Safe Environments

Preschool Services

Safe Environments Handbook Contents

Emergency Procedures and Drills

Active Supervision

Communication Devices

Child Incident Report

Internal Incident Review Process

Items Prohibited in the Classroom

Classroom Playground and Safety

Child Emergency Card and Name tags

Bus Safety

Reporting Unusual Incidents and Suspected Child Abuse

Storage and Labeling

Emergency Procedures & Drills

Overview

Purpose

The purpose of this policy is to ensure the safety of children and staff and establish procedures for emergencies and preparation drills.

Reference

The policies and regulations referenced are:

- Head Start Performance Standards: §1302.47 (a)(7)(i)(8), 1302.47(1)(vi). 1302.47 (a)(b)(7)(i)(ii), 1302.47 (a)(b)(7)(i)(8), 1304.22 (a), 1304.22(f)(2), 1304.22
- Community Care Licensing Title 22:§13131, 101229

Policy overview

The following is an overview of the policy:

- Identify all known dangerous areas and remove hazards within the center environment.
- Keep first aid kits accessible to staff but inaccessible to children.
- Post a copy of emergency procedures and escape routes in every classroom.
- In emergency situations only, authorization is granted to Site Supervisors or designees to request repairs from vendors only for the preservation of life or property
- Follow all lock-down procedures during any event that requires a lock-down of the facility such as shooting, hostage incident, or intruder.
- Perform unannounced evacuation drills at least once a month at varying times of the day.
- Maintain the records of evacuation drills for the on-site inspection and review of Licensing.
- Refer to the center's disaster plan for assignments during an emergency.
- In October, PSD participates in the Countywide Shakeout earthquake drill.
- The first fire drill must be conducted within 10 days of the beginning of class.

Continued on next page

Overview, Continued

Contents

The following is a table of contents.

Topic	See Page
Staff Safety	3
First Aid Kits	4
Emergency Procedures Policy	5
After-Hours Emergency Policy	6
Lock-Down	8
Fire Drills	9
Earthquake Drills	11
CA Shakeout Drill	13
Drill Log	16
LIC 610	18
Appendix: After-hours Emergency Contacts	19

Staff Safety

Policy

Identify all known dangerous areas and remove hazards within the center environment. All staff is responsible for the safety of the area.

Daily safety check

Conduct a safety check of the facility daily. A staff member is designated by the Site Supervisor.

Notify the Site Supervisor verbally and in writing of unsafe areas. Use the Unsafe Condition Report.

Staff injury

Complete the following if a staff injury occurs at the center.

Step	Action
1	Notify the Site Supervisor immediately.
2	• Administer first aid • Note on the first aid log
3	If the person needs emergency help, call 911; do NOT transport the injured person.

Staff injury paperwork

The Site Supervisor or person in charge completes the following after a staff injury:

- Report of Accident form 5020
- Accident Investigation Report
- Workers Compensation form DWC1
- Incident report

Refer to the Supervisor's Health and Safety Handbook for a complete listing of mandatory forms.

Personal liability

All Supervisors should be aware that there is potential for personal liability for failing to report a work-related injury at their earliest knowledge of the injury.

First Aid Kits

Policy

Keep first aid kits accessible to staff but inaccessible to children. Place a first aid kit in every classroom and outside in the playground at every site. Take a first aid kit on all field trips and outings.

It is encouraged for staff to make up first aid kits to take out to the playground because it prevents the teacher from leaving the playground to get supplies in an emergency.

Contents

The Logistics & Maintenance (L&M) staff provides metal kit boxes and all supplies.
The following are the required contents of a first aid kit.

• A current edition of a first aid manual • Sterile first aid dressings 4x4guaze pads for covering cuts, scrapes and burns	• Adhesive tape • Scissors • Thermometer • Bandages or roller bandages	• Gloves • Cold compresses • Triangular bandages • First aid kit checklist

The Site Supervisor or Lead Teacher initials the checklist monthly.

Stocking a kit

To access items easily, keep the first aid kit well stocked, but not overstocked.

Expiration dates

Check all supplies at inventory time to ensure that they are dry, intact, and have not expired. Expiration dates are on not only liquid items, but dry items such as gauze.

