

# **Elkhart & St. Joseph Counties Head Start Consortium**

## **SAFETY MANUAL 2023-2024**

# **Reporting**

## **Policies and Procedures**

**ELKHART AND ST. JOSEPH COUNTIES HEAD START CONSORTIUM  
NON-COMPLIANCE**

9/13/23 KG

9/19/23 KG

<b>REPORTING</b>				
<b>Performance Standard/Strategy</b>	<b>Procedure</b>	<b>Outcome</b>	<b>Person(s) Responsible</b>	<b>Timeline Evaluation/Monitoring</b>
<p>1302.102 Achieving program goals (d) Reporting (1) A program must submit (ii) Reports, as appropriate, to the responsible HHS official immediately or as soon as practicable, relate to any significant incident affecting the health and safety of program participants, circumstances affecting the financial viability of the program, breaches of personally identifiable information, or program involvement in legal proceedings, any matter for which notification or a report to state, tribal, or local authorities is required by the applicable law.</p>	<p><b><u>Policy Statement</u></b> The Consortium must respond to, report, and review any and all significant incidents and/or accidents affecting the health and safety of children in order to minimize the risk of harm, ensure compliance with the Head Start performance standards, and adhere to the Consortium’s commitment to continuous quality improvement of its operations and services.</p> <p>These procedures apply to all Consortium employees, consultants, contractors, and volunteers.</p> <p><b><u>Significant Incidents</u></b> What follows below, examples of significant incidents that must be reported:</p>	<p>Children will be safe and incident reports will be filed according the timeframe as set forth by the HSPS.</p>	<p>Exe. Director  General Services Manager  Head Start Management  Attorneys  All Consortium Staff</p>	<p>Timeline to report to the Office of Head Start is within 7 days.</p> <p>Significant Incident Reports will be completed based on policies and definitions.</p> <p>Investigations documentation will be collected.</p> <p>General Services will review and work with Exe. Director and Attorneys to evaluate situation and report.</p> <p>Continuance of investigation will occur until the case is resolved with HHS.</p>

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	<ul style="list-style-type: none"> <li>• <b>Injuries that require medical treatment</b>, such as deep cuts, suspected broken bones/sprains, chipped or cracked teeth, head trauma, contusions or lacerations, or animal bites.</li> <li>• <b>Inappropriate discipline</b>, including any type of conduct used to instill fear or humiliate rather than to educate a child, such as poking or pinching a child; making fun of or laughing about a child; using/withholding food or an activity as a punishment or reward; or isolating a child.</li> <li>• <b>Potential child abuse, maltreatment, or neglect</b>, such as grabbing, shoving, shaking, swatting or dragging a child; spanking or any other type of corporal or physical punishment; binding, tying or taping a child; terrorizing a child with threats or menacing acts; or any form of sexual contact.</li> <li>• <b>Lack of supervision while in</b></li> </ul>			
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	<p><b>the care of under the supervision of Consortium staff, consultants, contractors, or volunteers.</b> This includes leaving a child alone anywhere on the grounds where the Consortium operates (e.g., in a classroom, bathroom, on a playground), as well as outside the building in a parking lot, on a nearby street, or on a bus or another program-approved transportation or excursion.</p> <ul style="list-style-type: none"><li>• <b>Unauthorized release</b> whereby a child is released from a building where the Consortium operates, bus, or other approved program transportation to a person without the permission or authorization of a parent or legal guardian and whose identity has not been verified by photo identification.</li></ul> <p>Questions about whether an incident must be reported should be resolved by consulting with a supervisor or manager.</p>			
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	<p><u>Reporting and Investigation Procedures</u></p> <p>1. Upon learning of a significant incident (or a suspected significant incident) other than child abuse and neglect (which is addressed below), <b><i>you are expected to notify your immediate supervisor/manager immediately.</i></b></p> <p>a. Anyone who observes another person engage in conduct that may be a violation of Head Start performance standards is expected to <i>intervene</i> immediately and then notify an immediate supervisor/manager.</p> <p>b. If your immediate supervisor/manager is not available, notify the General Services Manager (Kim Bachtel).</p> <p>c. If you learn of a significant incident while supervising</p>			
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	<p>children and need coverage so that you are able to make an immediate verbal report to your supervisor/manager</p> <p>d. After a verbal contact is made, a written follow up must be sent as soon as possible.</p> <p>2. <b><u>Child Abuse and Neglect Reporting.</u></b> Upon learning of suspected abuse or neglect, immediately call the Division of Family and Children/Child Protective Services (DFC/CPS) at 1-800-800-5556 to speak with a DFC/CPS Intake Worker and report the suspected abuse or neglect.</p> <p>a. After the DFC/CPS report is made, notify the building principal (or other person designed by the school corporation to receive such reports) and your supervisor/manager immediately. This is the</p>			
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	<p>only instance in which a significant incident is first reported to someone other than your immediate supervisor.</p> <p>b. The individual who makes the report to DFC/CPS must immediately complete the Child Abuse Reporting Form (available on the dashboard) and email it to the Head Start Office at <a href="mailto:CPS@headstartesj.com">CPS@headstartesj.com</a>. If any follow-up information is needed by DFC/CPS, this record will aid the effort. This form must be completed immediately and, under no circumstances later than the end of the workday.</p> <p>3. The supervisor/manager who receives a report of a significant incident must then <i>notify the General Services Manager (Kim Bachtel) and Executive Director (Dr. Kathy Guajardo) <u>immediately</u>.</i></p>			
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	<p>4. The Executive Director will (as quickly as and timely as possible) submit a preliminary report to the office of Head Start, Child Care Licensing, Legal Counsel, to the Board and Board President to notify them of the incident while the investigation continues.</p> <p>5. If the significant incident includes alleged misconduct of a Consortium employee, consultant, contractor, or volunteer, the General Services Manager will promptly notify and involve the Human Resources Manager.</p> <p>a. The individual accused of the misconduct may be placed on administrative leave, reassigned, or in some cases may continue working in their normal capacity pending the outcome of the investigation. The Human Resources Manager will work with the Executive</p>			
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	<p>Director to determine the appropriate action.</p> <p>6. The General Services Manager is responsible for working with the appropriate supervisor/manager(s) to complete a prompt investigation and ensure completion of a Significant Incident Report Form (available on the dashboard).</p> <p>a. Investigation will generally include interviews, collection of written statements from individuals involved, and retrieval of documents, text messages and other evidence.</p> <p>b. Investigation may also include preservation and retrieval of photo and/or video footage, if available and pertinent. Such records must be preserved on a flash drive. If such records are sought, but unavailable, efforts made to attempt to secure the records must be</p>			
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	<p>documented.</p> <p>c. A Significant Incident Report Form must be completed and sent to the Executive Director on the day of the incident (before the end of the workday), even if the investigation is not yet complete.</p> <p>d. The General Services Manager is responsible for preserving any documentation gathered in connection with the investigation.</p> <p>e. If multiple children are involved a Significant Incident Report Form must be submitted for each child.</p> <p>f. The General Services Manager is responsible for coordinating any follow up interviews, gathering additional information, and supplementing the Significant Incident Report.</p> <p>7. In consultation with the Executive Director, the General Services Manager will</p>			
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	<p>work with the appropriate supervisor/manager to coordinate (and document) communications with the child's parent or guardian, if appropriate.</p> <p>a. Contact with the parent or guardian must be documented on the Significant Incident Report Form. Every effort to contact the parent or guardian must be documented.</p> <p>b. The General Services Manager will notify the appropriate content area specialist (e.g., mental health, health, family services, etc.) for family support as needed.</p> <p>c. If the child does not return to the program the next school day, the General Services Manager and/or appropriate content area specialist will follow up with the parent or guardian.</p>			
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	<p>8. In consultation with the Executive Director, the General Services Manager will coordinate communications with law enforcement, DFC/CPS, or any other outside agency.</p> <p>9. In consultation with the Executive Director, the General Services Manager will coordinate communications with school corporation officials regarding the incident, if appropriate.</p> <p>10. If reporting to the Family and Social Services Administration (FSSA) and the Region V Office of Head Start is appropriate, the General Services Manager will work with the Executive Director to ensure such reports are made immediately or as soon as practicable and are documented.</p>			
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	<p><b>INFORMATION GATHERED AS A PART OF THE INVESTIGATION FORM COLLECTION:</b></p> <ol style="list-style-type: none"> <li>1. Gather all information that pertains to the incident. (Reports, complaints etc.)</li> <li>2. Have each staff member that might have been involved or affected write a narrative about what they know about the incident from their perspective. Require that they not collaborate on their narrative so that we can gain as broad of a prospective on the incident as possible.</li> <li>3. Submit the narratives as near as possible to the time the event occurred.</li> <li>4. If available, staff should screen shot and preserve all texts, emails that were generated during the course of the event. Each staff member should preserve their own even if a co-worker is submitting the same conversation, (for verification purposes.)</li> </ol>	<p>To resolve the significant issue reporting with facts and documentation.</p>	<p>Exe. Director General Services Manager Managers Legal Counsel</p>	<p>As soon as possible and timely for the Office of Head Start Reporting timeline.</p>
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**2023-2024 SAFETY PLAN**

**HUMAN RESOURCE MANAGEMENT AND REPORTING  
Standard Operating Procedures for  
Reports and Investigation of Significant Incidents Involving Children**

Policy Statement

The Consortium must respond to, report, and review any and all significant incidents and/or accidents affecting the health and safety of children in order to minimize the risk of harm, ensure compliance with the Head Start performance standards, and adhere to the Consortium's commitment to continuous quality improvement of its operations and services.

These procedures apply to all Consortium employees, consultants, contractors, and volunteers.

Significant Incidents

It is not possible to provide an exhaustive list of the incidents that threaten children's health and safety. What follows below, however, are some examples of significant incidents that must be reported:

- **Injuries that require medical treatment**, such as deep cuts, suspected broken bones/sprains, chipped or cracked teeth, head trauma, contusions or lacerations, or animal bites.
- **Inappropriate discipline**, including any type of conduct used to instill fear or humiliate rather than to educate a child, such as poking or pinching a child; making fun of or laughing about a child; using/withholding food or an activity as a punishment or reward; or isolating a child.
- **Potential child abuse, maltreatment, or neglect**, such as grabbing, shoving, shaking, swatting or dragging a child; spanking or any other type of corporal or physical punishment; binding, tying or taping a child; terrorizing a child with threats or menacing acts; or any form of sexual contact.
- **Lack of supervision while in the care of Consortium staff, consultants, contractors, or volunteers**. This includes leaving a child alone anywhere on the grounds where the Consortium operates (e.g., in a classroom, bathroom, on a playground), as well as outside the building in a parking lot, on a nearby street, or on a bus or another program-approved transportation or excursion.
- **Unauthorized release** whereby a child is released from a building where the Consortium operates, bus, or other approved program transportation to a person without the permission or authorization of a parent or legal guardian and whose identity has not been verified by photo identification.

This is not an exhaustive list. Questions about whether an incident must be reported should be resolved by consulting with a supervisor or manager.

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Reporting and Investigation Procedures

1. Upon learning of a significant incident (or a suspected significant incident) other than child abuse and neglect (which is addressed below), ***you are expected to notify your immediate supervisor/manager immediately.***
  - a. Anyone who observes another person engage in conduct that may be a violation of Head Start performance standards is expected to *intervene* immediately and then notify an immediate supervisor/manager.
  - b. If your immediate supervisor/manager is not available, notify the General Services Manager (Kim Bachtel).
  - c. If you learn of a significant incident while supervising children and need coverage so that you are able to make an immediate report to your supervisor/manager, immediately ask someone on your team to call a nearby co-worker(s) to seek additional help to remain in ratio.
  - d. If contact is verbal, a written follow up must be sent as soon as possible.
2. Child Abuse and Neglect Reporting. Upon learning of suspected abuse or neglect, immediately call the Division of Family and Children/***Child*** Protective Services (DFC/CPS) at 1-800-800-5556 to speak with a DFC/CPS Intake Worker and report the suspected abuse or neglect.
  - a. After the DFC/CPS report is made, notify the building principal (or other person designed by the school corporation to receive such reports) and your supervisor/manager immediately. This is the only instance in which a significant incident is first reported to someone other than your immediate supervisor.
  - b. The individual who makes the report to DFC/CPS must immediately complete the Child Abuse Reporting Form (available on the dashboard) and email it to the Head Start Office at [CPS@headstartesj.com](mailto:CPS@headstartesj.com). If any follow-up information is needed by DFC/CPS, this record will aid the effort. This form must be completed immediately and, under no circumstances later than the end of the workday.
3. The supervisor/manager who receives a report of a significant incident must then ***notify the General Services Manager (Kim Bachtel) and Executive Director (Dr. Kathy Guajardo) immediately.***
4. The Executive Director will (as quickly as and timely as possible) submit a preliminary report to the office of Head Start, Child Care Licensing, Legal Counsel, to the Board and Board President to notify them of the incident while the investigation continues.



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5. If the significant incident includes alleged misconduct of a Consortium employee, consultant, contractor, or volunteer, the General Services Manager will promptly notify and involve the Human Resources Manager.

The individual accused of the misconduct may be placed on administrative leave, reassigned, or in some cases may continue working in their normal capacity pending the outcome of the investigation. The Human Resources Manager will work with the Executive Director to determine the appropriate action.

6. The General Services Manager is responsible for working with the appropriate supervisor/manager(s) to complete a prompt investigation and ensure completion of a Significant Incident Report Form (available on the dashboard)

- a. Investigation will generally include interviews, collection of written statements from individuals involved, and retrieval of documents, text messages and other evidence.
- b. Investigation may also include preservation and retrieval of photo and/or video footage, if available and pertinent. Such records must be preserved on a flash drive. If such records are sought, but unavailable, efforts made to attempt to secure the records must be documented.
- c. A Significant Incident Report Form must be completed and send it to the EXECUTIVE DIRECTOR on the day of the incident (before the end of the workday), even if the investigation is not yet complete. (kquajardohs@sbcsc.k12.in.us)
- d. The General Services Manager is responsible for preserving any documentation gathered in connection with the investigation.
- e. If multiple children are involved a Significant Incident Report Form must be submitted for each child.
- f. The General Services Manager is responsible for coordinating any follow up interviews, gathering additional information, and supplementing the Significant Incident Report.

7. In consultation with the Executive Director, the General Services Manager will work with the appropriate supervisor/manager to coordinate (and document) communications with the child's parent or guardian, if appropriate.

- a. Contact with the parent or guardian must be documented on the Significant Incident Report Form. Every effort to contact the parent or guardian must be documented.
- b. The General Services Manager will notify the appropriate content area specialist (e.g., mental health, health, family services, etc.) for family support as needed.
- c. If the child does not return to the program the next school day, the General Services Manager and/or appropriate content area specialist will follow up with the parent or guardian.

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8. In consultation with the Executive Director, the General Services Manager will coordinate communications with law enforcement, DFC/CPS, or any other outside agency.
9. In consultation with the Executive Director, the General Services Manager will coordinate communications with school corporation officials regarding the incident, if appropriate, if reporting to the Family and Social Services Administration (FSSA) and the Region V Office of Head Start is appropriate,
10. The General Services Manager will work with the Executive Director to ensure such reports are made immediately or as soon as practicable and are documented.



