

Policy Review



ERS-3

Notification to Parents Regarding Child Absence



SUBJECT: Notification to parents regarding child absence.

POLICY: RWCFS Head Start/Early Head Start will implement a procedure to contact a parent/caregiver if a child is absent from the center without prior notification.

PURPOSE: Applicable Performance Standards: 1302.16

- Each enrolled child's attendance is monitored daily.
- Appropriate family support is initiated when a child is absent.
- All programs monitor the average monthly daily attendance of each classroom/center and analyze the causes of absenteeism when the monthly average daily attendance falls below 85%, or when a child is at risk of missing 10% of program days per year.
- Families are provided with information about the benefits of regular attendance and receive support to promote children's regular attendance.

PROCEDURE: Primary caregivers will be notified in the Parent Handbook and in Parent Orientation of the following:

1. If the parent/guardian has not called the center/classroom to inform staff of the child's absence within one hour of program start time or has not provided previous notification of the child's absence this is considered an unnotified absence to the program. The parent may report/identify the reason for the absence, by:

- phone/text
- written form
- personal contact with HS/EHS staff

If the family does not inform the classroom of the absence the Family Service Coordinator is responsible for calling the parent/guardian(s) to determine the reason the child is not present. The Family Service Coordinator should communicate with the teachers of each child on their caseload to determine which children are absent as early as possible. If the assigned worker is absent from work or unable to complete this task, it is the responsibility of the Family Service Manager to ensure the task is completed.



When children are transported by bus, the primary caregiver may signal to the bus driver and teacher that the child will be absent by posting a piece of yellow paper in a noticeable location. If the child's home is not visible to the bus at the pick-up location and the parent does not have a telephone to report the absence, the primary caregiver must work with the staff on a plan for notification of absences. Families wishing to self-transport for the day should notify the classroom or dispatch at the Administrative Center, in a timely manner.

Primary caregivers are responsible for reporting changes to phone numbers, addresses and emergency contact numbers so that children's records are up to date. Staff must also be diligent in recording this information correctly, so all parties have the most up-to-date information.

2. Teaching staff will take attendance when the children arrive in the classroom and will review any absence notes. A note, phone call or personal contact indicating that the child will be absent on a specific date/time will be documented on the Name to Face (NTF) Child Tracking form and ChildPlus.

3. When speaking with the parent/guardian(s) and determining the reason for the child's absence the Family Service Coordinator must:

- Offer support services to the family to help emphasize the benefits of regular and consistent attendance.
- The reason for absence, the expected return date, and any support or services offered must be documented in ChildPlus under the Family Services tab in the communication log.
- If the family cannot be reached a case note reflecting this must be documented by the Family Service Coordinator and continue to attempt to contact the family until they are successful.

If a child is absent for two (2) consecutive days or has a pattern of absences with no contact between staff and the family the Family Service Coordinator must attempt to contact the family by reaching out to emergency contacts and involved adults. If contact is made with the family staff will initiate the development of an Attendance Success Plan. If contact is not made after four (4) consecutive days, the ERSEA Supervisor should be notified by email of the absence.



S-12

Active Supervision



SUBJECT: Active Supervision

POLICY: Through the use of redundant Active Supervision Strategies, staff will ensure the safety of all children and prevent children from being left alone or unsupervised while under their care.

PROCEDURE: Active supervision requires all staff to focus their attention and intentionally observe children so that no child is left unattended. The following six strategies work together to create an effective approach to child supervision:

1. Set up the environment to supervise children at all times – Classroom staff will post a daily classroom schedule for children, teachers, substitutes, and volunteers to follow that helps to keep the day predictable. The height and arrangement of classroom furniture and outdoor equipment should be considered to allow effective monitoring and supervision of children.

In the classroom, furniture should be at waist height or shorter so that adults should always be able to see and hear children. Small spaces are kept clutter free and big spaces are set up so that children have clear play spaces an adult can observe. There will be clear paths to where children are playing, sleeping, eating, and sitting on the bus so adults can react quickly when necessary and stay close to children who may need additional support.

2. Staff will carefully plan where they will position themselves in the environment to prevent children from harm – Staff will implement a Zoning Plan for classroom, playground, indoor gross motor area, cafeteria, and primary transition routes to/from these areas to include bus transitions. The plan will include zoning maps with a corresponding zoning chart that identifies staff responsibility in each zone and his/her duties before, during and at the conclusion of each transition. Plan is to be posted and implemented. Staff will place themselves so that they can see and hear all of the children in their care.

During fieldtrips and community activities, one-on-one assistance may need to be provided for individual children. This could include their parent accompanying them on the fieldtrip or a staff person being designated to provide support for that specific child.



3. Scan the environment, including assigned areas of the classroom, bus or outdoor area, and count the children frequently - EHS/ HS classrooms use an Attendance Board: Staff will write the number of children in attendance each day on the attendance board that is located on or near the classroom door. Each time a child arrives or leaves for the program day, staff will change the number on the attendance board. The number listed is to always reflect the current number of children in the room for the day. Staff need to communicate with each other, so everyone knows where each child is and what each one is doing. This is especially important during transition times, and in play areas, and on the playground when children are constantly moving. When transitioning a group of children within the facility or for outdoor play, the staff will follow the Name to Face Child Tracking Procedure and Team Supervision of Children Safety Zoning Plan and use the NTF Child Tracking Form to document the hard count of all children, before leaving and when returning to a designated area. Staff will communicate and confirm a soft count whenever a threshold is crossed. An adult will lead the group and an additional adult will follow the group.