Flashlights

Licensing requires that emergency lighting is available. Keep a flashlight near every first aid kit for easy access. Flashlights are ordered from L&M staff.

Other supplies

The Earthquake/Disaster Emergency Kits have many more supplies such as ointments, water, food, and blankets; these are available for a true disaster. The classroom first aid kits are pared down to essential emergency supplies.

Emergency Procedures Policy

Evacuation	Post a copy of emergency procedures in every classroom. Post an evacuation map for the center in every room with escape routes marked to indicate the evacuation route from the room.
Fire drill timeframe	The first fire drill of each school year must be conducted within 10 days of the beginning of class.
Drills	Fire, earthquake, lock down, and other appropriate emergency drills should be conducted monthly. Use the Drill Log to document drills.
Emergency cards	In case of any emergency, call the parent/guardian and notify the Site Supervisor. At enrollment, emergency card information is collected for each child and updated as needed. The emergency card for each child is kept in a locked cabinet.
Phone	Addresses and telephone numbers of the local emergency response systems should be posted next to every telephone.
Universal Precautions	Follow Universal Precautions as needed such as gloves, hand washing, and proper disposal of contaminated wastes.
Training	Train all center staff on emergency procedures, center-specific policies, and evacuation plans. Train staff annually and observe policy on reporting suspected case of child abuse or neglect.

After-Hours Emergency Policy

Decision making

This policy is intended to be general in its application in order to provide for flexibility in decision-making.

Purchases

In emergency situations only, authorization is granted to Site Supervisors or designees to request repairs from building management ONLY for the preservation of life or property if:

- Finance is not immediately available
- You cannot reach:
  - your immediate supervisor
  - the Facility Maintenance Supervisors
- The item(s) are necessary for continued operation of the facility, and undue delay would cause substantial loss to the County

Examples

The following are examples of after-hours emergencies.

- The building cannot be secured due to a broken door or window.
- The alarm is broken and cannot be set.
- There are plumbing issues that can result in water damage if left over night.

Extensive damage

If it appears the building has been damaged to the extent that normal operations cannot be conducted the next business day, notify the Deputy Director of Operations and your Manager the first business day.

Continued on next page

After-Hours Emergency Policy, Continued

After the repair

After the repair is completed:

- Notify Facility Maintenance supervisor to discuss damages and receive further assistance if needed
- Send a copy of the receipt to the Administration Office with:
  - Building Managers name
  - Telephone number and address
  - Work performed

Landlord

The Landlord is notified of necessary repairs as soon as practical.

Lock-Down

Policy

PSD staff follows all lock-down procedures during any event that requires a lock-down of the facility such as shooting, hostage incident, or intruder.

Perform a lock-down drill monthly at each site.

Lock-down process

The following is the lock-down process.

Who	Does What
Site Supervisor	• Announces the lock-down over the Public Address system on advice of authorities • Makes the alert using a pre-selected code, word, or sound • Calls the Program Manager, Deputy Director, or PSD Human Resource Officer • Contacts local Police Department to ensure they are aware of the PSD school site locations
Custodian or designee	• Secures building entrances • Ensures that no individual leaves or enters the building
Teaching staff	• Keeps children in classrooms or other designated locations that are safe, away from danger, and supervised at all times • Checks and counts children • Ensures the sigh-in/out sheet matches the number of children present • Locks the classroom, dims the lights, and pulls the window shades • Engages the children in quiet story time activities
Site Supervisor	• Communicates with Administration for updates • Notifies staff when lock-down is lifted by law enforcement or authority in charge • Informs the Program Manager and administration of the clearance
Staff	Calls parents and informs them the lock-down is cleared for pick up or drop off of children

Lock-down at Admin & L&M

If there is a mandated lock-down at Administration or Logistics & Maintenance (L&M) building, staff follows the directives from the building coordinator and the law enforcement authority in charge of the situation.

