, contractors must meet all of the following criteria:
- Staff have received training in limited restraint procedures.
- Staff restrain a child only as a last resort to prevent serious injury to persons, serious property damage, or to obtain possession of a dangerous object.
- Staff do not restrain a child longer than it takes to achieve the safety goal.
- Staff do not use restraint as punishment or to force a child to comply.
- Staff document all instances of restraint.
- Staff notify the parent of the restrained child following the intervention.

Contractor's guidance policy must prohibit any person on the premises from using:
- Corporal punishment, including any means of inflicting physical pain or causing bodily harm to the child.
- Holding, grabbing, or moving the child in an aggressive manner to cause them to comply.
- Verbal abuse, such as yelling, shouting, name calling, shaming, making derogatory remarks about a child or the child's family, or using language that threatens, humiliates, or frightens a child.
- The use of a physical restraint method injurious to the child or any closed or locked time-out room.
- Using or withholding food or liquids as punishment or reward.

E-9 No Expulsion

Contractors may not expel ECEAP children for behavioral reasons. Contractors must write and implement a policy to address the needs of children with challenging behaviors and prohibit expulsion. The policy includes strategies appropriate to the community served and timeframes for implementation. These four topics must be addressed:
- Supporting classroom teachers.
- Planning to meet individual needs of child.
- Engaging community resources.
- Choosing an alternative schedule or setting.

Transitions to an alternative setting, planned jointly by staff and parents, are not considered expulsion. Short-term suspension must not be used as punishment, though receiving temporary services at home may be part of a child's behavioral support plan.

If contractors have implemented their usual strategies and the classroom is still unsafe or excessively disrupted, they are encouraged to contact the State ECEAP Office for technical assistance.

E-10 Screening and Referrals

Contractors must conduct developmental screenings to identify children who may need further evaluation. Screening must include speech/language, social-emotional, physical/motor, and cognitive development. Screening tools must be responsive and sensitive to the cultural and linguistic needs of each child and family and administered only with parent consent.

Contractors must document:

- Developmental screening of each child within 90 calendar days of the child's first day of class.
- Referrals for further assessment, if needed, based on screening, observation, and/or parent concerns.
- Follow up with parents to ensure that referred children receive needed developmental services.

If a child is identified as having special needs, contractors must work with the Local Education Agency (LEA) to develop an Individualized Education Program (IEP) that identifies and plans for needed services.

E-11 Observation, Assessment, and Individualization

Contractors must:

- Perform ongoing observations of individual children's activities, interactions, behavior, language, learning, and development.
- Maintain objective, confidential observation notes.
- Assess children's social-emotional, physical, and cognitive development a minimum of two times each school year, using a written assessment instrument.
- Use observation and assessment information to plan individualized curriculum and guidance.

E-12 Parent-Teacher Conferences

The teacher must meet with each child's parent(s) a minimum of three hours per school year. Conferences may occur in the home, school, or other location convenient to the parent. Conferences must be in person, except phone contact may be used on a limited basis if a parent is unable to meet face-to-face. During conferences, teachers:

- Learn about the family's culture and language.
- Discuss parent and teacher observations of child's development and progress.
- Share screening and assessment results.
- Obtain parent input for program and curriculum planning.
- Jointly plan goals for the child.

Teachers must maintain written documentation of these discussions.

SECTION F: FAMILY PARTNERSHIPS

F-1 Family Support Services

Contractors must provide a minimum of three hours of family support contact per year with each child's parent. Most family support contact must occur face-to-face in the home, school, or other location convenient to the parent. Phone contact may be used when a parent is unable to meet face-to-face or for brief follow-up. Family support contact must start as early in the service year as possible. During family support contact, staff work in partnership with individual families to:

- Assess family strengths and needs.
- Set family goals.
- Assist families in accessing community resources.
- Follow up on progress toward goals.
- Coordinate transitions between ECEAP and home, childcare, and kindergarten.

Staff must maintain written documentation of these discussions, as well as hours of contact.