4. Listen closely to children and the environment to identify signs of potential danger immediately - Listen to and talk with team members, especially when a staff person or a child must leave the area, so that staff knows where other staff are located. Educators will implement strategies to safeguard children. For example, bells or alarms may be added to doors to help alert educators as someone enters or leaves the classroom.

5. Anticipate children's behavior - Use what you know about each child's individual interests and skills to predict what he/she will do. Give children any needed additional support, especially at the start of the school year and during transitions. Children who wander off or lag are more likely to be left unsupervised. Information from the daily health check (e.g., illness, allergies, lack of sleep or food, etc.) informs staffs observations and helps them anticipate children's behavior. Adults who know what to expect are better able to protect children from harm.



6. Engage and redirect when children are unable to solve problems on their own. Offer various levels of assistance according to each individual child's needs.

All staff will pay special consideration to supervising children during transition times throughout Head Start programming. Active supervision strategies will continue to be utilized as well as the following strategies during transition times:

- Know Transition Times - all staff including volunteers will know when transitions are planned throughout the day and in position to provide constant supervision.
- Develop Regular Routines - Staff will create and maintain routines for regularly planned transition times.
- Limit Wait Time - Staff will limit the amount of time children wait in line to transition.
- Reaffirm Child Expectations - Staff will reaffirm to children what adults expect during transition times.
- Ensure Parents/Guardians/Community Partners Understand Responsibilities - Staff will help parents, guardians, and other identified adults understand their role during pick up and drop off times. Parents who self-transport will stay with their child until the start time of class and will sign their child “in” for the day. At dismissal time, the parents, or other identified adults, will sign “out” their child before taking them out of the classroom. Community partners will follow Child Tracking Procedure and sign child out when removing a child from the classroom for services and in when they return.



Head Start and Early Head Start wants to partner with Parents, Program Adults, and Visitors to promote a Culture of Safety. All staff will work to support all program adults in implementing and understanding the safety measures listed below:

- Adults outside of the immediate teaching team will avoid interrupting teachers when they are actively transitioning children and/or completing the Name to Face procedure.
*Note - If you have been interrupted, please restart the procedure/count to make sure no child has gotten out of the line.
- Teaching teams should clearly communicate to other adults, including parents, requesting their attention, or attempting to engage them that safety is a priority, and they will connect with them as soon as they complete the transition/Name to Face procedure. Other program adults should be aware that they can expect teachers to do this.
- All program adults should be prepared to communicate the number and whereabouts of children throughout the day. Teachers should not assume that other program adults, such as on-call subs, consultants, and managers know what the teachers' expectations are for them helping with active supervision but should communicate their expectations.

Examples:

- Please hold these two children's hands on the way to the gym.
 - It would be helpful when we go outside if you would stand by the climber and support the safe use of the equipment – our rule is no jumping from the platform.
 - We are having difficulty with two children being safe. Will you read a story while I work to get them settled down with an activity?
- All teaching teams should remind each other to intentionally check bathroom stalls thoroughly by opening doors and looking straight into each stall before leaving the bathroom.



ONGOING MONITORING: CDM will monitor quarterly to ensure that Active Supervision, Zoning and Name to Face plans are being observed and implemented accordingly by reviewing the following documents:

- Documentation of events on focused observation forms and general observations for indication of:
 - Signed Posted Zoning Plans
 - Active Supervision strategies
- Name to Face procedure
 - Site Team Meeting minutes
 - ChildPlus for Quarterly Site Checklist

Forms:

Team Supervision of Children Safety Zoning Plan

NTF Child Tracking Policy and NTF Child Tracking Sheet

Culture of Safety Classroom Poster

Beginning of the Year Checklist Daily Checklist



S-16

Name-to-Face/Child Tracking



SUBJECT: Name-to-Face/Child Tracking

POLICY: RWCFS will implement a redundant name-to-face child tracking safety procedure to ensure that the number, names and whereabouts of children in care are known to assigned staff at all times. During transitions, staff will account for all children with name to face recognition by visually identifying each child.

PROCEDURE:

GENERAL EXPECTATIONS:

Staff will consistently follow the Name-to-Face (NTF) procedure including documentation on the Name-to-Face Child Tracking Form.

- The Lead Teacher/Nurturer is responsible for pre-filling in the Classroom Code, date, Staff's names, children's first name and last initial, and making sure the forms are available on the clipboard for daily use. Also, the lead teacher will be responsible for making sure the NTF Child Tracking Forms will be kept on the clipboard for the week and turned in at the end of the week to the STL.
- The Teacher/Nurturer responsible for the transition and child tracking per the zoning plan will be responsible for completing and keeping an accurate account on the NTF Child Tracking Form for each transition.
- The clipboard with the NTF Child Tracking Forms will be in the classroom or in the backpack to be available at all times.
- The NTF Child Tracking Procedure and NTF Child Tracking Form will be used for large group transitions.

Staff Section:

Staff Name Boxes – any staff that will be in the classroom for more than 5 minutes and considered in ratio will fill in their name if not already prefilled, the time they entered the classroom, scan, count, verbalize and indicating on the form how many children are in attendance when they arrive in the classroom/transition area. Staff will sign out when they take a break and/or leave for the day verbalizing and indicating on the form how many children are in the classroom at that time.



Child's Section:

Child's Name Boxes

Children's first names and last name initials should already be filled in. Any child who is in attendance that is not on the form shall be written in to reflect the change.