**Elkhart and St. Joseph Counties Head Start Consortium  
SIGNIFICANT INCIDENT /ACCIDENT REPORT FORM**

**Please Circle: Staff or Child Information**

First Name: \_\_\_\_\_  
 Last Name: \_\_\_\_\_  
 Gender:  Female  Male    Age: \_\_\_\_\_  
 DOB: \_\_\_\_/\_\_\_\_/\_\_\_\_  
 Address: \_\_\_\_\_  
 City: \_\_\_\_\_ State: \_\_\_\_\_  
 Zip: \_\_\_\_\_ Telephone: \_\_\_\_\_

**Classroom/Bus Information**

Site: \_\_\_\_\_  
 Session: \_\_\_\_\_  
 Lead Teacher: \_\_\_\_\_  
 Was Teacher Present? Yes  No   
 Bus Driver Name: \_\_\_\_\_ Bus # \_\_\_\_\_  
 Date Report filed to Federal Office \_\_\_\_\_ Licensing \_\_\_\_\_

Parent/Guardian Notified (Name): \_\_\_\_\_ Time: \_\_\_\_\_ How: \_\_\_\_\_ By Whom: \_\_\_\_\_

**Date/Location/Time of Incident**

Date of Incident: \_\_\_\_\_ Time of Incident: \_\_\_\_\_  
 Location (circle one): Classroom Gym Hallway Bathroom Playground Sidewalk Bus Other: \_\_\_\_\_  
 Was a substitute present: Y / N If yes, who: \_\_\_\_\_

**Description of Incident**

Describe injury or behavior: \_\_\_\_\_  
 How did it happen, who, what, when, where, and why? \_\_\_\_\_  
 Choking/Seizure/How long did seizure last: \_\_\_\_\_  
 Sent to:  Nurse  Home  Physician  Hospital  None  
 First Aid Administered (Describe): \_\_\_\_\_  
 Agencies Notified (Which): \_\_\_\_\_  
 Action Taken: \_\_\_\_\_  
 Is follow up required? If yes explain: \_\_\_\_\_  
 Action taken by (Name): \_\_\_\_\_ /Years of Service: \_\_\_\_\_  

Staff involved	Years of Service	Last Trained on Active Supervision

**Does the child have a disability and/or significant behaviors? Y / N (Add supporting information from COR, ChildPlus, etc)**  
 If yes, describe: \_\_\_\_\_

**If incident involves suspected abuse or neglect, immediately contact Child Services at 1-800-800-5556.**

_____	_____	_____	_____
Person Reporting Incident	Date	Head Start General Manager	Date
_____	_____	_____	_____
Head Start Program Manager/Supervisor	Date	Head Start Executive Director	Date
_____	_____		
Head Health Manager/Nurse	Date		

# **Human Resource Management**

- **Active Supervision**  
**Policies and Procedures**

**ELKHART AND ST. JOSEPH COUNTIES HEAD START CONSORTIUM  
2023-2024 SAFETY PLAN FOR DEFICIENCY #2**

**HUMAN RESOURCE MANAGEMENT**

9/19/23 KG

FINAL 8/8/23 KG

<b>HUMAN RESOURCE MANAGEMENT</b>				
<b>Performance Standard/Strategy</b>	<b>Procedure</b>	<b>Outcome</b>	<b>Person(s) Responsible</b>	<b>Timeline Evaluation/Monitoring</b>
<p><b>1302.90 (c )(1)(V)</b>  <b>1309.20 Personnel Policies</b>  <b>( c ) Standards of Conduct.</b>  <b>(1) A program must ensure all staff, consultants, contractors, or volunteers abide by the program’s standards of conduct that</b>  <b>(v) Ensure no child is left alone or unsupervised by staff, consultants, contractors or volunteers while under their care.</b></p>	<p><b><u>Onboarding Process: (See Attached Document)</u></b></p> <ol style="list-style-type: none"> <li>1. All staff, volunteers and consultants will be required to have a criminal background check according to the HSPS and childcare licensing.</li> <li>2. All staff, volunteers, consultants will be required to complete the <b>EMPLOYEE HANDBOOK</b> Training to include and sign a written form stating understanding of the: <ul style="list-style-type: none"> <li>• Code of Conduct.</li> <li>• Acknowledgement of receipt of information.</li> </ul> </li> <li>3. All staff will be required to complete the I-LEAD modules for <ul style="list-style-type: none"> <li>• Indiana Foundations.</li> <li>• Child Abuse and Neglect.</li> <li>• Universal Precautions.</li> </ul> </li> <li>4. All Staff will complete the entire In-Service Training Modules prior to</li> </ol>	<p>For newly hired staff to train in the areas that are important to fulfill the needs of In-Service Training that will ensure children are supervised and safe while under our care.</p>	<p>HR Management Managers Exe. Director</p>	<p>Some areas have a 10 day time-sensitive completion.</p> <p>Some areas will be a part of a 12 month process to be fully trained and on-boarded.</p>

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**HUMAN RESOURCE MANAGEMENT**

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	<p>working in their positions. In the event the entire training cannot be completed staff will be required to attend.</p> <ul style="list-style-type: none"> <li>• Code of Conduct to train the definitions identified in the Code of Conduct Form—prior to signing</li> <li>• Active Supervision Training.</li> <li>• Safety/Health Training.</li> <li>• Strategies for ensuring children are supervised and accounted for in various settings and classroom environments.</li> <li>• Incident and Accident Report Training.</li> <li>• Authorized Release Training.</li> <li>• Conscious Discipline Training that focuses on Active Supervision strategies.</li> </ul>			
<p><b>1302.90 (c )(1)(V)</b> <b>1309.20 Personnel Policies</b> <b>( c) Standards of Conduct.</b> <b>(2) A program must ensure all staff, consultants, contractors, or volunteers abide by the program’s standards of</b></p>	<p><b><u>Procedures for Reporting Incidents and Significant Incidents: (See Attached Protocol)</u></b></p> <p>Once staff are involved in an significant incident situation, it needs to be reported in the following steps in tandem with gathering critical documentation for the investigation.</p> <ol style="list-style-type: none"> <li>1. Contact your immediate Supervisor.</li> <li>2. The Supervisor contact the Exe. Director and General Services Manager immediately.</li> <li>3. General Services Manager will begin</li> </ol>	<p>To ensure that children are safe and proper attention is given to address the incident.</p>	<p>Exe. Director Management HR Management General Services Manager</p>	<p>Immediately when the incident occurs the Exe. Director must be notified.</p> <p>Then as soon as possible and within the perimeters of OHS Reporting timeframe.</p>

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<p><b>conduct that (v) Ensure no child is left alone or unsupervised by staff, consultants, contractors or volunteers while under their care.</b></p>	<p>the process of conducting the investigation as outlined in the "Reporting" Policies and Procedures protocol.</p>			
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<b>EDUCATION</b>				
<b>Performance Standard/Strategy</b>	<b>Procedure</b>	<b>Outcome</b>	<b>Person(s) Responsible</b>	<b>Timeline Evaluation/Monitoring</b>
<p><b>1302.90 (c)(1)(V) 1309.20 Personnel Policies (c) Standards of Conduct. (3) A program must ensure all staff, consultants, contractors, or volunteers abide by the program's standards of conduct that (v) Ensure no child</b></p>	<p><b>Teachers will be actively engaged and actively supervise their children by implementing the following strategies:</b></p> <p><b>Transition plans:</b> are included on daily lesson plans. Plans include each transition to/from classroom and within the classroom when children move from one planned activity to another. Plans include engaging and developmentally appropriate activities. Singing, or finger plays.</p> <p><b>Classroom Charts:</b> Supervising Zoning Posters Supervision Reminder Posters</p>	<p>Children will be safe through Active Supervision by implementing strategies that are robust to ensure children will be supervised while under our care.</p> <p><b>Definitions of the 6 elements of Active Supervision</b></p>	<p>Teachers Education Managers Program Managers ERSEA Management CACFP Manager Executive Director</p>	<p><b>Prior to School Beginning Ed and Program Managers will:</b></p> <ul style="list-style-type: none"> <li>• Complete a walk thru in the classroom, playground, and bathrooms.</li> <li>• Identify areas of concerns for active supervision.</li> <li>• Review the Classroom charts, Supervising Zones</li> <li>• Discuss Anticipating Challenges.</li> </ul>

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**HUMAN RESOURCE MANAGEMENT**

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<p><b>is left alone or unsupervised by staff, consultants, contractors or volunteers while under their care.</b></p>	<p>(Classroom, Nap Map and playground) Strategies Posted</p> <p><b><u>Anticipating Challenges:</u></b> Staff actively anticipate challenging behaviors (e.g holding a child's hand, suggesting 2 children hold hands, giving specific transition warnings to some children, giving specific jobs to certain children at transitions).</p> <p><b><u>Upon Arrival in the classroom:</u></b> Take Attendance (Green Book, bus and classroom sign-in) Sign-In Activities Do the Wish You Well Activity. Prepare the PADDLE Activity.</p> <p><b><u>Hallway Procedures:</u></b> As teachers and children transition from restroom one teacher remains at the front of the line, walking backward, while the other walks at the end of the line. Teachers scan and count children each time they turn a corner in the hallway. Teachers will continue to scan and count.</p> <p><b><u>Transition To The Bathroom outside the classroom:</u></b> One teacher will remain with the children who are not toileting.</p>	<p>Education Policies 3,5,6,7,8,9,13 Attached</p>		<p><b>Within the first month Ed. Managers will:</b></p> <ul style="list-style-type: none"> <li>• Complete an Active Supervision Observation Checklist. To include face to name strategies observations.</li> <li>• Review the results with the teaching team immediately.</li> <li>• Scores must be 100% or a training plan or disciplinary action will occur.</li> </ul> <p><b>Mental Health Team will conduct a classroom observation within the first month:</b></p> <ul style="list-style-type: none"> <li>• Mental Health Team will observe each classroom the WISHING YOU WELL strategy to ensure a name to face strategy is being conducted in each classroom and where appropriate.</li> </ul> <p><b>Content Area Manager will conduct a classroom observation within the</b></p>



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	<p>Name to face counting at each threshold transition to/from restrooms, BEFORE leaving the restroom area, one teacher will SWEEP each stall of the bathroom to ensure no child is left in the bathroom. Continue with Name to Face Counting prior to leaving the area.</p> <p><b><u>Bathrooms located INSIDE the CLASSROOM.</u></b> Prior to LEAVING the classroom staff must check the classroom bathroom to ensure no child was left in the bathroom then proceed with name to face strategy.</p> <p><b><u>Bathroom Procedures for Diapering Children.</u></b></p> <p>Staff will continue to scan the classroom while diapering one child and will alert other teaching staff if a potential safety issue arises</p> <p><b><u>Transition to the Cafeteria:</u></b></p> <p>Name to Face Strategy while completing the CACFP Form. Teachers will sit at the tables with their classroom.</p>			<p><b>first couple of weeks of school: CONTENT Specific</b></p> <p>ERSEA—Attendance reconciliation, Green Bks,</p> <p>CACFP Manager—CACFP on-site monitoring of attendance, point of service. <b>Program Manager will monitor within the first two Weeks of school:</b></p> <p>Program Managers will check Provider Sign-in binder, ensuring that any time a child is taken from the classroom that the Provider has signed that child in and out. And Parent Sign-in and out forms.</p> <p><b><u>Additional Monitoring:</u></b></p> <p>Monthly CAT will be completed by Program Managers or Content Area Managers</p> <p>Annual PQA</p> <p>Twice annual CLASS Clearly defined support/training and</p>
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	<p><b><u>Transition to outdoor play area, or gym.</u></b></p> <p>Name to face counting at each threshold transition to and from the hallway to the playground or gym.</p> <p><b><u>Upon leaving and building re-entry the playground to the classroom Procedure:</u></b></p> <p>One teacher will sweep the playground to ensure all children are clear of the playground. Check under the slides, and all along fencing.</p> <p>The remaining teacher will scan and count the children in line and compare to the visuals resources provided.</p> <p>Prior to entering the building one last name to face count and continue at each threshold until arriving to the classroom to ensure correct number of children.</p> <p><b><u>Nap Time Procedures:</u></b></p> <ul style="list-style-type: none"> <li>• Ensuring the levels of light are appropriate to see all children.</li> <li>• Frequently view, scan, walk around the classroom to ensure children are in the area of their cots.</li> <li>• After naptime, walk the</li> </ul>			<p>disciplinary procedures in place for teachers whose CAT falls below 85% or Active Supervision Checklist falls below 100%</p>
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	<p>classroom and behind desks to ensure children are not left in areas that are not visible.</p> <ul style="list-style-type: none"><li>• Continue with attendance prior to going to the bathroom.</li><li>• Continue with attendance for snack.</li><li>• Face to name count.</li></ul>			
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**KEY ELEMENTS TO ACTIVE SUPERVISION**

**WHAT IS NAME TO FACE?**

Name to Face is the matching of a child's face to a written documentation of their name. Showing presence, Name to Face is taken as:

1. Looking at a child's face, matching face to their name on an attendance sheet, and marking them present.
2. Looking at a child's face, matching face to their name on a visual tool such as pictures, charts, paddle boards and marking them present.

**1. SET UP THE ENVIRONMENT**

Staff set up the environment so that they can supervise children and be accessible at all times. When activities area grouped together and furniture is at waist height or shorter, adults can always see and hear children. Small spaces are kept clutter free and big spaces are set up so that children have clear play spaces that staff can observe.

**2. SCAN AND COUNT**

Staff are always able to account for the children in their care. They continually scan the entire environment to know where everyone is and what they are doing. They count the children frequently. This is especially important during transitions, when children are moving from one location to another.

**3. ANTICIPATE CHILDREN'S BEHAVIOR**

Staff use what they know about each child's individual interests and skills to predict what he/she will do. They create challenges that children are ready for and support them in succeeding. But they also recognize when children might wander, get upset, or take a dangerous risk. Information from the daily health check informs staff's observations and helps them anticipate children's behavior. Staff who know what to expect are better able to protect children from harm.

**4. POSITION STAFF**

Staff carefully plan where they will position themselves in the environment to prevent children from harm. They place themselves so that they can see and hear all of the children in their care. They make sure there are always clear paths to where children are playing, sleeping, and eating so they can react quickly when necessary. Staff stay close to children who may need additional support. Their location helps them provide support, if necessary.

**5. LISTEN**

Specific sounds or the absence of them may signify reason for concern. Staff who are listening closely to children immediately identify signs of potential danger. Programs that think systemically implement additional strategies to safeguard children. For Example, Bells, added to doors help alert staff when a child tries to leave the classroom.

**6. ENGAGE AND DIRECT**

Staff use what they know about each child's individual needs and development to offer support. Staff wait until children are unable to solve problems on their own to get involved. They may offer different levels of assistance or redirections depending on each individual child's needs.

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<b>Policy# 3</b>	
<b>Performance Standard: 1302.31(b)(1)(i-iv)</b>	<b>Effective Date: 8-1-17</b>
<b>Effective Teaching Practices</b>	<b>Revised: 6/6/19</b>
	<b>Revised: 5/1/21</b>
	<b>Revised: 6/28/22</b>
	<b><u>Revised: 8/4/23</u></b>

**PERFORMANCE STANDARD: Teaching and the learning environment**

**PURPOSE**

(b) Effective teaching practices.

(1) Teaching practices must:

(i) Emphasize nurturing and responsive practices, interactions, and environments that foster trust and emotional security; are communication and language rich; promote critical thinking and problem-solving; social, emotional, behavioral, and language development; provide supportive feedback for learning; motivate continued effort; and support all children’s engagement in learning experiences and activities.

(ii) Focus on promoting growth in the developmental progressions described in the *Head Start Early Learning Outcomes Framework: Ages Birth to Five* by aligning with and using the Framework and the curricula as described in §1302.32 to direct planning of organized activities, schedules, lesson plans, and the implementation of high-quality early learning experiences that are responsive to and build upon each child’s individual pattern of development and learning. (iii) Integrate child assessment data in individual and group planning; and,

(iv) Include developmentally appropriate learning experiences in language, literacy, social and emotional development, math, science, social studies, creative arts, and physical development that are focused toward achieving progress outlined in the *Head Start Early Learning Outcomes Framework: Ages Birth to Five*.

**POLICY**

All children will receive a quality and meaningful early educational experience.

Data collection will document developmental growth toward successful child outcomes.

Teachers will individualize based on child data. The education services will be individualized to meet each child’s unique characteristics, strengths, pattern of development, and learning as determined in consultation with the family.

As the result of intentional professional development and curriculum, the Consortium’s teachers will implement a program for young children that will be:

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- Nurturing
- Responsive
- Foster emotional security
- Rich in communication and language opportunities.
- Promote critical thinking and problem solving.

(ii) All child assessment data align with Early Learning Outcomes Framework developmental progressions. Teachers plan activities, schedules, lesson plans and high-quality experiences to meet the child’s individual pattern of development and learning.