F-2 Family Support Principles

While providing family support services, staff must:

- Focus on parent and family strengths.
- Build relationships based on mutual respect and equality.
- Acknowledge parents as resources to themselves and others.
- Respect family beliefs, culture, language, and child rearing practices.

F-3 Confidentiality

Contractors must provide a meeting space for family support services where conversation between parents and staff cannot be overheard. All family records must be kept confidential (A-13).

F-4 Resources and Referrals

Contractors must inform parents about community resources and provide assistance in accessing resources, such as housing, energy assistance, legal services, health or dental care, mental health, chemical dependency, domestic violence services, childcare, food, clothing, parenting, adult education, adult literacy, or job skills. Staff must document referrals and follow-up.

F-5 Parent Involvement

Contractors must ensure that parents are invited to participate in ECEAP activities, such as:

- Classroom volunteering.
- Site or classroom committees.
- Parent Policy Council (A-6).
- Self-assessment of ECEAP Compliance (A-8).
- Program review (A-9).
- Family events.

Contractors must ensure that parents have opportunities for input into planning:

- Curriculum (E-5).
- Menus (D-15)
- Parent or family events.

Contractors must allow parents free access to all areas of their child's classroom during normal hours of operation, except as excluded by court order.

F-6 Parent Education
Contractors must provide written materials to parents, such as a parent handbook or calendar, to inform parents of program opportunities and policies.

Contractors must offer parent education opportunities, based on families' interests and needs, and developed in collaboration with parents. Topics may include:

- Child development and learning.
- Positive child guidance.
- Communication.
- Balancing work and family.
- Family health, safety, and nutrition.
- Personal safety and prevention of child abuse and neglect.
- Child and adult literacy.
- Kindergarten.
- Leadership and advocacy skills.

The parent education format must be interactive and encourage parents to be resources to each other. Contractors must maintain records of parent education topics and attendance.

F-7 Parent Leadership Development
Contractors must provide opportunities for parents to develop leadership skills, including:

- Supporting parents to advocate for their child.
- Encouraging participation on Parent Policy Council (A-6), Health Advisory Committee (A-5), and other committees.

SECTION G: DOCUMENTATION

G-1 Documentation Requirements

Contractors must maintain records documenting compliance with ECEAP Performance Standards. The following documents are subject to review by the State ECEAP Office and the State Auditor's Office. When ECEAP Program Reviews (A-9) occur in September through December, contractors must provide documentation from the previous school year. Records may be kept in the contractor's main office or at service sites, as appropriate for each type of documentation.

Contractors must retain records for the minimum times listed below for state review processes. Contractors are encouraged to seek legal counsel regarding longer retention of records related to potential legal or liability issues.

G-2 Administrative Documents

Contractors must retain the following for *six years* after expiration (see ECEAP Contract):

- Audit report.
- Fiscal records.
- Proof of insurance.
- Property records (inventory).
- Subcontracts.

Contractors must retain the following for *three years* after their completion:

- Documentation of complaints and resolution (A-10).

Contractors must retain the following for *two years* after their completion:

- Health Advisory Committee minutes (A-5).
- Parent Policy Council minutes (A-6).

Contractors must maintain current:

- Community assessment (A-7).
- Confidentiality policy and procedures (A-13).
- Conflict of interest policy.
- Corrective Action Plans, if any (A-9).
- ECEAP Performance Standards, at each service site (A-1).
- Exceptions to Standards approved by the State ECEAP Office (A-2).
- Fiscal management policies.
- Parent and community complaint resolution procedures (A-10).
- Personnel policies (attendance, conduct, pay, benefits, professional development, and performance evaluation).
- Program Self-Assessment (A-8).
- Service delivery plan (A-3).
- Travel policies, unless state travel regulations are followed (see ECEAP Contract).

G-3 Eligibility, Recruitment, Selection, Enrollment, and Attendance Documents

Contractors must retain the following for *three years* after their completion:

- Attendance records (B-10).