Arrival Time Boxes

The time the child enters the classroom (Bus driver's time of when the child is dropped off will be the same time when you sign the children in). If the child does not arrive at the classroom, no time will be added.

Attendance Code Boxes

The first NTF count will be done when the last bus child arrives in the classroom or in a self-transport classroom when the class is scheduled to start. Call each child's name, visually confirm with eye contact that the child is in line or at the meeting place (rug) and complete the box with one of the following Attendance Codes listed on the form; **P=Present, A=Absent.**

If the child is not present at the time you complete your initial NTF attendance, mark A for absent. Count the number of children marked P for present and put the number in the NTF Count Box at the bottom of the form and both staff members initial.

If a child arrives late put a slash through the code and write a P next to the code. Also cross off the total in the NTF Count Box at the bottom of the form and change the number, circle the new total and then both staff members verbalize the change.

If a child is withdrawn and the form does not reflect the change, mark WD and put a line completely through the rest of the row for that child.



Time Out /Time In/ Transition Boxes– the transition boxes are to be used for a large group activity, otherwise the small group procedure will be used (see below). Write the time you are leaving for the transition in the Time Out Box and where you are going in the Transition Box, at the top of the page, using the codes located in top section of the form on the right. B=Bathroom, PG=Playground, GM=Gross Motor, D=Drill, CR=Classroom, FT=Field Trip, C=Cafeteria or O=Other. When you get to your transition destination write the time in the Time In Box at the bottom of the page. Use the boxes in the column below the Time Out/Transition/Staff Initials Boxes to ensure that every child is accounted for following the NTF steps listed below:

Call each child's name, visually confirm with eye contact that the child is in line, and mark a ✓ in the box across from their name.

After you have completed the NTF account, count the ✓'s and enter the number in the NTF count box at the bottom of the page.

When all students are accounted for, the teacher with the clipboard will initial in the top Staff Initials Box to confirm the number of children and verbalize to the other staff member who will confirm the number of children. Staff will lead the students to the transition destination.

As the children enter the location put a ○ around the ✓. Every child should have a ✓

Count the number of ✓ and make sure it matches the number in the NTF Count box, put a ○ around the total number and both teachers verbalize and confirm the number with your initials in the bottom Staff Initials Box.

If for some reason a child does not complete the transition, for example refuses to move in the hall, mark an * in the box next to the ✓ and make a note in the comment column also indicating the time the child returns. If the comments area is full for that child record comment on the back of the page with child's name, comment, and return time. In the NTF Count box cross off the initial number you left with, write the actual number of children at the time of arrival, and circle it. If the child returns write +1 next to the original circled number. Ex. 19 (18) +1

Returning to the classroom or another area is a new transition, repeating the same process.



Time Out Box – Indicates what time each student leaves the room for the day, if a child rides the bus, the time will match the driver's log and if the child is picked up, it will match the sign out book.

- If a child is leaving for an appointment and will return this should be recorded in the section on the bottom of the page by the staff member.

Depart With Box – Lead teacher will write in the name of the person the child departs with; parent's name, name of person on fact sheet, or if the child goes by bus, the driver's name.

SMALL GROUP, INDIVIDUAL TRANSITIONS AND OVERALL CLASSROOM TRACKING ADDENDUM:

Head Start - With small groups (10 or less) or individual transitions staff will use the visual classroom magnet check in and out board located by the classroom door. The magnet will be color coded yellow if the child is present in the classroom, red if the child is absent, and green if the child is out for support services or other activity such as a sensory break, or DCFS interview. The number of children in attendance for the day should be recorded on the board and circled and only changed if a child arrives or leaves for the day.

*Note - The magnet board is also use for overall tracking of children in the classroom.

- If a child is leaving for an appointment and will return this should be recorded in the section on the bottom of the page by the staff member.

Early Head Start - For safety reasons EHS will follow a similar procedure with small groups (4 or less) using a color-coded dry erase board and markers to mark children in and out. If the mark by the child's name is blue the child is present, red if the child is absent and green if the child is out for support services. The number of children in attendance for the day should be recorded on the board and circled and only changed if a child arrives or leaves for the day.

*Note - The white board is also use for overall tracking of children in the classroom.

- If a child is leaving for an appointment and will return this should be recorded in the section on the bottom of the page by the staff member.



EHS and HS Guidance - The staff or person responsible for taking an individual child or small group out of the room will:

- Take the laminated picture of the children they will be removing from the class; the pictures will be located near the exit.
- Move the magnets on the visual classroom magnet board or indicate on the white board.
- Say each child's name and visually confirm with eye contact that the child is in line.
- Verbally communicate with the classroom staff the number of children you have and where you are going.
- When they get to their destination staff, or the person responsible, will use the pictures to confirm that all children got to their destination safely and then repeat the procedure to return to the classroom or area.
- Upon return, confirm all the children have returned by moving the magnets back on the visual classroom magnet board for HS or for EHS use the blue dry erase marker, return the pictures to the container, and verbally communicate the number of children you returned with.
- Partners, consultants and support staff taking individuals or small groups of children in addition to the pictures will also complete the sign out page located on the bottom of the NTF tracking form. Indicating that the adult acknowledges the responsibility for the child. The responsible adult will fill in the:
 - child's name(s)
 - time accepted
 - adults' signature
 - reason
 - location
 - time returned

For confidentiality purposes this section will be folded under.



ONGOING MONITORING (OGM): RWCFS will review the child tracking form and observe implementation to ensure that the policy and procedure are being followed and that we are in compliance with regulatory requirements.