Fire Drills

Policy	PSD policy on fire drills is that staff: • The first fire drill of each school year must be conducted within 10 days of the beginning of class. • Performs unannounced evacuation drills at least once a month at varying times of the day. • Maintains the records of evacuation drills for the on-site inspection and review of Licensing. • Refers to their center's disaster plan for their assignments during an emergency.
Who participates?	Anyone who is on site at the time of the drill will participate in the drill.
First aid kits	All first aid kits are marked with a Red Cross sign. First aid kits are located in each classroom on the wall near an exit, in the staff room, and in the Site Supervisor's office.
Evacuation plan	The evacuation plan is located near the exit of the classroom and shows the evacuation area.
Recall and reentry	Use an electrically or mechanically operated signal to recall participants after an evacuation. The recall signal should be: • Separate and distinct from the signal used to initiate the evacuation. • Manually operated and under the control of the person in charge of the premises or the official in charge of the incident. All participants will not reenter the premises until authorized to do so by the official in charge.

Continued on next page

Fire Drills, Continued

Evacuating: inside the building

The following is the evacuation process for when staff/children are inside the building.

Who	Does What
Site Supervisor	Uses a real bell or the fire alarm testing system to signal the drill is beginning.
Teachers, Teacher Assistants, and Volunteers	Directs the children to walk, not run, out of the classroom to their evacuation area using the evacuation plan or safest route.
Teacher	Takes the sign-in/out book.
Teacher Assistant	Takes the flashlight and first aid kit.
Center Clerk	Takes children/staff emergency cards and portable phone.
Site Supervisor	Takes the first aid kit, walkie-talkie, ham radio, and Nextel phone.
Site Supervisor or Teacher	• Checks that all children and adults are safely out of the building • Takes roll call and accounts for all people when in a safe place, in the pre-designated place away from the building.
Site Supervisor	Inspects the building for safety prior to returning inside.
Site Supervisor	Gives the "all-clear" so that everyone can reenter the building.

Evacuating: outside the building

The following is the evacuation procedure for when staff/children are outside the building.

Step	Action
1	Move away from buildings.
2	Walk; do not run, to the designated evacuation area.
3	Take a head count and account for any missing staff/children.
4	Wait for instructions and the signal from the Site Supervisor before entering the building.

Earthquake Drills

Policy	PSD policy on earthquake drills is that staff: • Performs unannounced evacuation drills at least once a month at varying times of the day. • Maintains the records of evacuation drills for the on-site inspection and review of Licensing. • Refers to their center's disaster plan for their assignments during an emergency.
Who participates?	Anyone who is on site at the time of the drill will participate in the drill.
First aid kits	All first aid kits are marked with a Red Cross sign. First aid kits are located in each classroom on the wall near an exit, in the staff room, and in the Site Supervisor's office.
Duck, cover, hold	Duck, cover, and hold refers to the practice of ducking under a table or safe place, holding your hands to cover the head and neck, and holding on to something sturdy.
What to avoid	Avoid windows, heavy light fixtures, glass, and other falling objects.

Continued on next page

Earthquake Drills, Continued

Inside the building

The following is the process for when staff/children are inside the building.

Who	Does What
Teachers, Teacher Assistants, and Volunteers	• Directs the children to crawl under a table, crouch on knees, and use hands to cover head and neck. • Directs adults to crawl under tables or stand in the doorframe or the safest location where you may still see the children. Duck, cover, hold. • When movement is over, lead the children outside of the building.
Teacher	Takes the sign-in/out book.
Teacher Assistant	Takes the flashlight and first aid kit.
Center Clerk	Takes children/staff emergency cards and portable phone.
Site Supervisor	Takes the first aid kit, walkie-talkie, ham radio, and Nextel phone.
Site Supervisor or Teacher	• Checks that all children and adults are safely out of the building • Takes roll call and account for all people in the pre-designated place away from the building
Site Supervisor	Inspects the building for safety prior to returning inside.
Site Supervisor	Gives the “all-clear” so that everyone can reenter the building.

Evacuating from outside the building

The following is the evacuation procedure for when staff/children are outside the building.

Step	Action
1	Move away from buildings, trees, and overhead wires.
2	Walk; do not run, to an open area.
3	Take a head count and account for any missing staff/children.
4	Wait for instructions from the Site Supervisor before entering the building.

CA Shakeout Drill

Purpose

The purpose of the CA Shakeout drill is to prepare for an emergency/disaster crisis situation as governed by the Standard Emergency Management System (SEMS) and National Incident Management System (NIMS)

Policy

In October, PSD participates in the Countywide Shakeout earthquake drill. All PSD sites conduct an emergency/disaster drill the same day and time a specified by the County each year.