Contractors must maintain *current*:

- Child recruitment policy and procedures (B-7).
- Enrollment policies, including methods of prioritizing children most in need of ECEAP services (B-8).
- Waiting lists (B-9).

G-4 Human Resource Documents

Contractors must retain the following for each employee for *six years* after employment ends:

- Background clearances (C-2).
- Copy of first aid, CPR, and food handlers cards, if required (C-21, D-18).
- Documentation of qualifications, such as copies of diplomas, transcripts, licenses, and certifications (C-3).
- Orientation and training record (C-20, C-21).
- Professional Development Plan, and observation and mentoring notes, for provisional hires (C-4).
- Reference checks (C-2).
- TB test records (C-2).

Contractors must retain the following for *three years* after their completion:

- Documentation of labor pool shortage or other staff recruitment difficulty (C-2).
- Staff recruitment materials, advertising open positions to the public (C-2).
- Volunteer records (C-22) including background clearances, TB test records, orientation and training, and hours of volunteer service.

Contractors must maintain *current*:

- Job descriptions (C-1).
- Staff and volunteer training plan (C-20, C-22).
- Staff recruitment and selection policies and procedures (C-2).
- Volunteer policies (C-22).

G-5 Health and Safety Documents

Contractors must retain the following for *three years* after their completion:

- Emergency drill records (D- 3).
- Inspection records for smoke detectors, fire alarms, fire extinguishers (D-18).
- Transportation records including copies of driver's licenses, vehicle insurance, vehicle daily safety checks, and vehicle inspection reports (D-21).

Contractors must maintain *current*:

- Child abuse and neglect prevention, detection, and reporting policy and procedure (C-21, C-22, D-3, D-6).Child allergy procedure (D-3).
- Disaster plan (D-3).
- Exclusion of sick children policy (D-3).
- Health and safety inspections for the school year (D-18).
- Infectious disease prevention procedures (D-13).
- Medication management procedures (D-11).
- Pesticide/herbicide management policy (D-6).
- Plans for handling medical, dental, and poisoning emergencies (D-3).
- Transportation policy (D-21).

G-6 Early Childhood Education Documents

Contractors must retain the following for *three years*:

- Documentation of child restraint incidents (E-8).

Contractors must maintain the following for the *current school year*:

- Challenging behaviors/no expulsion policy (E-9).
- Child guidance policy (E-8).
- Curriculum plans, including individualization (E-5, E-11).
- Early childhood education framework (E-1).
- Kindergarten transition plan (E-6, F-1).

G-7 Child Records
Contractors must retain the following records for each child while they are in ECEAP and for *one year after the child leaves ECEAP*:

- Consent forms (D-4).
- Enrollment forms.
- Health records and tracking (D-5).
- Individualized curriculum and guidance plans (E-11).
- Individualized Education Program (IEP), when applicable (E-10).
- Notes from parent-teacher conferences including child goals (E-12).
- Notes from Local Education Agency (LEA) or Multidisciplinary Team (MDT) meetings, when applicable (E-10).
- Observations (E-11).
- Plans, referrals, and follow-up notes (D-2, E-10).
- Screening and assessment results (E-10, E-11).

G-8 Family Partnership Documents
Contractors must retain the following for *two years* after their completion:

- Parent education topics and attendance (F-6).

Contractors must maintain *current*:

- Parent handbook or written communications, with translations as appropriate (F-6).

G-9 Family Records
Contractors must retain the following family records for children enrolled in the *current year*:

- Assessment of family strengths and needs (F-1).
- Family goals (F-1).
- Family support contacts (F-1).
- Income eligibility (B-2, B-6).
- Progress notes and follow-up (F-1).
- Referrals to community resources (F-4).

G-10 Required Postings

- Daily classroom routine (E-3).
- Emergency telephone numbers posted near a telephone.
- Emergency medical and disaster procedures for medical, dental, and poison treatment (D-3).
- Food handler's cards for food preparation staff (C-21, D-14).
- Menus (C-16, D-15).
- Child allergies and special dietary restrictions (C-16, D-3, D-5, D-15).