- STLs will look over the NTF Child Tracking Forms weekly, initial the form to indicate review of the week's forms, file and retain copies for the program year.
- STLs will watch for successful implementation of the child tracking procedure quarterly during their regularly scheduled observation times. They will record their observations on an observation form, indicate next steps as need based on their observation, and scan/copy it.
- CDM will monitor observations forms quarterly.

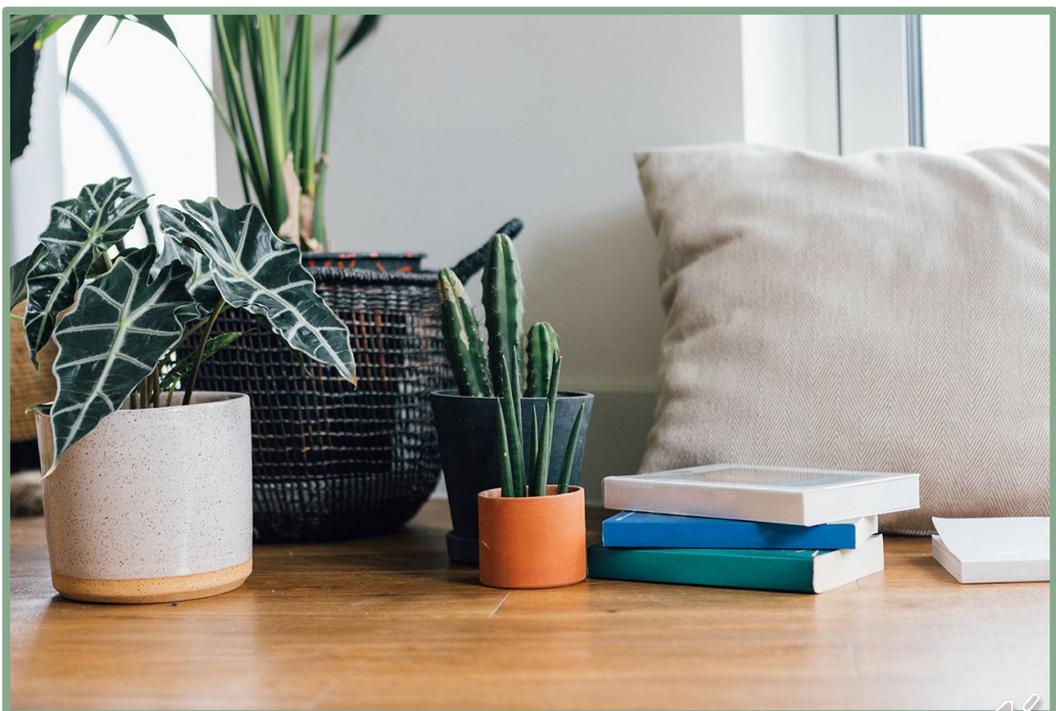
Forms:

Active Supervision Policy

HS Name-to-Face Child Tracking Form

EHS Name-to-Face Child Tracking Form

STL Observation Form



S-14

Appropriate and Safe Release of Children



SUBJECT: Appropriate and Safe Release of Children

POLICY:

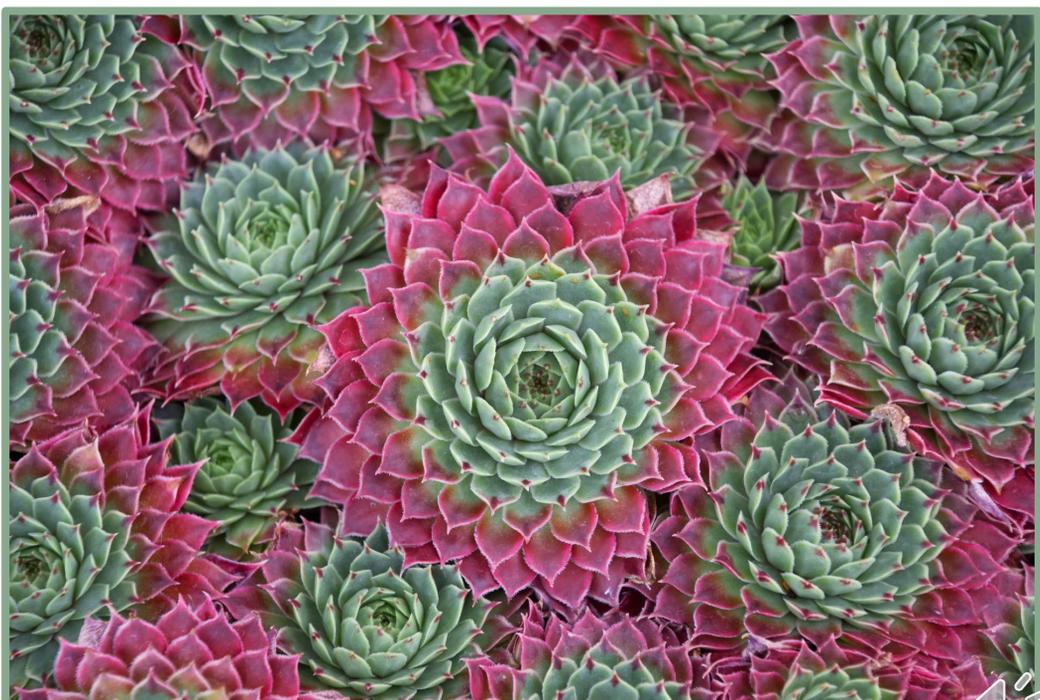
RWCFS will release children only to a child's legal guardian according to a signed RWCFS FACT sheet, Supplemental FACT sheet forms and/or parent-signed Parent/Guardian Permission form.