In case of emergency

In case of an actual emergency, the site staff contacts their Program Manager or their Supervisor. Adhere to safety first and use your best judgement based on the situation.

Full participation

All staff, visitors, volunteers, and others present at the site are expected to participate in the California Shakeout drill. Site Supervisors must carefully adhere to the instructions in this document.

Group talk feature

The group talk feature is used by the Deputy Director and it is not to be used to contact the Program Manager or Designated Contact.

Shakeout process

The following is the California Shakeout Process.

Who	Does What
Deputy Director	• Contacts the sites using the group talk feature the morning of the drill to alert the sites to start the Shakeout drill • Asks site staff to adhere to their regular Earthquake/Fire drill procedure when participating in the October Shakeout drill
Safety Coordinator	Contacts the sites for safety updates as soon as the “all clear” signal is received from the Administration building safety coordinator
Designated Contact	Calls the sites in alphabetical order for follow-up and needed updates
Site Supervisors	• Takes an accurate roll call • Ensures that all present at the site are signed-in

Continued on next page

CA Shakeout Drill, Continued

Designated Contacts

The Manager is the designated person in charge during the California Shakeout earthquake drill. Each site is required to check in with their Manager at the end of the drill.

HAM radio equipment

The HAM radios have the following equipment:

• HAM radio • Base-station	• Tripod • Antenna	• 75 foot co-axle cable

Setting up

The HAM radio is already mounted on the top of the Base-station. ***Important:*** Use the HAM radio outdoors away from children, telephone poles, and trees. Use the following to set up the HAM radio.

Step	Action
1	Connect the 75 foot co-axle cable to the back of the base-station
2	Place the antenna on top of the tripod ***Caution***: the antenna generates a small amount of heat due to the 50 watts output of the base-station
3	Use a basic patio umbrella-base to stabilize and secure the tripod and the antenna
4	Connect the electrical to a generator, 12-volt car battery, or an outlet outside a building

Continued on next page

CA Shakeout Drill, Continued

Generators	Ensure that the emergency generator is in good working condition and the siphoning hose is located in a place easy to access in time of need.
Emergency / Disaster kits	Check the Emergency/Disaster kits for expiration and needed inventory/restocking. Check periodically or as specified on the Safe Environments Checklist.
First Aid kits	Check the first aid kits and restock as stated on the Safe Environments Checklist to adequate inventory of the first aid kits. Always remember to complete the first aid kit inventory card for record keeping and tracking.
Site Emergency / Disaster plan	Site Supervisors must ensure all phone numbers listed on the Emergency/Disaster plan form (LID-610) are current and working.

Drill Log

Drill Log

Use the Drill Log to document fire, lock down, and earthquake drills. Use this form once a month.

County of San Bernardino Preschool Services Department

FIRE, LOCK-DOWN, AND EARTHQUAKE DRILL LOG

Site:_____ Date of drill:_____ Time of drill:_____

Type of drill (please circle one):

FIRE LOCK-DOWN EARTHQUAKE OTHER_____

Conduct first emergency evacuation drill within 10 days of class start date

Name of staff conducting drill:_____

Notification method used:_____

Employees on duty and participating in drill (please add additional staff on page 2):

Name	Name

Number of occupants evacuated:_____ Total time to complete evacuation:_____

Special conditions simulated:_____

Problems encountered:_____

Weather conditions during evacuation:_____

FIRE, LOCK-DOWN, AND EARTHQUAKE DRILL LOG 103 (03.2022) V1 Page 1 of 2

Continued on next page

Drill Log, Continued

Drill log page 2

The following is page 2 of the Drill Log.

County of San Bernardino Preschool Services Department

Employees on duty and participating in drill:

Name	Name

LIC 610

LIC 610 form

The following is the LIC 610 Emergency Disaster Plan for Child Care Centers.

STATE OF CALIFORNIA - HEALTH AND HUMAN SERVICES AGENCY

CALIFORNIA DEPARTMENT OF SOCIAL SERVICES

EMERGENCY DISASTER PLAN FOR CHILD CARE CENTERS

INSTRUCTIONS:
Post a copy in a prominent location in facility, near telephone.
Licensee is responsible for updating information as required.
Return a copy to the licensing office.