(iii) Integrate Child Assessments that will be appropriate, individualized and ensure group planning opportunities that are focused on:

- Language, Literacy and Communication
- Social and Emotional development
- Math
- Science and Technology
- Social Studies
- Creative Arts and physical development

**PROCEDURE**

1. **Staff actively engage in activities that ensure they know each child’s name and that children learn each other’s names (e.g., morning greeting songs, Wish You Well activity, sign-in activities, children’s names and letter links or photos on individual cubbies)**
2. **Staff are engaged with, observant of, and in close proximity to children at all times. No cell phones are used during class time and teachers actively listen for the presence or absence of sounds that indicate potential danger.**
3. Individualization will be based on the results of ongoing child assessment (Denver, DECA and COR) and then linked to curriculum goals and kindergarten Readiness.
4. Individualization will reflect child interests, the KDIs (HighScope), and each child’s temperament, language, cultural background and learning style.
5. Individualization will include any special accommodations for a child with any kind of disability.
6. Individualization will include any adaptations of activities and the learning environment so that all children can participate for the purpose of inclusion, within curriculum approved by the Consortium. **Individualization includes actively anticipating which children need extra support at each transition and throughout the day.**
7. Parents complete the Child and Family Cultural Language Survey at home visit. Individualization plans are completed or updated at home visits, SAT(s), and parent-teacher conferences. The parent completes the DECA at the home visit and the teacher completes it between days 11 and 15 of child’s

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- enrollment. Individualization plans may be updated according to DECA results.
8. Teacher places documents listed above in the child's file, along with education documents and Denver II.
  9. Teacher designs a classroom learning environment and an individualized plan for each child based on screenings, observations, assessments and parent input.
  10. Teacher, along with family input, identify goals for each child based on curriculum assessments, IFSP/IEP, First Steps/LEA case conferences, and behavior plans. Goals are identified at Home Visit and revised at Parent Teacher Conferences.
  11. Teachers ensure that the classroom environment reflects modifications or adaptations necessary for children to be successful at achieving their goals.
  12. Child's file will contain items based on the tabs that are reflective in each section of the file.

**MONITORING**

1. Education Managers and Program Managers will complete the Active Supervision Classroom Observation Checklist during the first month and randomly throughout the program year. Program Managers or Education Manager will conduct follow up training and further monitoring for any teaching staff member who scores below 100%. If subsequent monitoring reflects less than 100% score, further disciplinary action will follow. Active Supervision Checklist includes monitoring of name to face protocols and use of provided visuals and resources for active supervision.
2. Mental Health Manager/Behavior Specialists, Education Managers or Program Managers will observe teaching staff using Wish You Well activity appropriately. Follow up training and support will be provided to any teaching staff who fail to use Wish You Well greeting activity.
3. Program Managers will conduct the CAT 2X per program year. Managers will follow up within 2 weeks for any classrooms scoring below 85%, (Sept. and February). Content Area
4. Managers will also conduct the CAT 2X per program year (October, March) with similar follow up protocol.
5. File audits will be conducted 3X per program year for HS and 4X per year for EHS and EHS-CC. Content Area Managers will conduct 45-day file audit (October/early November) and Program Managers will conduct 90-day file audit looking for:

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<b>45 Day Audit Items</b>	<b>90 Day Audit Items</b>
<p>Growth Charts Speech Screenings Denver II results DECA-Parent DECA-Teacher Home visit individualization plan-HS or EHS Initial Home Visit Checklist Safety Sam</p>	<p>COR Reports with Portfolio Items Screening Summaries Parent Teacher Conference 1 PTC Individualization Plan</p>

6. 2X a year a certified CLASS observer will conduct a CLASS observation for each of the HS and Early Head Start teaching teams. .
7. Annually a Consultant will observe EHS and HS classrooms using the PQA tool focusing on lead teachers.
8. Program Managers will review each child's individualized plan, quarterly on the HV and P/T conference timeline.
9. Managers will coordinate a report to the Executive Director on a monthly basis. The Executive Director will prepare Board/ PC Reports based on information.



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<b>Policy # 5</b>	
<b>Performance Standard: 1302.31(c)(1-2)</b>	<b>Effective Date: 8-1-17</b>
<b>Learning Environment</b>	<b>Revised: 6/6/19</b> <b>Revised: 5/1/21</b> <b>Revised 6/28/22</b> <b><u>Revised: 8/4/23</u></b>

**PERFORMANCE STANDARDS: Teaching and the learning environment**

**PURPOSE**

(c) *Learning environment.* A program must ensure teachers implement well-organized learning environments with developmentally appropriate schedules, lesson plans, and indoor and outdoor learning experiences that provide adequate opportunities for choice, play, exploration, and experimentation among a variety of learning, sensory, and motor experiences and:

- (1) For infants and toddlers, promote relational learning and include individualized and small group activities that integrate appropriate daily routines into a flexible schedule of learning experiences; and,
- (2) For preschool age children, include teacher-directed and child-initiated activities, active and quiet learning activities, and opportunities for individual, small group, and large group learning activities.

**POLICY**

To assure all children receive a quality and equitable experience, including a daily routine that has flexibility and predictability balanced and a variety of materials and approaches to learning opportunities. Consortium teachers will demonstrate implementation of a developmentally appropriate learning environment that is well-organized and reflective of appropriate schedules, lesson plans, indoor and outdoor learning experiences. These environments are supportive of children’s opportunities for choice, exploration and experimentation with the implementation of learning through sensory materials and motor experiences. The Consortium will also ensure planning for routines and transitions so that they occur in a timely, predictable and unrushed manner according to each child’s needs.

**I. Infants and toddlers:**

The classroom routine will support relational learning through:

- a. Individualized and small group activities,
- b. Integrated appropriate daily routines,
- c. Flexible schedule of learning experiences and a predictable daily routine.

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**2. Preschoolers:**

- a. Will participate in plans that reflect a balance of teacher-directed and child-initiated activities, with
- b. Opportunities for active and quiet learning, and
- c. Small group, Large group and individualized activities.

**PROCEDURE**

1. Posted classroom schedule: Early Head Start Teachers will document how their posted routine and schedules support infants' and toddlers' needs for flexibility and predictability.
2. EHS and HS Teachers must develop a classroom schedule that includes times, activities, and transitions. Teachers must post a written schedule (with times) for parents on the Parent Board and a pictorial schedule at the child's level including above components.
3. **Teachers take attendance daily:**  
**The Attendance Report Child Plus 1520**
  - a. **At Arrival using ChildPlus and on Bus Manifest (clipboard)**
  - b. **At meals (using POS CACFP list)**
4. **Teachers post number of children present in their classrooms near door.**
5. Components of a daily routine include but are not limited to:
  - a. arrival time/departure with activity
  - b. mealtimes
  - c. bathroom/hand washing/EHS bodily care
  - d. Small Group
  - e. Large Group
  - f. Planning time (EHS at 24 months)
  - g. Work time / Choice time
  - h. Recall time (EHS at 24 months)
  - i. Outdoor time
  - j. Tooth brushing
  - k. Rest time/nap time/quiet time
  - l. Transitions (includes any transition from/to classroom and any change in planned activity within the classroom)
6. Outdoor/recess times will be scheduled building-wide to ensure children stay within compliance ratio. **Teaching staff ensure outdoor play area gates are kept secured/locked.** This will be done in cooperation with the Program Manager, if necessary.
7. Teaching staff refer children to the posted routine throughout the day, offering

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reassurances and reminders about the routine.

8. Teaching staff individualize schedules for children's needs based on consultation with Program Managers with additional support provided by coaches or Content Area Managers.
9. **Teachers use appropriate protocol for counting at each transition. Appropriate protocol includes name to face counting at each threshold transition to/from restrooms, cafeteria, outdoor play area, gym. Appropriate protocol at other transitions includes use of counting and visuals/other resources provided. Teachers confirm with each other that each child and the correct number of children are present at each threshold transition. Teachers offer engaging activities to children during transitions.**

**MONITORING**

1. Program Managers will conduct the CAT 2X per program year. Managers will follow up within 2 weeks for any classrooms scoring below 85%, (Sept. and February). Content Area Managers will also conduct the CAT 2X per program year (October, March) with similar follow up.
2. 2X a year a certified CLASS observer will conduct a CLASS observation for each of the HS and Early Head Start teaching teams.
3. Education Managers and Program Managers will complete Active Supervision Classroom Observation Checklist weekly for first month of school with appropriate follow up.
4. **Content Area Managers review ChildPlus Attendance time stamps, Attendance Justification, Green Book attendance, Bus manifest/Parent sign-in/out, CACFP attendance list as redundant method to check accuracy of attendance reporting.**
5. **Program Managers will check Provider Sign-in binder, ensuring that any time a child is taken from the classroom that the Provider has signed that child in and out.**
6. Qualified assessors will conduct the PQA annually in each classroom, focusing on the lead teacher and Education Content Managers in HS and both teachers in EHS classrooms.
7. **Program Managers on a weekly basis will review lesson plans and materials inventory checklist. Program Managers will review transition activities on lesson plans specifically for engaging and developmentally appropriate activities.**
8. The Executive Director reviews the Manager's ChildPlus Report 3015 and meets weekly with the team to reflect on what services were received for each child. FACS will print 3015 weekly and document changes on 3015 and Parent Engagement Manager/Mental Health Disabilities Manager will meet weekly to reconcile and monitor.
9. If services are not completed the appropriate Content Area Manager will

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follow-up with the Program Manager who will work with the teaching team and/or FACS Staff to complete necessary assessments or expectations or referrals. A corrective action plan may be necessary.

10. The management team will electronically view the 3015 weekly during the management meeting for the first 45 days along with the Executive Director to discuss status of reports and generate strategies to ensure requirements are met. Managers will coordinate a report to the Executive Director on a monthly basis.
11. The Executive Director will prepare Board/ PC Reports based on information.

**LESSON PLANS**

Teachers will provide a balanced daily program of child-initiated and adult-directed activities which supports the social/emotional development of all children.

**PROCEDURE**

1. Teachers will complete Lesson Plans daily with a weekly overview. Teachers will also complete and post the Lesson Plan Inventory Checklist weekly. Lesson plans must be prepared one week prior to implementation. Any changes made during the day will be noted on that day's lesson plan.
2. Lesson plans will be unique to the needs of each class and reflect individualized learning goals.
3. Learning objectives are stated for group times.
4. Lesson plan includes:
  - a. Daily language and literacy activity; language and literacy are integrated within the learning environment serving dual language learners.
  - b. Daily math and science activities
  - c. Weekly Nutrition project curriculum (per dietician)
  - d. Daily fine motor activities
  - e. Daily music and movement activities
  - f. Daily gross motor activities (indoor and outdoor)
  - g. Individualized learning activities documented
  - h. Safety Sam Curriculum—HS Weekly Lessons and EHS as applicable (daily first 30 days, weekly after 30 days)
  - i. Weekly Breathe curriculum (HS only)
  - j. Parents and Volunteers opportunities for engagement (as appropriate)
  - k. Ongoing assessments
  - l. Daily Lesson Plans along with weekly overview are posted.
  - m. Transition plans are included on daily lesson plans. Plans include each transition to/from classroom and within the classroom when children move from one planned activity to another. Plans include engaging and developmentally appropriate activities.
  - n. Lesson plans are kept in a binder in the classroom with the most current lesson plan on top.

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**MONITORING**

1. Program Managers will conduct the CAT 2X per program year. Managers will follow up within 2 weeks for any classrooms scoring below 85%, (Sept. and February). Education Managers will also conduct the CAT 2X per program year (October, March) with similar follow up.
2. 2X a year a certified CLASS observer will conduct a CLASS observation for each of the HS and Early Head Start teaching teams.
3. Qualified assessors will conduct the PQA annually in each classroom, focusing on the lead teacher in HS and both teachers in EHS classrooms.
4. **Program Managers on a weekly basis will review lesson plans and materials inventory checklist.**
5. The Executive Director reviews the Manager's ChildPlus Report 3015 and meets weekly with the team to reflect on what services were received for each child. FACS will print 3015 weekly and document changes on 3015 and Parent Engagement Manager/Health Manager will meet weekly to reconcile and monitor.
6. If services are not completed the appropriate Manager will follow-up with Site Supervisor who will work with the Teaching and/or FACS Staff to complete necessary assessments or expectations or referrals. A corrective action plan may be necessary.
7. The management team will electronically view the 3015 weekly during the management meeting for the first 45 days along with Executive Director to discuss status of reports and generate strategies to ensure requirements are met.
8. Managers will coordinate a report to the Executive Director on a monthly basis.
9. The Executive Director will prepare Board/ PC Reports based on data provided

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<b># 6</b>
<b>Performance Standard: 1302.31(d) Materials</b> <b>and space for learning</b>
<b>Effective Date: 8-1-17</b>
<b>Revised: 6/6/19</b>
<b>Revised: 5/1/21</b>
<b>Revised 6/28/22</b>
<b><u>Revised: 8/4/23</u></b>

**PERFORMANCE STANDARD: Teaching and the learning environment**

**PURPOSE**

(d) Materials and space for learning. To support implementation of the curriculum and the requirements described in paragraphs (a), (b), (c), and (e) of this section a program must provide age-appropriate equipment, materials, supplies and physical space for indoor and outdoor learning environments, including functional space. The equipment, materials and supplies must include any necessary accommodations and the space must be accessible to children with disabilities. Programs must change materials intentionally and periodically to support children’s interests, development, and learning.

**POLICY**

The Consortium will provide classrooms with adequate age-appropriate materials and supplies that will support the teacher’s role of effective teaching for young children.

Teachers will be given opportunities for lesson planning that will enable them to create inviting learning environments for all the classrooms. Items will be monitored to ensure that all classrooms are equitable in distribution of supplies and equipment that will support teaching and learning, Dual Language Learners (DLLs) and children who may need special services due to their disability.

**PROCEDURE**

1. Prior to the start of school, Education Managers and Consultants will conduct a Quick Environmental Walk Thru Guide in each classroom. **Any blind spots, visible clutter or dangerous items will be immediately addressed with teaching staff or Program Manager.**
2. Each classroom will have the supplies they need to start the program year and thereafter as needed.
3. Program Managers will consider teaching staff requests on materials they would like to acquire based on intentionality of a particular training topic or lesson plan.

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4. All staff will ensure the environment is safe and sanitary to protect children's health and prevent injury using daily Facilities checklist.
- 5. Staff will post Active Supervision Zoning chart in the classroom. Teachers will communicate with each other any time they are changing zones. Teachers will communicate active supervision zones for outside play areas.**
6. All staff will create an environment that involves multilingual opportunities for Dual Language Learners, such as labeling objects in the classroom in relevant languages.
7. All staff ensure facilities are welcoming, accessible, comfortable, and safe for children, families, and staff including those with disabilities.
8. Management staff provides an outdoor environment with sunlight and shade areas for individual and group play and a variety of equipment for stimulating physical development.
9. Annually a Consultant will observe EHS and HS classrooms using the PQA tool focusing on lead teachers.
10. Program Managers will conduct the CAT 2X per program year. Managers will follow up within 2 weeks for any classrooms scoring below 85%, (Sept. and February). Content Area Managers will also conduct the CAT 2X per program year (October, March) with similar follow up.

**MONITORING**

1. Program Managers, Content Area Managers and Facilities Manager will monitor indoor and outdoor equipment for safety assurance and will address issues as they arise during inspections or when notified by teaching staff or FACS.
2. Facilities Manager will notify the Executive Director who will partner with school corporations, when in a school setting to assist with repairs and general maintenance of outdoor equipment.
3. Program Manager/Education Manager will monitor classrooms for supplies throughout the program year and will address supply issues when brought up by staff.
4. Program Manager/Education Manager will monitor supplies/materials within the classroom to ensure they will support children's physical, cognitive, emotional and social development. Consumable supplies will be ordered in November and February through Abila Software System.
- 5. Quick Environmental Walk-Thru Guides are completed just prior to or within one week of start of school and results shared with Program Managers. Any safety concerns are addressed immediately with teaching staff and Program Manager and necessary corrections are made.**
- 6. Program Managers ensure that Active Supervision Zoning chart is posted in each classroom.**
- 7. Education Managers and Program Managers complete Active Supervision Classroom Observation Checklist during the first 30 days, then randomly throughout the year with appropriate and immediate follow-up.**

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8. Managers will coordinate timely reports to the Executive Director on a monthly basis.
9. Annually a Consultant will observe EHS and HS classrooms using the PQA tool focusing on lead teachers.
10. The Executive Director will prepare Board/ PC Reports based on information.