PROCEDURE:

RWCFS FACT sheet, Supplemental FACT sheet forms and/or parent-signed Parent/Guardian Permission forms will be kept in the child's main file in the administrative child file, classroom, and the appropriate Emergency/bus binder. Staff will check a child's FACT sheet and ask for picture identification any time he/she is not familiar with an adult who is requesting the release of a child. Staff will follow safety policies and procedures when the release of a child is challenged by an adult.

Violations of this policy/procedure may, at the program's discretion, be subject to disciplinary action up to and including termination.

Legal Guardian means: Biological parents who have custody rights, individuals, who have legal paperwork stating that they have guardianship and individuals designated by a legal parent on the Parent/Guardian Permission form signed by the parent.



All children:

1. During the enrollment process, a FACT sheet will be completed and signed by a child's legal guardian. It will have the names of individuals authorized to be contacted in case of emergency and those authorized to have a child released to them. Legal guardians can add, delete, or make changes to the FACT sheet by completing a supplemental FACT sheet form or by withdrawing or changing a Parent/Guardian Permission form at any time.
2. Each classroom and the appropriate Emergency/bus binder will have a current signed copy of the FACT sheet and any supplemental FACT sheets signed by the legal guardian.
3. In cases where the legal guardian is incapable of communicating their wishes due to an emergency or involvement from a lawful protection agency, staff will notify their immediate supervisor by phone, walkie talkie, bus cell phone or radio who will work with other managers and/or the Executive Director to determine next steps.

In cases where the legal guardian wishes to deny access to the non-custodial parent, they will be required to provide appropriate copies of legal documentation like; custody decree, restraining order, and termination of parental rights. Staff will comply with the current and legal documentation on file, until written proof is received verifying something different.

In cases where potential kidnapping or violence is an issue, RWCFS staff will request or obtain photographs of said persons to support in identifying these individuals.

In cases where there are concerns on the part of the adult who can legally sign paperwork, but there is no legal documentation available, staff will inform their immediate supervisor or next appropriate manager who will work with the Family Service Manager to determine next steps or make appropriate referrals to legal aid or other legal counsel or seek legal counsel on behalf of RWCFS.



If an individual appears at the site and is not listed on the Emergency Contact form:

- Staff will contact the legal guardian(s) to inform them of the incident but will NOT release the child if they are not an approved person according to current FACT sheet/supplemental FACT sheet forms.
- If the individual refuses to leave, staff will call 911 and report the incident to legal guardian(s) as soon as possible.

Once a child is signed into classroom or on to bus, they are the responsibility of RWCFS staff. If a legal guardian attends a special event, or follows child to a field trip, they must sign their child out on bus attendance sign-in/off sheet or classroom sign-in/out book.

Anything atypical will be documented in ChildPlus



When a parent calls to ask that someone not listed on the FACT sheet be allowed to pick up or receive the child off the bus.

1. If a staff person receives a request from a parent or legal guardian for someone not listed on a signed FACT sheet be allowed to pick up the child or receive the child off the bus, they will connect with the Transportation Coordinator if available or another manager to help them determine next step(s).
 - The legal guardian must share why the request is being made because the only acceptable reason for agreeing to this would be when the legal guardian is unable to be at home to receive the child or present to pick up child due to emergency. Examples might include things like:
 - Vehicle breakdown
 - Illness/hospitalization
 - Detained by law enforcement or Child Protective Services
 - Child Care Provider Emergency
2. The legal guardian must be able to text a picture or provide a physical description of the person.
3. This person must have a current official picture I.D.
4. In cases where there are known custody issues or restraining orders in place for anyone significant to the child (biological parent, relative, significant other to parent), these requests will be denied.
5. The legal guardian will be asked to complete and sign a Supplemental FACT sheet form listing this person if they believe they have need to use their support for this again.
6. These incidents will be documented in ChildPlus.



When a child rides an RWCFS vehicle: (see transportation handbook)

1. Any adult who is at least 18 (unless special permission is given in writing by parent for someone who is at least 16) will sign the child on to the bus.
2. An adult who is at least 18 or a minor who is at least 16 (with special permission given in writing by parent); and has been approved in writing by a legal guardian on the FACT sheet or supplemental FACT sheet, will sign the child off the bus.
3. Staff will follow the transportation handbook for boarding and getting off the bus and traveling to and from the classroom.
4. The person putting the child on a bus will sign the bus sign in/off attendance sheets that are turned in monthly and monitored by the Transportation Coordinator. Only an approved person can receive the child off of the bus.

Self-Transported Children:

1. Adult accompanying child(ren) will accompany the child into their classroom and sign the child into the classroom in the sign in/sign out book that will be labeled by date.
2. When staff are unfamiliar with the adult, they will consult the child's FACT sheet and ask for picture identification only at pick up.
3. Guardians and/or others on the FACT sheet may be called as needed to ask pertinent questions or to obtain clarifying information.
4. If the adult is not listed on the FACT sheet or cannot show that they are a biological parent (and there is no legal documentation on file prohibiting parent contact with the child), staff will call the guardian to notify them of the situation. If the unauthorized or unfamiliar adult is insistent on picking up the child, that person will be notified that the police will be called. Note: at any time that staff feel threatened or unsafe they may call for support from other staff, the manager, or the police.
5. If an adult arrives on site to pick up a child who legally cannot have access to a child, staff will inform this person that there is documentation on file prohibiting access to that child. If staff feels that their or the child's safety is at risk, they will call 911 or ask a co-worker to call 911. If staff feel that their or the child's safety is not at risk, they will ask the adult to leave.
6. Site Team Leaders will check the sign-in/out books as they complete monitoring to ensure they are being used correctly.