NAME OF FACILITY	ADMINISTRATOR OF FACILITY
FACILITY ADDRESS (NUMBER, STREET, CITY, STATE, ZIP CODE)	TELEPHONE NUMBER ( )

I. ASSIGNMENTS DURING AN EMERGENCY (USE REVERSE SIDE IF ADDITIONAL SPACE IS REQUIRED)

NAME(S) OF STAFF	TITLE	ASSIGNMENT
1.		DIRECT EVACUATION AND PERSON COUNT
2.		HANDLE FIRST AID
3.		TELEPHONE EMERGENCY NUMBERS
4.		TRANSPORTATION
5.		OTHER (DESCRIBE)
6.		

II. EMERGENCY NAMES AND TELEPHONE NUMBERS (IN ADDITION TO 9-1-1)

POLICE OR SHERIFF	OFFICE OF EMERGENCY SERVICES
RED CROSS	POISON CONTROL
HOSPITAL(S)	OTHER AGENCY/PERSON
CHILD PROTECTIVE SERVICES	

III. FACILITY EXIT LOCATIONS (USING A COPY OF THE FACILITY SKETCH [LIC 999] INDICATE EXITS BY NUMBER)

1.	2.
3.	4.

IV. TEMPORARY RELOCATION SITE(S) (IF AVAILABLE, SUBMIT LETTER OF PERMISSION FROM RENTER/LEASSOR/MANAGER/PROPERTY OWNER)

NAME	ADDRESS	TELEPHONE NUMBER
		( )
NAME	ADDRESS	TELEPHONE NUMBER
		( )

V. UTILITY SHUT—OFF LOCATIONS (INDICATE LOCATION(S) ON THE FACILITY SKETCH [LIC 999])

ELECTRICITY

WATER

GAS

VI. FIRST AID KIT (LOCATION)

VII. EQUIPMENT

SMOKE DETECTOR LOCATION (IF REQUIRED)

FIRE EXTINGUISHER LOCATION (IF REQUIRED)

TYPE OF FIRE ALARM SOUNDING DEVICE (IF REQUIRED)

LOCATION OF DEVICE

VIII. AFFIRMATION STATEMENT

AS ADMINISTRATOR OF THIS FACILITY, I ASSUME RESPONSIBILITY FOR THIS PLAN FOR PROVIDING EMERGENCY SERVICES AS INDICATED BELOW. I SHALL INSTRUCT ALL CLIENTS/RESIDENTS, AGE AND ABILITIES PERMITTING, ANY STAFF AND/OR HOUSEHOLD MEMBERS AS NEEDED IN THEIR DUTIES AND RESPONSIBILITIES UNDER THIS PLAN.

SIGNATURE	DATE

LIC 610 (10/03) (PUBLIC)

Active Supervision

Overview

Purpose

To provide staff with clear expectations regarding all elements of active supervision of children.

Reference

The policies and regulations referenced are:

- Community Care Licensing (CCL), Title 22 101229(a)(1)
- Head Start Program Performance Standards (HSPPS) 1302.47(b)(5)

Policy overview

The expectation of all staff is to actively supervise children at all times. It is the policy of Preschool Services Department that children are ***never*** to be left alone or unsupervised at any time.

Contents

The following is a table of contents.

Topic	See Page
Safety Policy	2
Safety & the Environment	4
Active Supervision & Counting Children	6
Check for Understanding & Revision History	9
Glossary	10

Safety Policy

Who is responsible?

All staff members are responsible for child safety.

This system ensures all staff, including temps, follow appropriate practices to keep children safe during all activities, including, appropriate indoor and outdoor active supervision of children at all times.

Warning! No child left alone

No child is left without the active supervision of a staff member at any time. Active supervision includes visual and auditory observation.

The licensee provides care and supervision to meet the children's needs and to ensure children are never left alone.

Other safety measures

Preschool Services Department (PSD) developed and implemented a standardized system to ensure child safety that includes:

- all facilities, equipment, and materials
- background checks
- safety training, safety and hygiene practices
- administrative safety procedures

Adult/Child ratio

Teaching staff must ensure that the following teacher/child ratio is maintained at all times:

- Early Head Start Program
  - Birth to 3 years old (1 Adult:4 Children)
- Head Start Program
  - 3- to 4-year-olds (1 Adult: 8 Children)

See Child Ratio Policy for policy on mixed-age groups in double session class.