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**Policy # 7**

<b>Performance Standard: 1302.31(e)</b>	<b>Effective Date: 8-1-17</b>
<b>Promoting learning through approaches to rest, meals, routines and physical activity</b>	<b>Revised: 6/6/19</b>
<b>Indiana State Child Care License Number</b>	<b>Revised: 5/1/21</b>
	<b>Revised: 6/28/22</b>
	<b><u>Revised 8/4/23</u></b>

470 IAC 3-4.7-53 Rest periods Authority: IC  
12-13-5-3 Affected: IC 12-17.2-4 Sec. 53

**PERFORMANCE STANDARD: Teaching and the learning environment (rest times)**

**PURPOSE (rest times)**

(e) Promoting learning through approaches to rest, meals, routines, and physical activity. (1) A program must implement an intentional, age appropriate approach to accommodate children’s need to nap or rest, and that, for preschool age children in a program that operates for 6 hours or longer per day provides a regular time every day at which preschool age children are encouraged but not forced to rest or nap. A program must provide alternative quiet learning activities for children who do not need or want to rest or nap.

**POLICY**

All children in the six-hour program option will be provided an opportunity to nap or be given planned quiet activities that meet state licensing requirements. Staff will ensure that children will be provided with the best opportunities and options. Staff will be required to follow all SAFE SLEEP Practices.

**PROCEDURE**

**REST TIMES**

- (a) Caregivers may provide a supervised rest period for children four (4) years of age and under after the noon meal and at any other time if requested by any age child. When cots are used for rest times they will be:
  - (1) Firm, portable, easily sanitized, in good repair, and have the underside of the sleeping surface off the floor.
  - (2) Sanitized daily after each use. Staff may sanitize cots weekly if the same child uses the same cot each day. If staff sanitize cots weekly, they shall clearly identify assigned cots with the child’s name using duct tape.
  - (3) Spaced at a minimum of two (2) feet apart on all sides, except where they touch a wall or other room divider. arranged so that aisles between cots shall be kept clear of all obstructions while the cots are occupied and so as not to block exits.

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- (b) The center shall assure that a cover is provided as follows for each child:
  - (1) The cover shall be clean, individually assigned to a cot, and maintain comfort and warmth.
  - (2) The cover shall be washed at least weekly or promptly if soiled. Replacement (extra sets) of blankets will also be available.
  - (3) The clean blankets shall be appropriately folded and laid on the cot.
  - (4) Children may **NOT** bring any personal blankets or pillows to school.
  - (5) Children’s faces and heads shall be free from covering.
  
- (c) When resting, children shall lie in such a way that direct face-to-face situations are avoided. **And the staff must see each child’s face. Using the required SAFE SLEEP practices as identified by the state.**
  
- (d) Due to waivers specific to HS classrooms, rest time is not mandatory. Teachers may offer quiet time to support children’s need to rest. Quiet time activities are specifically designed to help children find some calm. After thirty (30) minutes, caregivers shall provide supervised alternate activities for non-sleeping children. These activities should be quiet learning activities to distinguish that this is a period of rest or quiet.
  
- (e) Caregivers shall permit sleeping children to awaken naturally at their own pace with sufficient time to meet CACFP meal service times. **During the rest period for children toddler age and older, caregivers may supervise children at fifty percent (50%) of the required child/staff ratio provided that the 50% of the child/staff ratio applies to the children in attendance that day. (Example: ten (10) two-year old’s in a room, six (6) children are awake, there would have to be two staff present in the room.)** Children who are infants/toddlers will have their rest periods based “ON DEMAND” to meet the individual needs of the infant. Cribs will be identified with the child’s name on it.
  
- (f) Lights MUST be bright enough to allow staff to be able to see the children from an outside window.**

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**MONITORING**

1. Observe that cots assigned to individual children are marked with the child's name.
2. Observe cots for cleanliness, proper spacing between cots and that cots do not obstruct aisles or exits.
3. Observe the storage of cots to be sure they are not being stacked in a way that the sleeping surfaces touch.
4. Observe that each child is provided with his/her own covers, such as blankets and sheets that are appropriate to the season. Observe the extra supply of blankets and other covers. Observe covers for cleanliness. Ask staff about laundering and cleaning procedures. Observe napping children's faces and heads to be sure they are not covered.
5. **Program Managers will regularly check classrooms and note it on the facilities checklist to ensure that lighting levels permit visual monitoring of each child and that appropriate staff/child ratios are maintained.**

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**Policy # 8 Performance Standard: 1302.31(e)(2) Promoting learning through approaches to rest, meals, routines and physical activity.**

**Indiana State Child Care License Number** 470 IAC 3-4.7-76 Menus Authority: IC 12-13-5-3 Affected: IC 12-17.2-4 Sec. 76. 470 IAC 3-4.7-77 Meal times Authority: IC 12-13-5-3 Affected: IC 12-17.2-4 Sec. 77. 470 IAC 3-4.7-78 Meal components Authority: IC 12-13-5-3 Affected: IC 12-17.2-4 Sec. 78. **Special Diets** 470 IAC 3-4.7-82 *Special diets* Authority: IC 12-13-5-3 Affected: IC 12-17.2-4 Sec. 82.

**Effective Date: 8-1-17 Revised: 6/6/19**

**Revised: 5/1/21**

**Revised: 6/28/22 Revised: 8/4/23**

**PURPOSE (meal times)**

(2) A program must implement snack and meal times in ways that support development and learning. For bottle-fed infants, this approach must include holding infants during feeding to support socialization. Snack and meal times must be structured and used as learning opportunities that support teaching staff-child interactions and foster communication and conversations that contribute to a child's learning, development, and socialization. Programs are encouraged to meet this requirement with family style meals when developmentally appropriate. A program must also provide sufficient time for children to eat, not use food as reward or punishment, and not force children to finish their food.

**POLICY**

All children will be fed through the EHS/HS program. Meals will meet the USDA/CACFP, State licensing guidelines. All children will be provided meals and policies will be reinforced according to the Civil Rights Act. Children will be provided nourishing snacks and meals to meet the required calories toward a child's daily requirement.

**PROCEDURE**

**MEAL TIMES**

- (a) A current menu (monthly for Head Start, weekly for EHS) shall be planned one (1) month in advance and posted as follows:
  - (1) On the Parent Board for all parents to review.
  - (2) In the kitchen.
    - a. Menus shall show serving sizes, specific food items, and serving times for all snacks and meals.
    - b. Head Start/ EHS staff shall record menu changes as served and keep menus on file for one (1) month.
    - c. A notation of any special dietary exceptions for children shall be

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- posted in the kitchen and where meals and snacks are served.
- (b) A period of not less than two (2) hours and not more than three and one-half (3½) hours shall separate meals and snacks for children one (1) year of age and older. This does not apply between the hours of 9 p.m. and 6 a.m.
  - (c) The center shall provide meals and snacks that meet dietary requirements in accordance with the division guidelines.
  - (d) Children eating both the noon meal and the evening meal at the child care center shall not be served the same food at both meals.
  - (e) The center shall not serve reconstituted dry milk or fat free milk to children. Effective 07-01-2013 Page 99 of 186 (d) The center shall serve whole milk to children under two (2) years of age unless a physician orders a specific substitution.
  - (f) All fruit juice shall be one hundred percent (100%) pure fruit juice with no sugar added.
  - (g) All non-citrus juice shall be fortified with vitamin C.
  - (h) The center shall not serve or have accessible to children: aides, drinks, soft drinks, or powders.
  - (i) A competing beverage shall not be served with milk at lunch or dinner.
  - (j) Written, standardized recipes must be immediately available in the kitchen for all protein entree items on the menu. The recipe must be suitable for the number of children served at the child care center. The recipe must show the following:
    - (1) The amount of high protein food in ounces or pounds.
    - (2) The number of children to be served by the recipe.
    - (3) The serving sizes.
  - (k) Centers shall not offer foods that present a choking hazard to children under three (3)
    - (l) All unitized containers of fruit must be served as packaged. (do not drain)
      - a) **Teachers must be seated where they see children's faces at all times.**
      - b) When possible, staff shall ensure that food served home style and protected from contamination.
      - c) **Staff shall supervise children who handle or serve food.**
      - d) Staff shall ensure that each child receives the minimum required serving size of each meal component.
      - e) Staff shall discard any food brought from the kitchen to be served that remains after the meal.
      - f) Staff shall ensure that food is not exposed to sneezing, coughing, or drooling and that food is not touched by bare hands or clothing.
      - g) Staff shall discard contaminated food and container and replace it with food from the kitchen before continuing service to other children.
      - h) The center shall post information regarding children's special diets for dietary staff in charge of preparing and serving the food.
      - i) The center must plan and serve substitutions, written on a menu, for all children with dietary restrictions.
      - j) For children requiring a special diet due to medical reasons or allergic

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reactions, the center shall provide meals and snacks in accordance with the child's needs and the written instructions of the child's physician.

- k) A child requiring a special diet due to religious or personal beliefs shall have a written statement from the child's parent. (Please see Dietician and Nutrition Regulations regarding acceptable documentation for alternate food substitutions).

- l) Teachers complete CACFP forms at point of service for each meal/snack.**

**MONITORING**

1. Registered Dietician or CACFP Manager will review menus to ensure they meet conditions specified. (Monthly)
2. Registered Dietician or CACFP Manager Check posting of menus in an area conspicuous to parents and in the kitchen. (Monitored 3X's annually according to CACFP schedule)
3. Registered Dietician or CACFP Manager will meet with Food Service Director and food service staff about menu planning and recording of menu changes. (As needed).
- 4. CACFP Manager checks that all necessary CACFP paperwork is completed daily at point of service.**
5. Managers will coordinate timely reports to the Executive Director.
6. The Executive Director will prepare Board/ PC Reports based on information.

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**Policy # 9**

**Performance Standard: 1302.31(e)(3)(4)**

**Effective Date: 8-1-17**

**Promoting learning through approaches to**

**Revised: 6/6/19**

**rest, meals, routines and physical activity.**

**Revised: 4/20/20**

Indiana State Child Care License Number:

**Revised: 5/1/21**

470 IAC 4-4.7-93; 7-94;7-95; 7-96; 7-97; 470

**Revised: 6/28/22**

**Revised: 8/4/23**

IAC 3-4.7-123; 7-124

**PERFORMANCE STANDARD: Teaching and the learning environment (routines)**

**PURPOSE (routines)**

(e)(3) A program must approach routines, such as hand washing and diapering, and transitions between activities, as opportunities for strengthening development, learning, and skill growth. (e)(4) A program must recognize physical activity as important to learning and integrate intentional movement and physical activity into curricular activities and daily routines in ways that support health and learning. A program must not use physical activity as reward or punishment.

**POLICY:** The Consortium will ensure that staff uses routines like hand washing, brushing teeth and diapering as opportunities to engage with children and utilize everyday routines towards their progress and growth. Staff will interact with children while performing these routines together to build a strong foundation of trust and skill growth. The Consortium also recognizes that physical activity is important to a child's growth as well and supports health and learning at the same time. Physical activity will be built into everyday learning opportunities.

**SUBJECT: Diapering and Toileting**

In an effort to provide a safe, sanitary, and discreet environment for diapering, toileting and changing soiled clothing, staff will carry out sanitation and hygiene procedures for diapering and toileting that adequately protect the health and safety of children serviced by the program. Toileting and diapering areas must be separated from areas used for cooking, eating or children's activities. Early Head Start will post a copy of the diaper changing and toileting procedures in each room near the diaper changing table or bathroom.

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**PROCEDURE**

**DIAPERING AND TOILETING**

1. Children are changed and/or provided opportunity for bodily care as soon as possible and at regular intervals.
2. Diapers are changed on an elevated, non-porous surface used only for that purpose. The changing area is situated close to the water source.
3. Diaper changing/toileting/supplies and disinfectant are kept securely and near changing area and bathroom.
4. Staff should use bodily care as an opportunity to interact socially with children.
5. Staff wear gloves when changing diapers, wiping, or changing soiled garments or assisting with toileting.
6. Staff ALWAYS keep one hand on the child the entire time the child is on the changing table. Staff will talk with the child while changing him/her.
7. **Staff will continue to scan the classroom while diapering one child and will alert other teaching staff if a potential safety issue arises.**
8. Staff looks for and reports anything unusual in the child's underpants, diaper or their clothing.
9. Classroom staff assist the child in changing soiled clothes/shoes as needed.
10. Head Start classrooms will have an additional **LABELED** cot to use as a changing surface and for no other purpose or manager will work with school personnel (ex. Nurse) to identify an area to change children with dignity and privacy.
11. Staff removes the soiled diaper or clothing. Soiled diapers will be disposed of in a plastic bag or plastic-lined receptacle. Soiled clothes are placed in a sealed plastic container. HS teachers fill out an Incident Report. EHS teachers fill out a Daily Record Sheet.
12. Staff washes their hands and the child's hands according to the hand washing policy.
13. Staff clean and disinfect all surfaces according to the sanitation policy.
14. At no time should a child use a bathroom that is not intended for child use. Child appropriate bathrooms are available in most classrooms or are marked for child use in the hallways.
15. **When children are in the restroom, all teaching staff remain actively engaged with children. One teaching staff member remains with children not using the restroom while the other remains with children who are in the restroom. Once all children are finished, one teacher sweeps each stall, ensuring that all children are with the group. Teachers then complete a name to face count before leaving the restroom and confirm that all children brought to the restroom are leaving together from the restroom. As teachers and children transition from restroom one teacher remains at the front of the line, walking backward, while the other walks at the end of the line. Teachers scan and count children each time they turn a corner in the hallway.**
16. Program Managers will complete a supply list to the Fiscal (department) for supplies needed for diapering and toileting. HS Staff will complete the



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consumable list for items needed in the Abila fiscal software system.

**MONITORING**

1. First and Fifteenth of the month, fiscal monitors requisitions for diapering and toileting to ensure materials are available.
2. Monthly, Program Managers review Daily Record Sheets or incident reports for diapering, toileting and changing soiled clothing.
3. Monthly, Program Managers or Education Managers monitor teachers' use of proper procedures in diapering, toileting and changing soiled clothing during classroom observations using Classroom Assessment Tool (CAT).
4. **Education Managers complete Active Supervision Classroom Observation Checklist during the first 30 days, then randomly throughout the school year. Appropriate follow up is completed immediately. All Consortium staff remain observant of Active Supervision policies and ask teaching staff for count of children when in classrooms, hallways, restrooms, gym or outside.**
5. Managers will coordinate timely reports to the Executive Director.
6. The Executive Director will prepare Board/ PC Reports based on information.

**SUBJECT: Oral Hygiene and tooth brushing**

A program must promote effective oral health hygiene by ensuring all children with teeth are assisted by appropriate staff, or volunteers, if available, in brushing their teeth with toothpaste containing fluoride once daily.

**PROCEDURE**

**TOOTH BRUSHING**

1. Health Manager provides training prior to school starting, staff receives tooth brushing training based on HHS requirements.
2. Each child has her/his own labeled toothbrush. Brushes are stored upright in a holder and kept out of the reach of children when not in use.
3. Sanitation/Storage: Each toothbrush holder is sanitized two times a month. The holder is washed with warm water and soap and air dried.
4. Each classroom receives new toothbrushes quarterly a year. These toothbrushes are color-coded: August, November, February (June for full day/ year EHS)
5. The teaching team sanitizes the sink area before and after tooth-brushing activities.
6. Staff should use this daily routine to engage socially with children and encourage their participation.
7. Group tooth brushing is supervised by staff and/or volunteers who are trained to monitor for activities that could result in cross contamination (spitting, playing with toothbrushes, etc.). Children never perform tooth brushing without adequate adult supervision.
8. To prevent cross contamination, children are not allowed to share toothpaste.
9. Each child only uses a pea-sized amount of toothpaste on his/her toothbrush.

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10. Classroom procedures ensure that each child receives only his/her own toothbrush from an adult.
11. Classroom staff ensures that toothbrushes are rinsed and stored properly after use.
12. Once teeth have erupted children will begin to brush teeth while at school. Children aged 13-24 months lollipop toothbrush, 25 months to 3 years toothbrush and child must be held or seated in an appropriately sized chair.
13. Teachers integrate into their daily routine a documented time for brushing teeth.
14. Teaching team encourages each child to brush their teeth after eating a meal at school.
15. Staff is given pictures/posters encouraging children to brush their teeth and demonstrating the proper way to brush teeth.
16. Teaching team model proper tooth brushing techniques using educational materials and verbal encouragement.
17. Teaching team must supervise children at all times.