If a parent is late picking up a child or not at home to receive a child off of the bus:

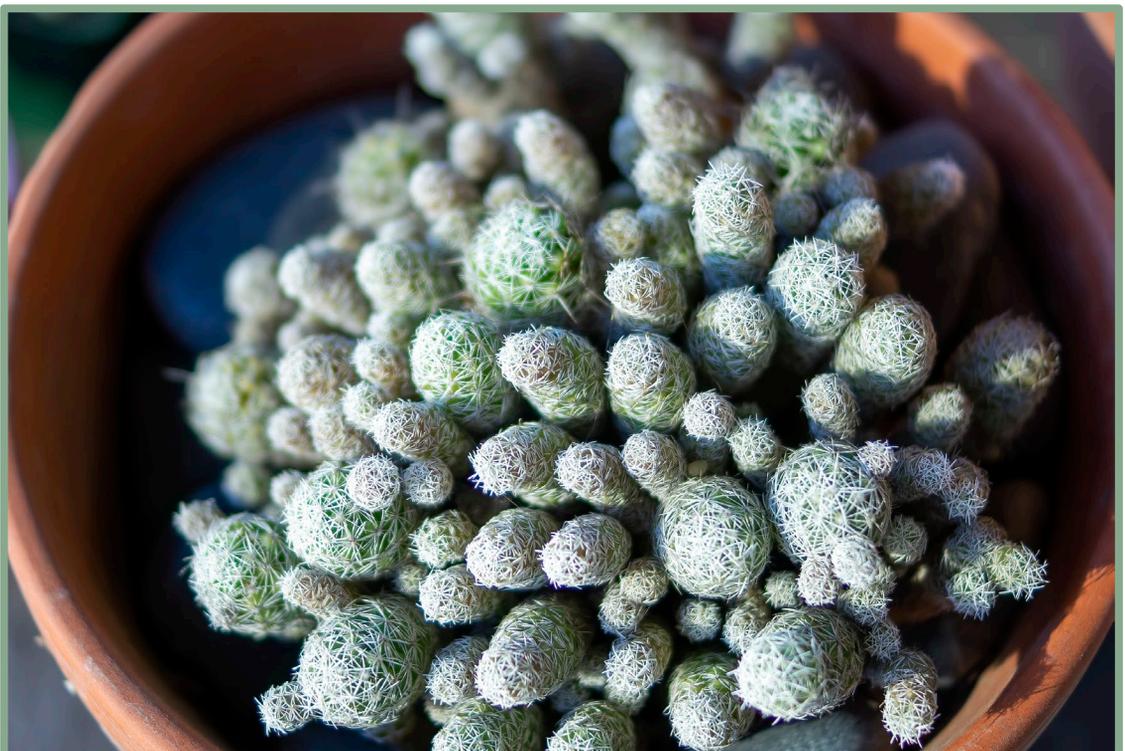
1. Staff will call persons listed on the FACT sheet after class ends in the order listed by the parent. If there is no response from the FACT Sheet contacts, staff will radio the concern to dispatch who will call the Transportation Coordinator, or if they are unavailable, Site Team Leader or another manager if needed to determine next step(s).

2. Next steps may include things like:

- Taking the rest of the children home and circling back to that child's address
- Staying at the address and calling the parent and/or FACT sheet contacts using the bus cell phone
- Taking the child back to the center for safe supervision while continuing to try to contact the legal guardian(s) and FACT sheet contacts.

3. If a child is not picked up by end-of business hours, and staff have not been successful in reaching legal guardian(s) or FACT sheet contacts, Child Protective Services will be contacted.

4. These incidents will be recorded in ChildPlus



Self-transport:

1. Staff will inform parents that if they choose to have another person sign their child into the classroom, they should give that person guidance that they must walk the child all the way to their assigned classroom and sign the child in using the sign-in/out book.
2. Staff will require people dropping off the child to sign the child in to the classroom using the Classroom sign-in/out book. Should the legal guardian ever have a child or adult drop off a child without giving them guidance to sign the child in, staff will discuss it with the person dropping the child off and follow up with legal guardian(s) as soon as it is possible.
3. Staff will call persons listed on the FACT sheet after class ends in the order listed by the legal guardian. If there is no response from the FACT Sheet contacts, staff will call the Site Team Leader or another manager if needed to determine next step(s).
4. If a child is not picked up by end-of business hours, every effort will be made to contact the legal guardian and FACT sheet contacts to avoid any trauma to the child. However, in cases where staff have not been successful in reaching legal guardian(s) or FACT sheet contacts, County Child Protective Services (CPS) may be contacted.
5. A responsible staff person will stay with child until legal guardian or CPS, or police officer picks up the child. Staff should contact a manager to stay with the child when their workday ends.