Continued on next page

Safety during activities

All staff must follow appropriate practices to keep children safe during all activities:

- Actively supervise children at all times using indoor and outdoor guidelines.
- Use safe sleep practices. Ensure all sleeping arrangements for children
  - under 18 months use firm mattresses or cots,
  - under 12 months, soft bedding materials or toys must not be used.
- Release children only to an authorized adult on the Emergency Card.
- Comply with all Standards of Conduct.
- Report suspected or known child abuse and neglect, including compliance with applicable federal, state, local, and tribal laws.

Safety supplies and devices

Each site is equipped with safety supplies that are readily accessible to staff, including, at a minimum;

- fully equipped and up to date first aid kits
- appropriate fire safety supplies
- communication devices, such as walkie-talkies
- locking gates
- chimes on doors
- properly weighted self-closing doors where appropriate

Teacher/Child Interaction

Teaching staff are required to engage and interact with all children. To do this, teachers will:

- Talk with children to learn about each child's individual interests and skills. This will help to predict what activities they will want to participate in and how they will respond.
- Use information from the daily health check (illness, allergies, lack of sleep, lack of food, etc.) to help anticipate children's behavior.
- Use active supervision skills to know when to offer children additional support.
- Use information from IEPs/IFSPs to support or enhance interactions/engagement with the respective children.

Safety & the Environment

Who is responsible?

All staff members are responsible for ensuring the environment is safe.

Guidelines

Environments must meet the following guidelines as per licensing.
Environments must be:

- Clean
- Free from:
  - pollutants, hazards and toxins that are accessible to children
  - pests
  - firearms or other weapons
  - choking, strangulation, electrical, and drowning hazards
  - hazards posed by appliances
  - all other safety hazards
- Designed to
  - prevent child injury
  - separate toileting and diapering areas from areas for preparing food, cooking, eating, or children's activities
- Well lit, including emergency lighting. Even during nap time, rooms should not be so dark that staff cannot see all areas of the classrooms.
- Kept safe through an ongoing system of preventative maintenance

Bathrooms

Staff (Teacher or Aide) who take children to the restroom in groups must ensure that the group of children that remain with the other staff member is within ratio and:

- Do not close bathroom doors.
- Make parents aware of our required obligation to maintain visual observation with children at all times.

Continued on next page

Teaching staff

Teaching staff are expected to:

- Scan and count children using name/face recognition during every transition and change of supervision.
- Communicate out loud with co-teacher the count or what is happening with transitions each time. (Example: "I'm taking Michael, Susie and Vanessa to the bathroom".)
- Set up the environment using zoning strategies to maximize the active supervision of children.
- Position themselves to see and hear children at all times.
- Keep the environment clutter free and open so that children have a clear space to play and staff can observe them.
- Carefully plan their position in the environment to prevent children from harm.
- Ensure there are always clear paths to where children are playing, sleeping, and eating so they may react quickly when necessary.
- Position themselves at the front of the line and another staff member at the end of the line with the children lined-up in between them.

Active Supervision & Counting Children

Important! Purpose

The purpose of this section is to ensure children are actively supervised at all times and are never left alone.

Name/Face recognition

Is a visual identification strategy by which staff account for children under their observation by using the child's name and face as a part of counting during times of transition.

It is not sufficient only to count the number of children; a name to face recognition count is required.

Teaching staff are required to:

- Take attendance by name and face recognition.
- Know the individual children under their supervision and how many children they supervise.

Child name tag

All children must wear a visible identification badge at all times during school hours, which includes the:

- name of their assigned classroom
- teacher's name
- child's name

The nametag should be placed on the back of the child. During naptime, it can be relocated for comfort and reattached after naptime.

When to Check and Count

Actively scan the entire environment to know where everyone is and what they are doing.

Count the children using name/face recognition:

- During every transition
- Change of supervision.