**MONITORING**

1. Within two weeks of any training, Human Resource Manager reviews agenda, sign-in sheets and cross reference training attendance, topics and teaching staff and reschedule staff who have missed the training opportunity.
2. Program Managers will conduct the CAT 2X per program year. They will intentionally schedule so that they observe the tooth brushing routine. Managers will follow up within 2 weeks for any classrooms scoring below 85%, (Sept. and February). Content Area Managers will also conduct the CAT 2X per program year (October, March) with similar follow up protocol. Program Managers will monitor rotation of toothbrushes on a quarterly basis. (August, December, March).
3. Fiscal department monitors distribution and signing of inventory for the classroom.
4. Managers will coordinate timely reports to the Executive Director.
5. The Executive Director will prepare Board/ PC Reports based on information.

**SUBJECT: Hand Washing**

To ensure that effective hygiene practices as related to hand washing are implemented in the classroom. That teachers and staff are using hand washing as an opportunity to interact with children socially and provide a positive, educational experience to physical hygiene. This is from a previous performance standard: 1304.22(e)(1)(I,ii,iii,iv)&(2)(I,ii,iii) for your reference but now the intent is to see hand washing as an educational, essential learning tool as well.

**PROCEDURE**

**HAND WASHING**

1. Staff and children shall wash their hands whenever hands come in contact with bodily fluids and the following times:
  - a. Before food preparation, handling, or serving (including setting

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- the table)
- b. After toileting or changing diapers
  - c. Before and after eating meals or snacks
  - d. After coughing or sneezing
  - e. Before and after giving medications
  - f. Before and after giving first aid or universal precautions
2. Clear, simple hand-washing procedures will be posted in all classrooms, including these steps:
    - i. Step 1: Turn on water and adjust temperature to warm
    - ii. Step 2: Wet hands thoroughly with running water
    - iii. Step 3: Apply soap to hands
    - iv. Step 4: Wash hands using friction and rotational motion (for at least 30 seconds).
    - v. Step 5: Dry hands well with paper towel
    - vi. Step 6: Turn off faucet with the paper towel
  3. Staff should use the opportunity of this daily routine to engage in social interaction with encouragement and support the child with positive feedback regarding hygiene.
  4. **When children are in the restroom washing hands, all teaching staff remain actively engaged with children. One teaching staff member remains with children not using the restroom while the other remains with children who are in the restroom. Once all children are finished, one teacher sweeps each stall, ensuring that all children are with the group. Teachers then complete a name to face count before leaving the restroom and confirm that all children brought to the restroom are leaving together from the restroom. As teachers and children transition from restroom one teacher remains at the front of the line, walking backward, while the other walks at the end of the line. Teachers scan and count children each time they turn a corner in the hallway.**

**MONITORING**

1. Program Managers will conduct the CAT 2X per program year. They will intentionally schedule so that they observe the hand washing routine. Managers will follow up within 2 weeks for any classrooms scoring below 85%, (Sept. and February). Content Area Managers will also conduct the CAT 2X per program year (October, March) with similar follow up protocol.
2. **Education Managers and Program Managers complete Active Supervision Classroom Observation Checklist during the first 30 days, then randomly throughout the school year. Appropriate follow up is completed immediately. All Consortium staff remain observant of Active Supervision policies and ask teaching staff for count of children when in classrooms, hallways, restrooms, gym or outside.**
3. Managers will coordinate timely reports to the Executive Director.
4. The Executive Director will prepare Board/ PC Reports based on information.

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**SUBJECT: Physical Movement**

To encourage physical movement and play as a part of lesson plans and curriculum. To recognize the positive effects on children's minds and bodies that physical activity can promote. To utilize physical activity as a conduit to a better learning environment and setting.

**PROCEDURE**

**PHYSICAL MOVEMENT**

1. Teachers and staff will encourage physical activity as a part of their daily lesson planning.
2. Staff will allow children to engage in physical play within the learning environment.
3. Staff will participate and engage with the child.
4. Staff will ensure they incorporate outdoor time to meet the gross motor activity requirement in their daily lesson plan or will have a suitable indoor gross motor activity in the event of inclement weather.
5. Outdoor time will occur if temperatures are within 25 degrees (including wind chill) and above, no rain or lightning.
6. **When children are transitioning to and from outdoor space, all teaching staff remain actively engaged with children. At arrival and departure from outdoor play area, teachers instruct children to line up at the fence. Teachers complete name to face count. Prior to leaving the outdoor play area one teacher sweeps the play area, ensuring that all children are with the group. Teachers then complete a name to face count before leaving the outdoor play area and confirm that all children brought outside are leaving together from the outdoor play area. As teachers and children transition from outside one teacher remains at the front of the line, walking backward, while the other walks at the end of the line. Teachers scan and count children each time they turn a corner in the hallway.**
7. **Teachers complete a safety check of the outdoor play area, including that there is no trash and that all gates are securely latched. (Using the facilities check list)**

**MONITORING**

1. Program Managers will conduct the CAT 2X per program year. Managers will follow up within 2 weeks for any classrooms scoring below 85%, (Sept. and February). Education Managers will also conduct the CAT 2X per program year (October, March) with similar follow up.
2. Staff will adjust activity opportunities as they see fit while encouraging physical movement.
3. Program Managers will monitor schedule of activities to ensure classrooms do not mix in the same space (every classroom maintains their separate activity time) especially when EHS and HS children are involved.
4. **Education Managers and Program Managers complete Active Supervision**

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**Classroom Observation Checklist during the first 30 days, then randomly throughout the school year. Appropriate follow up is completed immediately. All Consortium staff remain observant of Active Supervision policies and ask teaching staff for count of children when in classrooms, hallways, restrooms, gym or outside.**

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<b>Policy # 13</b>	
<b>Performance Standard:</b>	<b>Effective Date: 8-1-17</b>
<b>1302.33(b)(1)(2)(3)</b>	<b>Revised: 5/1/21</b>
<b>Assessment for individualization</b>	<b>Revised: 6/28/22</b>
	<b>Revised: 8/4/23</b>

**PERFORMANCE STANDARD: Child Screenings and assessments**

**PURPOSE**

b) Assessment for individualization.

(1) A program must conduct standardized and structured assessments, which may be observation-based or direct, for each child, that provide ongoing information to evaluate the child’s developmental level and progress in outcomes aligned to the goals described in the *Head Start Early Learning Child Outcomes Framework: Ages Birth to Five*. Such assessments must result in usable information for teachers, home visitors, and parents and be conducted with sufficient frequency to allow for individualization within the program year.

(2) A program must regularly use information from paragraph (b)(1) of this section along with informal teacher observations and additional information from family and staff, as relevant, to determine a child’s strengths and needs, inform and adjust strategies to better support individualized learning and improve teaching practices in center-based and family child care settings, and improve home visit strategies in home-based models.

(3) If warranted from the information gathered from paragraphs (b)(1) and (2) of this section and with direct guidance from a mental health or child development professional and a parent’s consent, a program must refer the child to the local agency responsible for implementing IDEA for a formal evaluation to assess a child’s eligibility for services under IDEA.

**POLICY**

The Consortium will ensure that the education services will be individualized to meet each child’s unique characteristics, strengths, pattern of development, and learning as determined in consultation with the family. Individualization will be based on the results of ongoing child screenings and assessments (DENVER II, DECA and COR Advantage) and then aligned to curriculum goals and kindergarten readiness. Individualization will reflect child interests, the KDIs and COR Advantage and each child’s temperament, language, cultural background and learning style. It will also

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include any special accommodations for a child with any type of disability. Individualization will include any adaptations of activities and the learning environment so that all children can participate and be included.

**PROCEDURE**

1. Individualization will be based on the results of ongoing child screening and assessment (Denver II, DECA, and COR Advantage) and then linked to curriculum goals and kindergarten readiness.
2. Individualization will reflect child interests, COR Advantage, DECA results and each child's temperament, language, cultural background and learning style.
3. Individualization will include any special accommodations for a child with any kind of disability that will support the IEP/IFSP and Head Start will receive assistance through those partnerships.
4. Individualization will include any adaptations of activities and the learning environment so that all children can participate and be included.
5. **Staff actively anticipate challenging behaviors (e.g., holding a child's hand, suggesting 2 children hold hands, giving specific transition warnings to some children, giving specific jobs to certain children at transitions).**
6. Parents complete the Child and Family Cultural Language Survey at home visit. If a child is a Dual Language Learner, assessment(s) will be given in both English and home language.
7. Parents complete the DECA at the home visit. Teachers complete the DECA no earlier than day 11 and no later than day 15 of child's enrollment into the classroom. The Denver II is completed either at the home visit or in the classroom, within 10 days of child's enrollment. Teachers complete individualization plans based on screening and assessment data.
8. Teaching teams will file original DECAs and DENVER(s) in the student files. DENVER Score sheets are scanned to the DENVER Cloud, DECA scoring sheets will be scanned to the DECA cloud.
9. Program Manager and Mental Health Disabilities Manager provides the teaching team with the DECA Score Survey Table and Item Rating by Scale to assist in the planning and implementation of strategies for the children
10. Teachers design a classroom learning environment and an individualized plan for each child based on assessments, observations and parent input.
11. Teachers, with parent input, identify goals for each child based on curriculum assessments, IFSP/IEP, First Steps/LEA case conferences, and behavior plans.
12. If necessary, Practice Based Coaching and/or training may be recommended to support the needs of the classroom environment.
13. Teachers ensure that the classroom learning environment reflects modifications or adaptations necessary for children to be successful at achieving their goals.

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**MONITORING**

1. Within two weeks of training, HR Manager reviews agenda, sign-in sheets and cross-reference training attendance, topics and teaching team.
2. Program Managers will conduct the CAT 2X per program year. Managers will follow up within 2 weeks for any classrooms scoring below 85% (Sept. and February). Content Area Managers will also conduct the CAT 2X per program year (October, March) with similar follow up as needed.
3. Behavior specialist will observe classroom as directed by Mental Health Disabilities Manager.
4. 2X a year a certified CLASS observer will conduct a CLASS observation for each of the HS and Early Head Start teaching teams.
5. **Education Managers and Program Managers complete Active Supervision Classroom Observation Checklist during the first 30 days, then randomly throughout the school year. Appropriate follow up is completed immediately. All Consortium staff remain observant of Active Supervision policies and ask teaching staff for count of children when in classrooms, hallways, restrooms, gym or outside.**
6. Annually a qualified assessor will observe EHS and HS classrooms using the PQA tool, focusing on lead teachers in HS classrooms and each teacher in EHS classrooms.
7. Program Managers will review lesson plans and materials inventory checklist for each classroom in conjunction with the quarterly home visits and parent teacher conferences. Each child's individualized plan will also be reviewed quarterly on the Home Visit and Parent-Teacher conference timeline.
8. Practiced based coaching is monitored through data collected on Practiced Based Coaching spread sheet and monthly Coaching Meeting.
9. If necessary, Practice Based Coaching and/or training may be recommended to support the needs of the classroom environment.
10. Managers will coordinate timely reports to the Executive Director.
11. The Executive Director will prepare Board/ PC Reports based on information



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**HUMAN RESOURCE MANAGEMENT**

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**Standard Operating Procedures for  
Reports and Investigation of Significant Incidents Involving Children**

Policy Statement

The Consortium must respond to, report, and review any and all significant incidents and/or accidents affecting the health and safety of children in order to minimize the risk of harm, ensure compliance with the Head Start performance standards, and adhere to the Consortium's commitment to continuous quality improvement of its operations and services.

These procedures apply to all Consortium employees, consultants, contractors, and volunteers.

Significant Incidents

It is not possible to provide an exhaustive list of the incidents that threaten children's health and safety. What follows below, however, are some examples of significant incidents that must be reported:

- **Injuries that require medical treatment**, such as deep cuts, suspected broken bones/sprains, chipped or cracked teeth, head trauma, contusions or lacerations, or animal bites.
- **Inappropriate discipline**, including any type of conduct used to instill fear or humiliate rather than to educate a child, such as poking or pinching a child; making fun of or laughing about a child; using/withholding food or an activity as a punishment or reward; or isolating a child.
- **Potential child abuse, maltreatment, or neglect**, such as grabbing, shoving, shaking, swatting or dragging a child; spanking or any other type of corporal or physical punishment; binding, tying or taping a child; terrorizing a child with threats or menacing acts; or any form of sexual contact.
- **Lack of supervision while in the care of under the supervision of Consortium staff, consultants, contractors, or volunteers**. This includes leaving a child alone anywhere on the grounds where the Consortium operates (e.g., in a classroom, bathroom, on a playground), as well as outside the building in a parking lot, on a nearby street, or on a bus or another program-approved transportation or excursion.
- **Unauthorized release** whereby a child is released from a building where the Consortium operates, bus, or other approved program transportation to a person without the permission or authorization of a parent or legal guardian and whose identity has not been verified by photo identification.

This is not an exhaustive list. Questions about whether an incident must be reported should be resolved by consulting with a supervisor or manager.

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Reporting and Investigation Procedures

1. Upon learning of a significant incident (or a suspected significant incident) other than child abuse and neglect (which is addressed below), ***you are expected notify your immediate supervisor/manager immediately.***
  - a. Anyone who observes another person engage in conduct that may be a violation of Head Start performance standards is expected to *intervene* immediately and then notify an immediate supervisor/manager.
  - b. If your immediate supervisor/manager is not available, notify the General Services Manager (Kim Bachtel).
  - c. If you learn of a significant incident while supervising children and need coverage so that you are able to make an immediate report to your supervisor/manager, immediately ask someone on your team to call a nearby co-worker(s) to seek additional help to remain in ratio.
  - d. If contact is verbal, a written follow up must be sent as soon as possible.
  
2. Child Abuse and Neglect Reporting. Upon learning of suspected abuse or neglect, immediately call the Division of Family and Children/Child Protective Services (DFC/CPS) at 1-800-800-5556 to speak with a DFC/CPS Intake Worker and report the suspected abuse or neglect.
  - a. After the DFC/CPS report is made, notify the building principal (or other person designed by the school corporation to receive such reports) and your supervisor/manager immediately. This is the only instance in which a significant incident is first reported to someone other than your immediate supervisor.
  - b. The individual who makes the report to DFC/CPS must immediately complete the Child Abuse Reporting Form (available on the dashboard) and email it to the Head Start Office at [CPS@headstartesj.com](mailto:CPS@headstartesj.com). If any follow-up information is needed by DFC/CPS, this record will aid the effort. This form must be completed immediately and, under no circumstances later than the end of the workday.
  
3. The supervisor/manager who receives a report of a significant incident must then ***notify the Executive Director (Dr. Kathy Guajardo) and General Services Manager (Kim Bachtel) immediately.***
  
4. The Executive Director will (as quickly as and timely as possible) submit a preliminary report to the office of Head Start, Child Care Licensing, Legal Counsel, to the Board and Board President to notify them of the incident while the investigation continues.

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5. If the significant incident includes alleged misconduct of a Consortium employee, consultant, contractor, or volunteer, the General Services Manager will promptly notify and involve the Human Resources Manager.
  - a. The individual accused of the misconduct may be placed on administrative leave, reassigned, or in some cases may continue working in their normal capacity pending the outcome of the investigation. The Human Resources Manager will work with the Executive Director to determine the appropriate action.
6. The General Services Manager is responsible for working with the appropriate supervisor/manager(s) to complete a prompt investigation and ensure completion of a Significant Incident Report Form (available on the dashboard)
  - a. Investigation will generally include interviews, collection of written statements from individuals involved, and retrieval of documents, text messages and other evidence.
  - b. Investigation may also include preservation and retrieval of photo and/or video footage, if available and pertinent. Such records must be preserved on a flash drive. If such records are sought, but unavailable, efforts made to attempt to secure the records must be documented.
  - c. A Significant Incident Report Form must be completed and send it to the EXECUTIVE DIRECTOR on the day of the incident (before the end of the workday), even if the investigation is not yet complete. (kguajardohs@sbcsc.k12.in.us)
  - d. The General Services Manager is responsible for preserving any documentation gathered in connection with the investigation.
  - e. If multiple children are involved a Significant Incident Report Form must be submitted for each child.
  - f. The General Services Manager is responsible for coordinating any follow up interviews, gathering additional information, and supplementing the Significant Incident Report.
7. In consultation with the Executive Director, the General Services Manager will work with the appropriate supervisor/manager to coordinate (and document) communications with the child's parent or guardian, if appropriate.
  - a. Contact with the parent or guardian must be documented on the Significant Incident Report Form. Every effort to contact the parent or guardian must be documented.
  - b. The General Services Manager will notify the appropriate content area specialist (e.g., mental health, health, family services, etc.) for family support as needed.
  - c. If the child does not return to the program the next school day, the General Services Manager and/or appropriate content area specialist will follow up with the parent or guardian.
8. In consultation with the Executive Director, the General Services Manager will coordinate communications with law enforcement, DFC/CPS, or any other outside agency.
9. In consultation with the Executive Director, the General Services Manager will coordinate communications with school corporation officials regarding the incident, if appropriate.