Ongoing Monitoring:

- RWCFS FACT sheet, Supplemental FACT sheet forms and/or parent-signed Parent/Guardian Permission forms will be kept in the child's main file in the administrative child file, classroom, and the appropriate Emergency/bus binder.
- RWCFS Name to Face procedure will be used during significant transitions. – Monitored by STLs during observations and noted on observation checklist.
- The Magnetic Attendance Board will be located on or near the classroom door and adjusted to reflect the current number of children in the room each time a minor transition occurs with an individual or small number (less than half of the class) children at a time enters or leaves the classroom.
- Monitored by STLs during observations and noted on observation checklist.
- Children who are self-transported to classrooms or arrive early or late will be signed in by an adult using the sign-in/out book located as near the classroom door as possible.
- Supervising managers will observe staff following proper procedure when out at centers, during transitions etc.
- Atypical situations/incidents will be recorded in ChildPlus by staff and/or manager involved.
- Managers monitor ChildPlus in course or record checks, reviews with staff etc.



S-4

Environmental Safety Measures



SUBJECT: Environmental Safety Measures

POLICY:

It is the responsibility of all staff and families to help maintain the safety of the children enrolled, by keeping the premises free of hazards, both indoors and outdoors.

PROCEDURE:

Electric fans, electric outlets and electrical heating units and hot surfaces, such as pipes, shall be protected by screens or guards so that children cannot touch them. (Outlet covers on all unused outlets). Extension cords may not be used permanently with any appliance. No more than 2 electrical appliances may be plugged into any one wall outlet.

No firearms, ammunition or other potentially dangerous items may be brought on to or kept on the premises.

All materials harmful to children, including power tools, flammable or combustible materials, insecticides, matches, drugs and other articles hazardous or poisonous to children shall be in properly marked containers and stored in areas inaccessible to children. Children may not be allowed in an area where power tools are in use.

Smoking is prohibited in any indoor or outdoor area of the center; on any day the center is in operation, regardless of whether children are present. Staff who smoke during breaks should avoid smoking in enclosed spaces, when possible, to avoid having secondhand smoke (which can prompt undesirable respiratory reactions in others) cling to their hair and clothing and then go back to work directly with children.

Alcoholic beverages and non-prescribed controlled substances will not be consumed or brought on to the premises of the center.



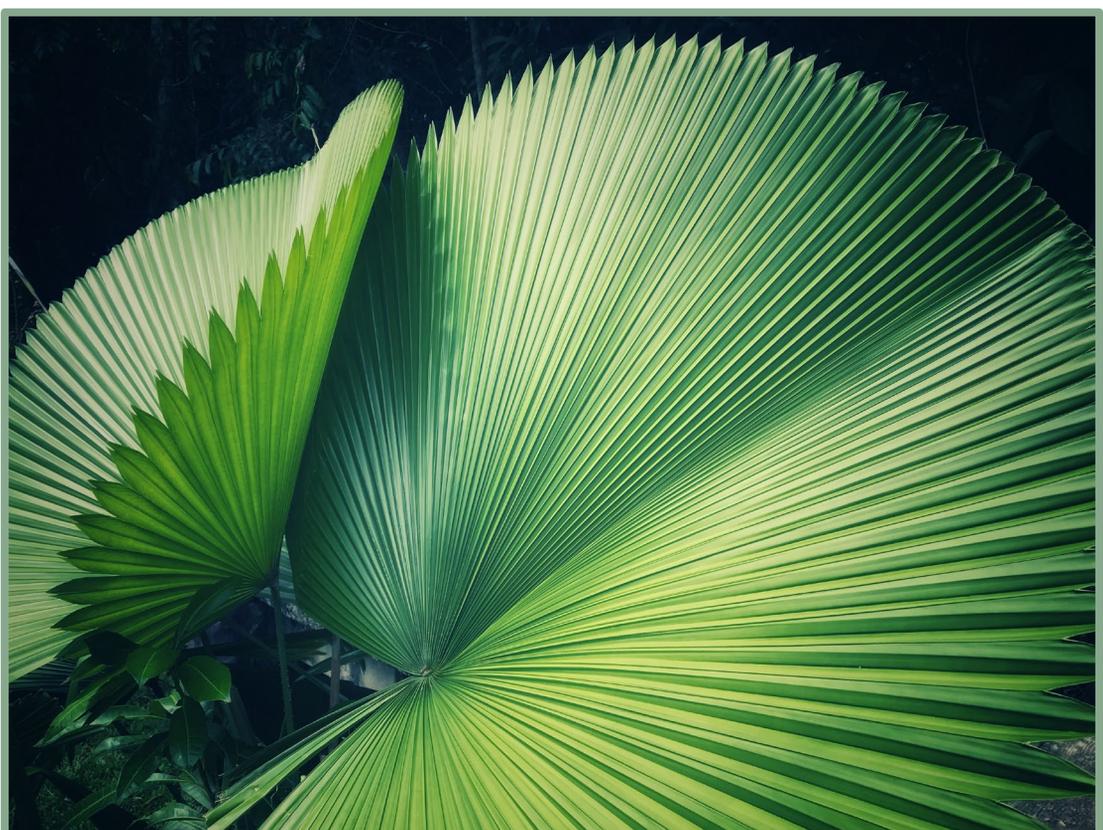
All exit doors shall be available as an exit when the building is occupied; all halls, doors and stairs shall be free of obstructions; and all fire escapes and exit doors shall be kept clear of ice and snow.

Staff safety inspections of the premises shall be done daily.

An assigned staff person will complete the Fire and Safety Checklist for Group Child Care Centers form on a monthly basis. These will be reviewed for any concerns during monthly site meetings facilitated by STLs. At the end of the year staff will forward completed checklists to Site Team Leaders for placement into Child Care Licensing file.