- During meal periods,
- Continuously during outside time,
- Prior to and after each indoor/outdoor transition,
- Transitioning to and from restroom time,
- Transitioning from one area of the classroom to another, and
- Whenever a child arrives or departs

Continued on next page

How to Check and Count

Complete the following to perform a Check and Count.

Step	Action
1	• Determine and communicate the number of children in attendance to the other teacher/staff person present. • Reference the Sign-In Sheet and the Check & Count Board to ensure count is accurate.
2	Conduct a 'sweep' of the indoor or outdoor space for all children before transitioning outdoors or indoors.
3	Call all the children by name. **Note**: When possible, ensure to also engage the children into assisting in the Check and Count.
4	Document child counts on the: • Check & Count Board • Transition Head Count form • Meal Count Sheets
5	Determine and communicate if all the children are accounted for (the counts match) **If ...** / **Then ...** Yes / The Check and Count is complete. No / Search for the identified child immediately and notify all staff to assist in locating the child. Do not leave other children unsupervised while searching for the missing child.

Continued on next page

Relieving staff: counting and communication

At all staffing changes, count the number of children and communicate with all staff and all children to ensure children are kept safe and free from harm. The child counts must be accurate at every transition. Staff must ensure that their counts are accurate and match at each transition.

<table>
<tr><th>Who</th><th>When</th><th>Then</th></tr>
<tr><td>Substitute Staff</td><td>Providing relief</td><td>• Relieves a regular classroom Teacher or Assistant Teacher
• Counts the children</td></tr>
<tr><td>Teacher</td><td>Leaving the classroom</td><td>• Counts the number of children before leaving
• Ensures that the count is in agreement with the substitute
• When there are differences in counts, resolve them by completing another recount to determine if the original count was accurate:
<table>
<tr><th>If</th><th>Then</th></tr>
<tr><td>After recounting all children are present</td><td>No further action is needed as all children are accounted for.</td></tr>
<tr><td>After recounting it is determined a child is missing</td><td>Report immediately to the Site Supervisor for further instructions.</td></tr>
</table></td></tr>
<tr><td>Teacher</td><td>Returning to the classroom</td><td>• Returns to the classroom
• Counts the children before the substitute leaves</td></tr>
<tr><td>Substitute Staff</td><td>Leaving the classroom</td><td>• Counts the children before leaving
• Ensures that the count is in agreement with the Teacher
• When there are differences in counts, resolve them by completing another recount to determine if the original count was accurate:
<table>
<tr><th>If</th><th>Then</th></tr>
<tr><td>After recounting all children are present</td><td>No further action is needed as all children are accounted for.</td></tr>
<tr><td>After recounting it is determined a child is missing</td><td>Report immediately to the Site Supervisor for further instructions.</td></tr>
</table></td></tr>
</table>

Check for Understanding & Revision History

Check for understanding	**Question 1** Why is Active Supervision important? **Question 2** How often do you need to count children every 30 minutes and during transitions?
Revision History	07/13/2023 – Active Supervision, Version 3 06/24/2023 ─ Active Supervision, Version 2 03/05/2018 ─ Active Supervision, Version 1

Glossary

Definitions

Listed below are definitions found in this policy:

Active Supervision – is a child safety strategy in which staff constantly monitor children's whereabouts and activities. Staff will use the active supervision strategies below to make sure children of all ages can explores their environments safely.

Communication Device – Any device used to communicate with other staff members at the site. Examples are walkie talkies, phones, intercom system.

Name-to-face recognition – Is a visual identification strategy by which staff account for children under their observation by using the child's name and face as a part of counting during times of transition.

Physical Environment – The physical surroundings in which a classroom operates, such as physical structures of the school environment, space, equipment, and tools used in sites that a child may have access to both indoors and outdoors.

Staff – All PSD, Consulting, Partners and Contracted staff including Temporary employees and Interns.

Substitute Staff – Any staff member acting in the place of another teacher in the classroom, for any period of time.

Zoning – A tool used to organize the classroom and staff to aid in the active supervision of children.