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10. If reporting to the Family and Social Services Administration (FSSA) and the Region V Office of Head Start is appropriate, the General Services Manager will work with the Executive Director to ensure such reports are made immediately or as soon as practicable and are documented.

**Elkhart and St. Joseph Counties Head Start Consortium  
Active Supervision Classroom Observation Checklist**

Classroom Team signatures: \_\_\_\_\_

School/Class Number : \_\_\_\_\_ Date \_\_\_\_\_ Program Manager Signature: \_\_\_\_\_

Person Completing the Checklist: \_\_\_\_\_ Follow-up date: \_\_\_\_\_

Education Manager Signature \_\_\_\_\_ Exe. Director Signature: \_\_\_\_\_

		SCORE:		DATE
<b>ACTIVE SUPERVISION STRATEGIES: Set up the environment</b>		Y	N	COMMENTS/ Recommendations
<i>Labels clearly identify interest areas and visuals are in place to support children in each routine of the day</i>				
<i>No blind spots or hiding places</i>				
<i>Room is clean and organized, and space is kept clutter free and clear open play spaces are provided</i>				
<i>Classroom doors are kept closed and the number of children in attendance is clearly posted by or at the door.</i>				
<i>Playground gates are secure/closed</i>				
<i>The classroom includes clear visuals to remind children of the daily routine and step by step actions at transitions</i>				
<i>Teachers complete Facilities Checklist daily. <b>(Health and safety checklist?)</b></i>				
<b>ACTIVE SUPERVISION STRATEGIES: Position staff (zoning)</b>		Y	N	Comments/Recommendations
<i>Staff place themselves where they can see and hear all children, and have clear paths to where children are playing, including potential hiding places</i>				
<i>A zoning chart is posted in the classroom and teachers follow it</i>				
<i>One teacher at the front of the line, one teacher at the end of the line during each transition from the classroom</i>				
<i>Staff demonstrate effective communication concerning zones, need to leave room, support needed, etc.</i>				

**Elkhart and St. Joseph Counties Head Start Consortium  
Active Supervision Classroom Observation Checklist**

<b>ACTIVE SUPERVISION STRATEGIES: Scan and Count</b>	<b>Y</b>	<b>N</b>	<b>COMMENTS/Recommendations</b>
<i>Clear evidence of scanning and frequent counting in classroom and at all transitions</i>	.		
<i>Verbal head count and name to face monitoring is observed at arrival/departure and at transitions to/from restrooms, cafeteria, gym/playground</i>			
<i>Children line up at the fence as they enter the play area and before they leave the play area so that teachers can do a name and face count. When children are lining up at the fence to return to the classroom after outside play, one teacher counts and stays with the children while the other 'sweeps' the outdoor play area. Teachers complete name to face count and then confirm the number of children present before returning inside.</i>			
<i>One teacher sweeps the bathroom, classroom, cafeteria, outdoor play area, while the other remains with the children. When children are in the restroom, as they finish one teacher stands at the door and counts the children while the other 'sweeps' the stalls and entire area. Teachers complete name to face count and then confirm the number of children present before leaving the area.</i>			
<i>Teachers plan for transitions by writing activities each day on their lesson plans.</i>			
<i>Teachers use redundant methods for accurate information of attendance monitoring (clipboard and iPad recording)</i>	.		
<i>Provider Sign-in binder is appropriately used for any classroom visitors (therapists, interventionists, researchers). Anyone who removes a child from a classroom speaks directly to the teacher or teacher assistant when they take the child from the classroom and when they return the child to the classroom.</i>			
<i>Attendance and Meal Count Forms are completed at point of service and meal time routines are followed.</i>			

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Active Supervision Classroom Observation Checklist**

<b>ACTIVE SUPERVISION STRATEGIES: Anticipate</b>	<b>Y</b>	<b>N</b>	<b>COMMENTS/Recommendations</b>
<i>Staff actively anticipate challenging behaviors (holding a child's hand, suggesting 2 specific children hold hands, giving specific transition warnings to some children, etc.)</i>			
<i>Teachers demonstrate awareness of which children need extra levels of support</i>			
<i>Lesson plans reflect individualization of necessary accommodations and support</i>			
<i>Children are taught how to walk in a line, children may walk single file or with a buddy</i>			
<i>Teachers explicitly teach children the expectations of transitions</i>			
<b>ACTIVE SUPERVISION STRATEGIES: Engage and Redirect</b>	<b>Y</b>	<b>N</b>	<b>COMMENTS/Recommendations</b>
<i>Cell phones are not in use during class time.</i>			
<i>Staff are engaged with, observant of and in close proximity to children (teachers have their backs to the walls and face toward the children)</i>			
<i>Transition activities are engaging and appropriate developmentally and following school protocols</i>			
<i>During transitions children are engaged in appropriate songs, finger plays, or stories</i>			
<b>ACTIVE SUPERVISION STRATEGIES: Listen</b>	<b>Y</b>	<b>N</b>	<b>COMMENTS/Recommendations</b>
<i>Teachers actively listen for the presence or absence of sounds indicating possible danger and respond by checking the source</i>			
<i>Teachers use signals (bells on door, etc.) to alert to possible dangers</i>			

# **Authorized Release**

- **Transportation**
- **Classroom**
- **Health**



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<b>TRANSPORTATION</b>				
<b>Performance Standard/Strategy</b>	<b>Procedure</b>	<b>Outcome</b>	<b>Person(s) Responsible</b>	<b>Timeline Evaluation/Monitoring</b>
<p><b>1302.47 (b) (5)(iv)</b></p> <p>(b) A program must develop and implement a system of management, including ongoing training, oversight, correction and continuous improvement in accordance with <a href="#">§1302.102</a>, that includes policies and practices to ensure all facilities, equipment and materials, background checks, safety training, safety and hygiene practices and administrative safety procedures are adequate to ensure child safety. This system must ensure:</p> <p><b>(5) Safety practices. All staff and consultants follow appropriate practices to keep children safe during all activities, including, at a minimum:</b></p> <p><b>(iv) Only releasing children to an authorized</b></p>	<p><b>PROCEDURE for Authorized Release of a Child.</b></p> <ol style="list-style-type: none"> <li>All children will be secured in an appropriate, safe child restraint seat based on age, weight and height of the child.</li> <li>Baggage policy and procedure located under #11.</li> <li>Bus routes are determined at the beginning of each program year based on geographic and demographic information, parent needs and classroom locations.</li> <li>To ensure each parent understands Head Start's policy regarding transportation, the policy will be explained during the Home Visit and/or parent orientation and follow-up during the school year site meetings.</li> <li>Parents (including those self-transporting) will be asked to sign to</li> </ol>	<p>To release children only to persons listed on the Emergency Contact Information List using redundant procedures to ensure safety.</p> <p><b>Implementation of the following policies and procedures:</b></p> <p>Transportation Manual Policy #4 pages 19-26 Release to Authorized Adults</p> <p>Transportation Manual Policy #5 page 22 Personnel Policies.</p> <p>Transportation Manual Policy #6 page 24 Emergency Release Update</p>	<p>HR Manager</p> <p>EREA Manager or Team</p> <p>Transportation Manager</p> <p>Bus Drivers</p> <p>Bus Monitors</p>	<p>Sign-in sheets from training. Materials from Training.</p> <p>Bus Manifest, reconciliation forms, contact sheets.</p> <p>Monitoring daily until deficiency is cleared by riding buses and observation records.</p> <p>FACS Manager will create a report through ChildPlus to monitor how many incidents of releasing children to an alternative contact.</p>

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<p>adult; and</p>	<p>verify that they have read, understand and agree with the policy regarding the Consortium's expectations for children who ride the bus must adhere to the <b><i>HAND TO HAND CONTACT Policy</i></b>. Self-Transporting Parents must also agree to hand to hand contact for signing children into the classroom.</p> <p>6. Children will participate "Safety Sam Transportation" Curriculum" to become aware of safety procedures for the bus.</p> <p><b>1302.47 (b) 5 (iv)</b> <b><u>SAFETY PROTOCOL FOR AUTHORIZED RELEASE OF CHILDREN TO ADULTS</u></b></p> <p>1. Children will only be released to an authorized adult listed on the Contact Information Sheet (report 1520) and must present a Photo ID. (digital will not be accepted) Parent must ensure all emergency contacts names are on file with the Head Start Office.</p> <p>2. The authorized adult must present photo identification with name to</p>			
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	<p>reconcile with the contact sheet.</p> <p>3. Head Start staff must ensure the parent/authorized adult's photo ID is reconciled with the contact information sheet.</p> <p>4. Staff will <u>ONLY</u> release to the parent/authorized adult.</p> <p><b><u>Process for authorizing a person of a Daycare center to receive a child(ren) from Head Start classrooms or bus transportation.</u></b></p> <p><b><u>1. Each Daycare will receive the requested number of staff badges and official Head Start lanyards issued by the Consortium according to the signed memorandum of understanding (MOU). The badges will be dated and valid for only one school year at a time (renewed at the beginning of each school year upon renewal of a MOU.</u></b></p> <p><b><u>2. Each badge will contain the name of the Daycare center, address and the annual time frame which it is</u></b></p>			
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	<p><u>valid and must be attached to the Head Start lanyard.</u></p> <p><b>3. Badges are reissued each year as needed when any parent lists them as a designated contact pickup/release location and the renewal of the MOU.</b></p> <p><b>4. Daycare staff must present badges and lanyards the bus driver/monitor at the time of release of a child(ren) into their care as the authorized release contact person. Anyone not presenting a badge will be considered as unauthorized and the child(ren) will not be released into their care.</b></p> <p><b>5. The Emergency Child Release procedures may be utilized if necessary.</b></p> <p><b><u>EMERGENCY CHILD RELEASE PROCEDURES: For Children on the Bus, Self- Transport, or emergency early release from the classroom.</u></b></p>			
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	<p><b><u>1. When parent/authorized adult is not able to receive their child(ren) from the bus, self- transport, or classroom due to an emergency, (hospital, accident etc.) the parent will be instructed to call their FACS as soon as possible.</u></b></p> <p><b><u>2. The FACS will call the classroom teacher, and/or the Program Manager, Parent Engagement Manager or the Transportation Manager as soon as possible.</u></b></p> <p><b><u>3. If the child(ren) needs an early release or to be retained at the school the FACS will call the Classroom Teacher, and Program Manager, or The Transportation Manager as soon as possible.</u></b></p> <p align="center"><b><u>PLAN B EMERGENCY CONTACT ADULT NOT ON THE AUTHORIZED LIST.</u></b></p> <p><b><u>1. In some emergency situations a person on the contact list may not be able to receive a child(ren). The safety of the child(ren) must be</u></b></p>			
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	<p><u>maintained by securing any other person who is properly cleared to receive a child(ren).</u></p> <p>2. <u>If the adult needing to pick up in this emergency situation is NOT on the contact sheet, the parent will need to text the Head Start Staff and identify the name of the adult who will be receiving the child from self-transport, the classroom or off the bus.</u></p> <p>3. <u>The Head Start Staff will take a Photo ID and send it to the parent/authorized adult.</u></p> <p>4. <u>The contact number must be on file with Head Start for identification. This will ensure the release is properly verified. Staff will take a picture of the unauthorized adult and send it to the parent to ensure reconciliation of proper release has occurred.</u></p> <p>5. <u>This process will be considered as an event that must be filed into ChildPlus. A screen shot of the</u></p>			
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	<p><b><u>texts, pictures, names and copy of Photo ID are to be recorded in ChildPlus under the Notes Tab entitled, Emergency Child Release.</u></b></p> <p><b><u>CHILDREN UNABLE TO BE DELIVERED TO THEIR HOME</u></b></p> <ol style="list-style-type: none"> <li>1. Whenever a driver arrives at a child's bus stop/home and no authorized person is there to receive the child, the driver/monitor will attempt to contact the parent/authorized person or call their school district dispatch. Once the communication is done, the driver will continue the route and may circle back to the child's home at the end of the route to determine if parent/authorized person may be at the stop/home to receive the child.</li> <li>2. The school dispatch will attempt to contact the parent/authorized adult on the Contact Sheet. Failure to reach any persons on the contact list, the child is returned back to a designated site per their individualized district location, Head</li> </ol>			
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	<p>Start staff will notify the Program Manager immediately.</p> <p>3. In some emergency situations an unauthorized adult will be needed to receive the child. The safety of the child must be maintained by ensuring all unauthorized emergency contact name's are properly cleared by the parent and staff before the child(ren) is released.</p> <p>4. Should it be necessary to release the child(ren) to an unauthorized adult (someone not on the current contact list) we will follow the same procedure set forth as for the release from a classroom to an unauthorized person previously prescribed and the process will be documented in the family Notes Emergency Child Release tab of ChildPlus as previously described.</p> <p>5. <b>IF ATTEMPTS TO REACH A CONTACT ADULT ARE UNSUCCESSFUL,</b> After one hour from child's dismissal time (if self-transported) or one hour</p>			
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	<p>from time of scheduled drop-off (if bus transported) the Police will be called to request a wellness check at the home of the child.</p> <p><b><u>FOLLOW-UP PROCESS AFTER THE EVENT IS RESOLVED</u></b></p> <p>6. The first time a parent/guardian is not available to pick up the child, the Family and Community Specialist (FACS) or other available staff will call the parent/guardian to follow-up concerning the circumstances of the event.</p> <p>7. The follow-up will include a Review Head Start's Transportation Policy, the Parent Notification and identify the barriers and work on resolving the problem.</p> <p>8. All attempts to correct the problem will be recorded in Child Plus under Family Case Notes (under Event: Child Returned to School).</p> <p>9. If the parent/guardian is not available to pick up the child a second time, the FACS/or Head Start staff at that</p>			
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	<p>particular site will report the incident via the Parent Notification Form (copy given to parent and Head Start copy is uploaded into the ChildPlus system with the Family Case Notes. Family and Community Specialists (FACS) will contact the Transportation Manager / Family Engagement Manager/ Program Manager and the parents to conduct a Transportation SAT meeting to create an action plan.</p> <p>10. If the parent/guardian is not available to pick up the child a third time or more, another Transportation SAT meeting will be scheduled and action plan will be revised as needed.</p> <p>11. If a child is not picked up on-time, the same procedures apply as above steps.</p> <p><b><u>Self-Transport by parents or Childcare Centers:</u></b></p> <p>12. If a parent chooses to send their child to another site other than the one designated (by home/daycare address), they are required to self-transport. They will be assisted by</p>			
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	<p>FACS to complete a Change of Status Form (COS).</p> <p>13. Parents/childcare center staff will be required to sign-in/sign-out the Head Start Child at the center with a Head Start staff person.</p> <p>14. The Management Team in connection with the Transportation Manager will have a plan to ensure that at least one staff person will be at the site until the bus route is complete and self-transporters are picked up.</p> <p><b><u>Parent Understanding Safety Procedures:</u></b></p> <p>15. To ensure each parent understands Head Start's policy regarding transportation, the policy will be explained during the parent orientation and follow-up during the school year site meetings.</p> <p>16. "Safety Sam Transportation" Curriculum will be presented to all parents who will participate in the training via Home Visit, Site Meetings, and Parent/Teacher</p>			
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	<p>Conferences and letters.</p> <p>17. Children may be released to a verified authorized person by the bus monitor and/or bus driver. The parent must have the person's name on file with the Head Start Office.</p> <p>18. Parents (including those self-transporting) will be asked to sign to verify that they have read, understand and agree with the policy written in the Parent Handbook.</p> <p>19. In cases of emergencies, parents will be instructed to call the classroom or main office before the bus leaves the child's school.</p> <p>20. In cases where the parent/guardian is not available to receive the child off the bus, the bus driver/monitor will notify the dispatcher, and continue to ride the route and local Head Start staff attempt to make contact with the parents.</p> <p>21. If all attempts to contact the parent/guardian fails, then the child</p>			<p>Copies of signed page at the end of the Parent Handbook or ChildPlus report showing Parent's signatures</p>
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	<p>is returned back to pre-agreed upon location and Head Start staff will continue to call contact list until such time is determined, that no contact can be made with parent or guardian After extenuating circumstances or known history has been considered, Police will be contacted after one hour upon the dismissal or 30 mins. drive time.</p> <p>22. All transportation issues will be documented in the enrollment section of ChildPlus.</p> <p><b>Waiver for Bus Monitor Escorts for Hand to Hand Contact up to the Door</b></p> <p>These are some criteria but not limited to when a waiver may be granted for bus to door service. Some of the criteria maybe a medical need like bed rest or some form of surgery (Needs Dr. Note), Daycare ratio, Immobility Handicap i.e. a walker, wheelchair or other physical handicap. All waivers are subject to the decision of the Executive Director on case by case bases.</p> <p>1. The parent must first submit a statement as to why they need the</p>			
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	<p>waiver to their FACS who will send it to their Program Manager, who will then forward it to the Transportation Manager.</p> <ol style="list-style-type: none"> <li>2. The Transportation Manager will fill out the waiver request form and submit it to the Executive Director for approval. If the Executive Director signs the waiver the Transportation Manager will send it back to the Program Manager, who will give it to the FACS to have the parent and whoever else that will be involved in this transaction sign that they agree to the conditions stated on the waiver.</li> <li>3. The FACS will make two copies one for the family and one to send to the Transportation Manager.</li> <li>4. The FACS will put the original copy in the Head Start child's file.</li> <li>5. The Transportation Manager will forward a copy to the corresponding school District.</li> <li>6. If the Executive Director signs the waiver the Transportation Manager</li> </ol>			
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	<p>will send it back to the Program Manager, who then will give it to the FACS who will have the parent and the child whose name is on the waiver sign that they agree to the conditions stated on the waiver.</p> <p>7. The FACS will make two copies one for the family and one to send to the Transportation Manager.</p> <p>8. The FACS will put the original copy in the Head Start child file. The Transportation Manager will forward a copy to the corresponding school District. FACS must also document all steps in Child Plus.</p> <p>9. All Bus Monitor Escorts must implement the Hand to Hand contact procedure from the bus to the door.</p> <p><b>Monitoring Unauthorized Release</b></p> <ul style="list-style-type: none"> <li>• The FACS Manager will print the Emergency Child Release report <b><u>weekly.</u></b></li> <li>• The report will provide copies of all documentation so that monitors can ensure that children’s safety remains</li> </ul>			
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	<p>the priority during the releasing of children in emergency situations.</p> <ul style="list-style-type: none"> <li>• The Emergency Child Release notes report will be generated to see if we have any kind of developed needs, patterns or trends. (geographically or among specific families)</li> <li>• The monthly report time may be adjusted if any patterns indicate a need for reports more or less often or if they need adjusting for specific times of the year. (i.e. beginning of school, different seasons, etc.)</li> <li>• The Emergency Child Release Notes will also assist in determining how many SAT meetings were needed to assist families and their outcomes for a child(ren) who was undeliverable.</li> <li>• The report will become part of the Self-Assessment tool to determine if any plans need to be developed to improve the number of unauthorized emergency pick-ups.</li> <li>• Additionally, it can be determined how many times families have to</li> </ul>			