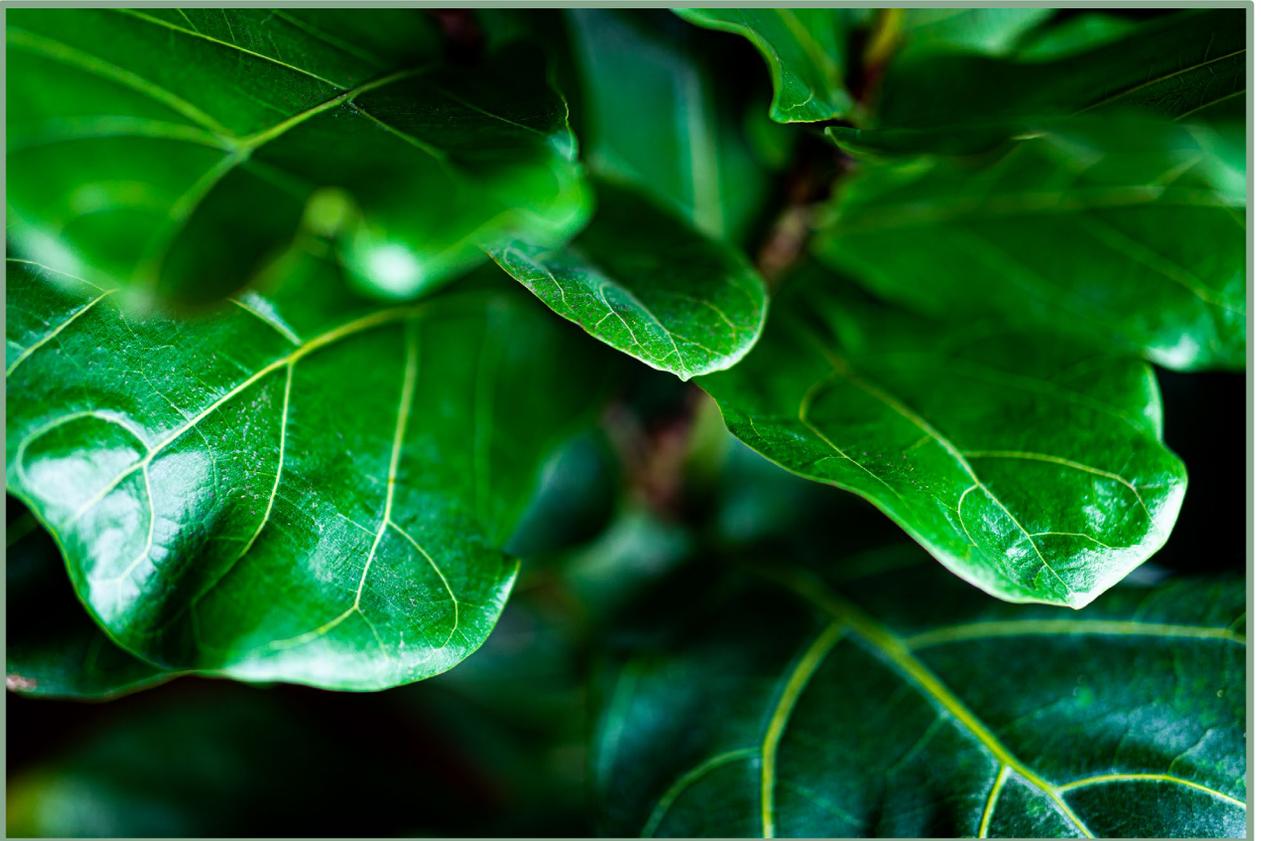
Playgrounds will be inspected by a certified inspector every 2 years and inspected every year by an agency staff member. At the beginning of each program year STLs, with the assistance of maintenance and other staff, will complete the health and safety screener annually.

In the event that any “checklist” item or other situation should arise at the center that is a fire or safety concern, staff will immediately report the information to their immediate supervisor.



S-9

Maintaining Adult Staff/Child Ratios



SUBJECT: Maintaining adult staff/child ratios in accordance with DCF 251 Child Care Licensing Rules

POLICY: All RWCFS employees when counted in adult to child ratios will sign in and out in the specific classroom Active Supervision Name-to-face child tracking sheet to record who is responsible to maintain required ratios at all times.

PROCEDURE: Staff will sign in and sign out in their designated places even if they are counted to maintain adult staff/child ratios or not.

Example 1: FSCs may sign in and out in one book daily at start and end of their work day or when leaving the building for a work/personal reasons (i.e., home visit, lunch meeting, etc.) but may also sign in and sign out in the classroom specific Name-to-face sheet when counted in ratio to sub, give teachers a bathroom break, etc.

Example 2: Managers will sign in/sign-out in the admin center-specific book (or call in start or end of day location). They will sign in and sign out of center buildings as necessary and in classroom specific name-to-face sheet when counted in ratio to sub, give teachers a bathroom break, etc.

Example 3: If a teacher from one classroom helps in another classroom to maintain ratio, that teacher will sign out of his/her classroom name-to-face sheet and sign into the other classroom's name-to-face sheet located in the classroom where he/she is going to help. When no longer needed, the teacher will sign out of that classroom and back into his/her own classroom.

Any time a teacher leaves a classroom for any reason and is no longer able to be counted in ratio with children; they will sign out of the room and sign back into the room when they return. This will be recorded on classrooms' name-to-face child tracking sheet.

Monitoring: Supervisors will check sign in/out books at least weekly to ensure staff are remembering to sign in and out as required



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