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	<p>repeat the process and if Head Start Teachers, FACS or the Mental Health Team are able to assist the family in developing better plans for receiving their children.</p> <ul style="list-style-type: none"> <li>• The FACS Manager will review the report and provide a summarized recommendation for any identified problems or trends.</li> <li>• The Executive Director will review the reports, summary and recommendation and pass along any concerns to the Board of Directors and the Policy Council.</li> </ul>			
	<p><b>Process for random bus monitoring</b> Separate from regularly scheduled bus monitoring the Transportation Manager will plan <b>random ride alongs</b></p> <ul style="list-style-type: none"> <li>• <b><u>TIMEFRAME:</u></b> Two random bus routes per week until November 15<sup>th</sup> and then two buses per month.</li> <li>• <b><u>COMMUNICATION:</u></b> The Transportation Manager shall notify the Executive Director of days and routes that are to have the random</li> </ul>	<p>Transportation Manual Policy #6 pages 24 Emergency Release Update</p>	<p>HR Manager</p> <p>Transportation Manager</p> <p>Bus Drivers</p> <p>Bus Monitors</p>	<p>Sign-in sheets from training. Materials from Training.</p> <p>Bus Manifest, reconciliation forms, contact sheets.</p> <p>Random bus routes per week until November 15<sup>th</sup> and then two buses per month</p>

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	<p>rides. This notification will serve as a method of monitoring who and when to random monitoring has occurred. This ride along monitoring shall not be announced or prescheduled with drivers or bus monitors so that it is truly random for the driver and bus monitor.</p> <ul style="list-style-type: none"> <li>• <b><u>MONITORING PROTOCOL:</u></b></li> </ul> <ol style="list-style-type: none"> <li>1. The Transportation Manager shall ensure that all pick-up and/or drop off protocols are being followed.</li> <li>2. The monitoring process will use the same Step By Step Transportation Protocol used on a regularly scheduled monitoring ride along.</li> <li>3. <b><u>While all safety items are important on the Protocol, the emphasis during a random ride along is primarily to see if children are properly being on-boarded and/or off-boarded and see that all children are properly seated according to the Policies and Procedures.</u></b></li> <li>4. <b><u>The monitoring process will</u></b></li> </ol>			
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	<p><b><u>ensure that drivers, bus monitors, FACS and teachers conduct face to face child exchanges and the proper use of bus manifests and contact sheets.</u></b></p> <p><b><u>Should the monitoring reveal any failures to follow policies and procedures a review of such policies will be done along with disciplinary action. All violations are subject to progressive discipline practices to include termination based on the level of the infraction.</u></b></p> <p><b><u>The driver and monitor shall sign and date the Random Monitoring Form indicating that it was conducted and acknowledging the results.</u></b></p> <p><b><u>All monitoring reports and policy violations are to be reported to the Executive Director for review and final rule of the severity of the policy violation and status of the employee before action is taken by the HR Manager.</u></b></p>			
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<p><b>Policy #4</b></p> <p><b>Performance Standard:</b> 1303.72 (a), (1), (2), (3), (4); (b), (1), (2); (c), (1), (2), (3), (4); (d), (1), (2), (3)(e) 1302.47 (b) 5 (iv)</p> <p><b>Policy 5 contains driver background checks and training</b></p> <p><b>Indiana Child Care:</b> 470 IAC 3-4.7-72 (2) (B) (C) (G) (J)</p>	<p><b>Effective Date: November 6, 2017</b> <b>Revised: 2/12/20 Revised 6/20/22; 7/4/23, 8/27/23</b></p>
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**1303.72 Vehicle operation**

**PURPOSE:** To ensure that children are transported in a safe manner to and from home to school and back again.

(a) Safety. A program must ensure:

- (1) Each child is seated in a child restraint system appropriate to the child's age, height, and weight;
- (2) Baggage and other items transported in the passenger compartment are properly stored and secured, and the aisles remain clear and the doors and emergency exits remain unobstructed at all times;
- (3) Up-to-date child rosters and lists of the adults each child is authorized to be released to, including alternates in case of emergency, are maintained and no child is left behind, either at the classroom or on the vehicle at the end of the route; and,
- (4) With the exception of transportation services to children served under a home-based option, there is at least one bus monitor on board at all times, with additional bus monitors provided as necessary.

(b) Driver qualifications. A program, with the exception of transportation services to children served under a home-based option, must ensure drivers, at a minimum:

- (1) In states where such licenses are granted, have a valid Commercial Driver's License (CDL) for vehicles in the same class as the vehicle the driver will operating; and,
- (2) Meet any physical, mental, and other requirements as necessary to perform job-related functions with any necessary reasonable accommodations.

(c) Driver application review. In addition to the applicant review process prescribed §1302.90(b) of this chapter, a program, with the exception of transportation services to children served under a home-based option, must ensure the applicant review process for drivers includes, at minimum:

- (1) Disclosure by the applicant of all moving traffic violations, regardless of penalty;
- (2) A check of the applicant's driving record through the appropriate state agency, including a check of the applicant's record through the National Driver Register, if available;

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- (3) A check that drivers qualify under the applicable driver training requirements in the state or tribal jurisdiction; and,
- (4) After a conditional employment offer to the applicant and before the applicant begins work as a driver, a medical examination, performed by a licensed doctor of medicine or osteopathy, establishing that the individual possesses the physical ability to perform any job-related functions with any necessary accommodations.

(d) Driver training.

- (1) A program must ensure any person employed as a driver receives training prior to transporting any enrolled child and receives refresher training each year.
- (2) Training must include:

- (i) Classroom instruction and behind-the-wheel instruction sufficient to enable the driver to operate the vehicle in a safe and efficient manner, to safely run a fixed route, to administer basic first aid in case of injury, and to handle emergency situations, including vehicle evacuation, operate any special equipment, such as wheelchair lifts, assistance devices or special occupant restraints, conduct routine maintenance and safety checks of the vehicle, and maintain accurate records as necessary; and,
- (ii) Instruction on the topics listed in §1303.75 related to transportation services for children with disabilities.

- (3) A program must ensure the annual evaluation of each driver of a vehicle used to provide such services includes an on-board observation of road performance.

- (e) Bus monitor training. A program must train each bus monitor before the monitor begins work, on child boarding and exiting procedures, how to use child restraint systems, completing any required paperwork, how to respond to emergencies and emergency evacuation procedures, how to use special equipment, child pick-up and release procedures, how to conduct and pre-and post-trip vehicle checks. Bus monitors are also subject to staff safety training requirements in §1302.47(b)(4) of this chapter including Cardio Pulmonary Resuscitation (CPR) and first aid.

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### **POLICY**

#### **Vehicle Operation and Transportation to Child Care Center**

Elkhart and St. Joseph Counties Head Start Consortium will transport children safely from home to school and back and provide proper information to parents, ensure all drivers are qualified and trained, and including a qualified bus monitor to be present at all times while riding the bus.

#### **PROCEDURE for Authorized Release of a Child.**

1. All children will be secured in an appropriate, safe child restraint seat based on age, weight and height of the child.
2. Baggage policy and procedure located under #11.
3. Bus routes are determined at the beginning of each program year based on geographic and demographic information, parent needs and classroom locations.
4. To ensure each parent understands Head Start's policy regarding transportation, the policy will be explained during the Home Visit and/or parent orientation and follow-up during the school year site meetings.
5. Parents (including those self-transporting) will be asked to sign to verify that they have read, understand and agree with the policy regarding the Consortium's expectations for children who ride the bus must adhere to the HAND TO HAND CONTACT Policy. Self-Transporting Parents must also agree to hand to hand contact for signing children into the classroom.
6. Children will participate "Safety Sam Transportation" Curriculum" to become aware of safety procedures for the bus.

#### **1302.47 (b) 5 (iv)**

#### **SAFETY PROTOCOL FOR AUTHORIZED RELEASE OF CHILDREN TO ADULTS**

1. Children will only be released to an authorized adult listed on the Contact Information Sheet (report 1520) and must present a photo ID. (digital not acceptable) Parent must ensure all emergency contacts names are on file with the Head Start Office.
2. The authorized adult must present photo identification (NO DIGITAL ACCEPTED) with name to reconcile with the contact sheet.
3. Head Start staff must ensure the parent/authorized person's photo ID is reconciled with the contact information sheet.
4. Staff will ONLY release to the parent/authorized person.

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**Process for authorizing a person of a Daycare center to receive a child(ren) from Head Start classrooms or bus transportation.**

- 1. Each Daycare will receive the requested number of staff badges and official Head Start lanyards issued by the Consortium according to the signed memorandum of understanding (MOU). The badges will be dated and valid for only one school year at a time (renewed at the beginning of each school year upon renewal of a MOU).**
- 2. Each badge will contain the name of the Daycare center, address and the annual time frame which it is valid and must be attached to the Head Start lanyard.**
- 3. Badges are reissued each year as needed when any parent lists them as a designated contact pickup/release location and the renewal of the MOU.**
- 4. Daycare staff must present badges and lanyards the bus driver/monitor at the time of release of a child(ren) into their care as the authorized release contact person. Anyone not presenting a badge will be considered as unauthorized and the child(ren) will not be released into their care.**
- 5. The Emergency Child Release procedures may be utilized if necessary.**

**EMERGENCY CHILD RELEASE PROCEDURES: For Children on the Bus, Self- Transport, or emergency early release from the classroom.**

- 1. When parent/authorized person is not able to receive their child(ren) from the bus, self-transport, or classroom due to an emergency, (hospital, accident etc.) the parent will be instructed to call their FACS as soon as possible.**
- 2. The FACS will call the classroom teacher, or the Program Manager, Parent Engagement Manager or the Transportation Manager as soon as possible.**
- 3. If the child(ren) needs an early release or to be retained at the school the FACS will call the Classroom Teacher, and Program Manager, or The Transportation Manager as soon as possible.**

**PLAN B—EMERGENCY CONTACT PERSON NOT ON THE AUTHORIZED LIST.**

- 1. In some emergency situations an adult on the contact list may not be able to receive a child(ren). The safety of the child(ren) must be maintained by securing any other adult who is properly cleared to receive a child(ren).**
- 2. If the adult needing to be pick up in an emergency situation and is NOT on the contact sheet, the parent will need to text the Head Start Staff and identify the name of the person who will be receiving the child from self-transport, the classroom or off the bus.**

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- 3. The Head Start Staff will take a picture of the photo ID and send it to the parent/authorized adult.**
- 4. The contact number must be on file with Head Start for identification. This will ensure the release is properly verified. Staff will take a picture of the unauthorized adult and send it to the parent to ensure reconciliation of proper release has occurred.**
- 5. This process will be considered as an event that must be filed into ChildPlus. A screen shot of the texts, pictures, names and copy of picture ID are to be recorded in ChildPlus under the Notes Tab entitled, Emergency Child Release.**

**CHILDREN UNABLE TO BE DELIVERED TO THEIR HOME**

1. Whenever a driver arrives at a child's bus stop/home and no authorized adult is there to receive the child, the driver/monitor will attempt to contact the parent/authorized adult or call their school district dispatch. Once the communication is done, the driver will continue the route and may circle back to the child's home at the end of the route to determine if parent/authorized adult may be at the stop/home to receive the child.
2. The school dispatch will attempt to contact the parent/authorized adult(s) on the Contact Sheet. If we fail to reach any persons on the contact list, then the child is returned back to a designated site per their individualized district location, Head Start staff will notify the Program Manager immediately.
3. In some emergency situations an unauthorized adult will be needed to receiving the child. The safety of the child must be maintained by ensuring all unauthorized emergency contact name's are properly cleared by the parent and staff before the child(ren) is released.
4. Should it be necessary to release the child(ren) to an unauthorized adult (someone not on the current contact list) we will follow the same procedure set forth as for the release from a classroom to an unauthorized adult previously prescribed and the process will be documented in the family Notes Emergency Child Release tab of ChildPlus as previously described.
5. IF ATTEMPTS TO REACH A CONTACT ADULT ARE UNSUCCESSFUL, AFTER one hour from child's dismissal time (if self-transported) or 30 minutes from time of scheduled drop-off (if bus transported) the Police will be called to request a wellness check at the home of the child.



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### **FOLLOW-UP PROCESS AFTER THE EVENT IS RESOLVED**

1. The first time a parent/guardian is not available to pick up the child, the Family and Community Specialist (FACS) or other available staff will call the parent/guardian to follow-up concerning the circumstances of the event.
2. The follow-up will include a Review Head Start's Transportation Policy, the Parent Notification and identify the barriers and work on resolving the problem.
3. All attempts to correct the problem will be recorded in Child Plus under Family Case Notes (under Event: Child Returned to School).
4. If the parent/guardian is not available to pick up the child a second time, the FACS/or Head Start staff at that particular site will report the incident via the Parent Notification Form (copy given to parent and Head Start copy is uploaded into the ChildPlus system with the Family Case Notes. Family and Community Specialists (FACS) will contact the Transportation Manager / Family Engagement Manager/ Program Manager and the parents to conduct a Transportation SAT meeting to create an action plan.
5. If the parent/guardian is not available to pick up the child a third time or more, another Transportation SAT meeting will be scheduled and action plan will be revised as needed.
6. If a child is not picked up on-time, the same procedures apply as. See above steps.

### **Self-Transport by parents or Childcare Centers:**

1. If a parent chooses to attend another site other than the one designated (by home/daycare address), they are required to self-transport. They will be assisted by FACS to complete a Change of Status Form (COS).
2. Parents/childcare center staff will be required to sign-in/sign-out the Head Start Child at the center with a Head Start staff person.
3. The Management Team in connection with the Transportation Manager will have a plan to ensure that at least one staff person will be at the site until the bus route is complete and self-transporters are picked up.

### **Parent Understanding Safety Procedures:**

1. To ensure each parent understands Head Start's policy regarding transportation, the policy will be explained during the parent orientation and follow-up during the school year site meetings.

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2. "Safety Sam Transportation" Curriculum will be presented to all parents who will participate in the training via Home Visit, Site Meetings, and Parent/Teacher Conferences and letters.
3. Children may be released to a verified authorized person by the bus monitor and/or bus driver. The parent must have the person's name on file with the Head Start Office.
4. Parents (including those self-transporting) will be asked to sign to verify that they have read, understand and agree with the policy written in the Parent Handbook.
5. In cases of emergencies, parents will be instructed to call the classroom or main office before the bus leaves the child's school.
6. In cases where the parent/guardian is not available to receive the child off the bus, the bus driver/monitor will notify the dispatcher, and continue to ride the route and local Head Start staff attempt to make contact with the parents.
7. If all attempts to contact the parent/guardian fails, then the child is returned back to pre-agreed upon location and Head Start staff will continue to call contact list until such time is determined, that no contact can be made with parent or guardian After extenuating circumstances or known history has been considered, Police will be contacted after one hour upon the dismissal or drive time.
8. All transportation issues will be documented in the enrollment section of ChildPlus.

### **Waiver for Bus Monitor Escorts for Hand to Hand Contact up to the Door**

These are some criteria but not limited to when a waiver may be granted for bus to door service. Some of the criteria maybe a medical need like bed rest or some form of surgery (Needs Dr. Note), Daycare ratio, Immobility Handicap i.e. a walker, wheelchair or other physical handicap. All waivers are subject to the decision of the Executive Director on case by case bases.

1. The parent must first submit a statement as to why they need the waiver to their FACS who will send it to their Program Manager, who will then forward it to the Transportation Manager.
2. The Transportation Manager will fill out the waiver request form and submit it to the Executive Director for approval. If the Executive Director signs the waiver the Transportation Manager will send it back to the Program Manager, who will give it to the FACS to have the parent and whoever else that will be involved in this transaction sign that they agree to the conditions stated on the waiver.
3. The FACS will make two copies one for the family and one to send to the Transportation Manager.
4. The FACS will put the original copy in the Head Start child's file.

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5. The Transportation Manager will forward a copy to the corresponding school District. If the Executive Director signs the waiver the Transportation Manager will send it back to the Program Manager, who then will give it to the FACS who will have the parent and the child whose name is on the waiver sign that they agree to the conditions stated on the waiver. The FACS will make two copies one for the family and one to send to the Transportation Manager. The FACS will put the original copy in the Head Start child file. The Transportation Manager will forward a copy to the corresponding school District. FACS must also document all steps in Child Plus. All Bus Monitor Escorts must implement the Hand to Hand contact procedure from the bus to the door.

### MONITORING UNAUTHORIZED RELEASE:

- The FACS Manager will print the Emergency Child Release report **weekly**.
- The report will provide copies of all documentation so that monitors can ensure that children's safety remains the priority during the releasing of children in emergency situations.
- The Emergency Child Release notes report will be generated to see if we have any kind of developed needs, patterns or trends. (geographically or among specific families)
- The monthly report time may be adjusted if any patterns indicate a need for reports more or less often or if they need adjusting for specific times of the year. (i.e. beginning of school, different seasons, etc.)
- The Emergency Child Release Notes will also assist in determining how many SAT meetings were needed to assist families and their outcomes for a child(ren) who was undeliverable.
- The report will become part of the Self-Assessment tool to determine if any plans need to be developed to improve the number of unauthorized emergency pick-ups. Additionally, it can be determined how many times families have to repeat the process and if Head Start Teachers, FACS or the Mental Health Team are able to assist the family in developing better plans for receiving their children.
- The FACS Manager will review the report and provide a summarized recommendation for any identified problems or trends.
- The Executive Director will review the reports, summary and recommendation and pass along any concerns to the Board of Directors and the Policy Council.

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### PROCESS FOR RANDOM BUS MONITORING:

Separate from regularly scheduled bus monitoring the Transportation Manager will plan **Random Bus Monitoring**:

- **TIMEFRAME:** Two random bus routes per week until November 15<sup>th</sup> and then two buses per month.
- **COMMUNICATION:** The Transportation Manager shall notify the Executive Director of days and routes that are to have the random rides. This notification will serve as a method of monitoring who and when to random monitoring has occurred. This ride along monitoring shall not be announced or prescheduled with drivers or bus monitors so that it is truly random for the driver and bus monitor.
- **MONITORING PROTOCOL:**
  1. **The Transportation Manager shall ensure that all pick-up and/or drop off protocols are being followed.**
  2. **The monitoring process will use the same Step By Step Transportation Protocol used on a regularly scheduled monitoring ride along.**
  3. **While all safety items are important on the Protocol, the emphasis during a random ride along is primarily to see if children are properly being on-boarded and/or off-boarded and see that all children are properly seated according to the Policies and Procedures.**
  4. **The monitoring process will ensure that drivers, bus monitors, FACS and teachers conduct face to face child exchanges and the proper use of bus manifests and contact sheets.**

**Should the monitoring reveal any failures to follow policies and procedures a review of such policies will be done along with disciplinary action. All violations are subject to progressive discipline practices to include termination based on the level of the infraction.**

**The driver and monitor shall sign and date the Random Monitoring Form indicating that it was conducted and acknowledging the results.**

**All monitoring reports and policy violations are to be reported to the Executive Director for review and final rule of the severity of the policy violation and status of the employee before action is taken by the HR Manager.**

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<b>Policy #5</b>	
<b>Performance Standard: 1302.90</b> (b)(1)(i)(ii)(2)(i)(ii), (c),(d) <b>Performance Standard: 1303.72</b> <b>Indiana Child Care: 470 IAC 3-4.7-72</b> (A),(B),(C),(G),(K)(4) (A), (B),(C),(D),(E),(F),(G) <b>470 IAC 3-4.7-74</b> (2) (A),(B),(D), (E); (7), (d) (1), (2), (3), (4), (5), (6),	<b>Effective Date: November 6, 2017</b> <b>Revised: 2/12/20 Revised 6/20/22, 6/1/23</b> <b>8/27/23</b>

**1303.90 Personnel policies.**

(b) Background checks and selection procedures.

- (1) Before a person is hired, directly or through contract, including transportation staff and contractors, a program must conduct an interview, verify references, conduct a sex offender registry check and obtain one of the following:
  - (i) State or tribal criminal history records, including fingerprint checks; or,
  - (ii) Federal Bureau of Investigation criminal history records, including fingerprint checks.
- (2) A program has 90 days after an employee is hired to complete the background check process by obtaining•
  - (iii) Whichever check listed in paragraph (b)(1) of this section was not obtained prior to the date of hire; and,
  - (iv) Child abuse and neglect state registry check, if available.

**POLICY**

**Bus Driver and Monitor Hiring Standards, Obligations, and Training**

Each Consortium Transportation Department providing transportation services must ensure that there is an applicant review process for use in hiring drivers and monitors. Applicants for each position must be advised of the specific background checks required at the time application is made, and that there are criteria for the rejection of unacceptable applicants. The applicant review procedure must include specific criteria.

**PROCEDURE: For Hire/On-Boarding:**

- An application form is completed.
- After interviewing the candidates, references are checked.
- Applicant’s credentials are verified along with IDOT physical.
- Applicants must go through a drug screen, criminal background check.

# ELKHART AND ST. JOSEPH COUNTIES HEAD START CONSORTIUM 2023-2024 SAFETY PLAN FOR DEFICIENCY #1

## AUTHORIZED RELEASE OF A CHILD

Final 9/8/23KG

9/13/23 GR

9/19/23 KG

- Once hired, applicant is provided training in civil rights, child abuse and neglect, Code of Conduct, bus manifest (hand to hand contact) basic Child Development and Stress Management.
- Applicant is placed into position to begin work.

### **PROCEDURES FOR TRAINING: For all drivers and bus monitors**

All bus drivers and monitors will receive the following training prior to riding/driving the Head Start Buses:

- Final Rule
- Bus Manifest (Rosters) (Hand to Hand Contact and custody between transportation and staff or parents)
- **Authorized release of children.**
- Routing Procedures and Communication
- Health and Safety Procedures to include med bags transfers
- Wrist Band Protocol
- Policies and Procedures per this manual
- Bus Assessment Tool Protocol
- Code of Conduct
- Child Abuse and Neglect
- CPR/FA (both drivers and monitors)
- Stress Management
- Child Development and curriculum (Safety Sam) appropriate songs.
- COVID19 Policy and Procedures

### **MONITORING:**

- Sign in Sheets
- Observations –Bus Assessment Tool (BAT)
- CPR/FA Certificates
- Signed Forms

### **Procedures for training teachers, teacher assistants, PARAs and FACS Staff:**

- Final Rule
- Bus Manifest (Rosters) (Hand to Hand Contact and custody between transportation and staff or parents)
- Routing Procedures and Communication
- Wrist Band Protocol
- Health and Safety Procedures to include med bags transfers
- Policies and Procedures per this manual
- Bus Assessment Tool Protocol
- Code of Conduct
- Child Abuse and Neglect
- CPR/FA
- Stress Management

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- Child Development and curriculum (Safety Sam) appropriate songs.
- **COVID 19 Policy and Procedures**

**MONITOR:**

- Copy of Staff Sign -in Sheets
- Observations Bus Assessment Tools (BAT)
- Copy of CPR/FA Certificate
- Signed Forms
- Lesson Plans

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<b>Policy #6</b>	
<b>No Performance Standard Requirements</b>	<b>Effective Date: November 7, 2016</b>
<b>Internal Policy and Procedure</b>	<b>Revised 2/12/2020 Revised 6/20/22,</b>

**Change of Status**

**POLICY:**

A Change of Status (COS) must be completed any time the Head Start information on a child or family changes. This could include, but is not limited to address changes, phone numbers, child care provider, enrollment status, transfers, medical changes or EHS requirements (pregnancy and baby weight).

**PROCEDURE:**

1. CONTACT CHANGE PROCEDURE (FACS): In the event that there is a contact change. The Parent will complete the COS form for a Contact Change.
  2. The FACS will collect the COS with the parental signature, and sign the COS. The FACS will then immediately go into Child Plus and submit the change. The FACS will then convert the contact form to a PDF and email the ERSEA Manager.
    1. The ERSEA Manager will then email the Transportation Director the contact change list for child affected.
    2. Transportation Director will then give those revised contact changes to their Drivers and Monitors for their records.
  3. OTHER COS CHANGES: Parents will complete the COS with signature, the FACS will then sign, make changes in Child Plus and email the completed form to the ERSEA Manager.
    - (a) The ERSEA Manager will then email the completed COS to the Transportation Director and they will fill out the Transportation Use- Only section of the COS and email the signed portion back to the ERSEA Manager. *This should all occur within 24 hours of receipt of the COS Form.*
    - (b) Transportation Director will then give that change to their Head Start Driver and Monitor for their records.
    - (c) The ERSEA Manager will then update Child Plus from the approved COS.
    - (d) The ERSEA Manager will then email Head Start and Transportation Staff confirming the changes.
    - (e) FACS then attaches that email to original form and places in child's file.
    - (f) When a child is terminated or abandoned the completed COS form must include the last day of class attendance.
    - (g) All Children must be medically cleared prior to riding the bus.

**MONITORING:**

- COS Forms will be periodically reviewed by a designated reviewer and compared to enrollment, attendance forms to ensure completeness of process.





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	<p>give to teachers to file in the child's file.</p> <p>5. Program Managers will review the child's file once in the morning to ensure all contact information available to teachers in case of an emergency.</p>		





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	<p>child who is sick.</p> <p>6. The Parent/authorized person will show ID to the teaching staff.</p> <p>7. Teaching staff will verify the individual using the Contact Sheet Form.</p> <p>8. Teacher will release the child to the parent.</p> <p><b><u>Verification for the release of a child to an Unauthorized Contact:</u></b> If a parent/authorized adult is not able to come to the school to pick up the child the following procedure will be implemented.</p> <p>1. Parent/authorized adult will need to contact the FACS in writing (text, email) and give them the name of the person they will be sending to pick up the child.</p>		

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	<p>2. The FACS will notify the Program Manager if an unauthorized person is picking up the child to verify the change in status has occurred.</p> <p>3. The FACS will meet the person who is not on the contact list before releasing the child to verify the information using the Photo ID of the person the parent/authorized adult is allowing to pick up the child.</p> <p>4. The written verification and copy of the photo ID will be entered into ChildPlus under the case note tab as a document for future reference.</p> <p>5. The person will need to sign-out the child using the sign-out sheet located in the classroom.</p> <p>6. FACS will contact</p>		

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	parent/authorized person indicating the child was picked up and the release is completed.		

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**HEALTH POLICY FOR EXCLUSIONS AND SENDING A CHILD HOME DUE TO ILLNESS**

**SUBJECT: Conditions of Short-Term Exclusion and Admittance  
(Separate for pandemic exclusions)**

**OBJECTIVE:** To ensure the safety and health of staff and other children, a child may be temporarily dismissed a child from the classroom if their condition poses a health hazard. To ensure that children with special medical/medication requirements are considered for admission and receive needed support.

**SUBJECT: Personal Protection/Exposure Control Plan  
(Separate from the Pandemic Procedure)**

**OBJECTIVE:** To ensure that all staff are trained on and informed of effective implementation of an exposure control plan and personal protection procedures.

**PROCEDURE:** The agency will ensure that personal protective equipment is issued and readily accessible to staff with the potential for exposure to bodily fluids.

- Non-porous gloves are in Universal Precaution kits, every classroom, bus, and are worn by staff when they are in contact with spills, blood, or other bodily fluids.
- Spills of bodily fluids will be cleaned and the area disinfected immediately. All materials used to clean the area must also be placed in Universal Precautions trash bag.
- Staff will prepare soapy water and sanitizer solution daily, and as needed for the classroom.
- Cleaning materials are stored and locked away from areas used by children.



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**PROCEDURE FOR RELEASING A CHILD WHO IS SUSPECTED TO HAVE A  
COMMUNICABLE ILLNESS OR BECOMES SICK WHILE UNDER OUR CARE**

**Authorized Release of child :**

1. The Teacher will contact the Health Manager and/or Program Manager.
2. The Health Manager and Program Manager will assess the situation and give directives to the teaching staff, based on the recommendations from the Health Manager.
3. FACS/Staff will contact the parent informing them to pick up their child due to illness.
4. The Parent/authorized adult contact will come to the school to sign-out the child who needs to be picked up at school.
5. The Parent/authorized adult will show Photo ID to the teaching staff or staff.
6. Teaching staff will verify the individual using the Contact Sheet Form 1520.
7. Teacher will release the child to the parent/authorized adult.

**Verification for the release of a child to an Unauthorized Contact:**

If a parent/authorized adult is not able to come to the school to pick up the child the following procedure will be implemented.

1. Parent/authorized adult will need to contact the FACS in writing (text, email) and give them the name of the person they will be sending to pick up the child.
2. The FACS will notify the Program Manager if an unauthorized person is picking up the child to verify the change in status has occurred.
3. The FACS will meet the person who is not on the contact list before releasing the child to verify the information using the Photo ID of the person the parent/authorized adult is allowing to pick up the child.
4. The written verification and copy of the photo ID will be entered into ChildPlus under the case note tab as a document for future reference.
5. The person will need to sign-out the child using the sign-out sheet located in the classroom.
6. FACS will contact parent/authorized person indicating the child was picked up and the release is completed.