Continued on next page

Active Supervision Strategies

Active Supervision promotes a safe environment and prevents injuries in small children, staff will use the active supervision strategies below to make sure children of all ages explore their environments safely:

- **Set Up the Environment** — Set up the environment so you can supervise children and are always able to reach them if necessary. Keep spaces clutter-free and place furniture so you can observe the whole room.
- **Position Staff** — Plan where you and other staff position yourselves to see and hear all children. Make sure there are clear paths to where children are playing, sleeping, and eating. This allows you to react quickly when necessary and stay close to children who may need additional support.
- **Scan and Count** — Always be aware of where every child is and what they are doing. Scan the entire environment and count children frequently, especially during transitions when moving from one location to another.
- **Listen** — Listen closely to children to identify signs of potential danger. Specific sounds or the absence of them may be reason for concern. Listen for signs that a child is getting upset or for sounds in the environment, such as bells on the door that alert you when a child leaves or enters the room.
- **Anticipate Children's Behavior** — Use what you know about each child's temperament, developmental abilities, interests, and skills to predict what the child may do next. Pay attention to changes in a child's mood or health and anticipate when they may wander off, get upset, or take a dangerous risk.
- **Engage and Redirect** — Offer support by using what you know about each child's individual needs and development. Encourage children to solve problems on their own and help them develop solutions if needed. Offer different levels of assistance or redirection depending on each child's needs.

Communication Devices

Overview

Purpose

The purpose is to establish a policy regarding the use of communication devices: walkie-talkie, intercoms, and site/classroom phones.

Reference

The policies and regulations referenced are:

- Head Start Performance Standards: § 1302.47(a)(iii)

Policy overview

Personal phone calls are limited to your break time or lunch break. Do not use personal phones or smart watches in the classroom.

Intercoms, walkie-talkies, and classroom phones (if applicable) are only to be used for purposes related to the operations of the center.

An ***emergency*** is an issue requiring immediate action related to the health and safety of a child or adult.

Contents

The following is a table of contents.

Topic	See Page
Phones at Work	2
Communication Devices in the Classroom	3

Phones at Work

Policy	Personal phone calls are limited to your break time or lunch break. Intercoms, walkie-talkies, and classroom phones are only to be used for purposes related to the operations of the center. Do not use personal phones at your workstation. For family/staff emergencies staff must have their phone calls sent to the site office phone number. An ***emergency*** is an issue requiring immediate action related to the health and safety of a child or adult.
Staff compliance	All staff, volunteers, and visitors will comply with this policy at all work location. This includes the sites, Hallmark, Family Learning Centers, and Administrative Offices.
Supervising children	Teaching staff are required to provide full attention to the supervision of the children at all times. Do not use personal phones in the classroom, on the playground, or during work hours. This includes phone calls, texting, the use of earphones e.g. blue tooth, and smart watches. Do not use your personal phone to take pictures of the children.
Courtesy	You are encouraged to take personal phone calls outside or to an area away from others; in common areas, there should be no expectation of privacy. Courtesy and professionalism should be considered when using phones during break and lunch times.

Communication Devices in the Classroom

Policy	Intercoms, walkie-talkies, and land classrooms phones (if applicable) are only to be used for purposes related to the operations of the center.
Examples	Use the land phone in the classroom or walkie-talkie as an intercom for site operations. **Do not** • Do not use the phone to make outgoing calls for personal or other reasons. If a child is sick, let you supervisor know and calls are made in the office. • Do not call for attendance using a communication device.
Phone numbers	Do not give the numbers to classroom phones to anyone at any time. Direct parents to call the office.

Child Incident Report

Overview

Purpose

Grantee and delegate agencies must ensure that effective two-way comprehensive communication between staff and parents is carried out on a regular basis regarding any issue identified with health and safety situations.

Reference

The policies and regulations referenced are:

- Head Start Performance Standards: 1304.20 (c)(1) & (2)

Policy overview

Complete an incident report each time a child is injured at the center, or when they arrive at the center with an injury of any kind.

Contents

The following is a table of contents.

Topic	See Page
Child Incident Report	2
Report Instructions	3

Internal Incident Review Process

Overview

Purpose

The purpose of this policy is to describe the process for reviewing actual and potential violations of Community Care licensing regulations.

Reference

The policies and regulations referenced are:

- Title 22, Article 4 Enforcement Provisions – 101193 Deficiencies in Compliance

All Programs

Policy overview

Preschool Services Department (PSD), in conjunction with Community Care Licensing (CCL) Title 22 Regulations maintains an Incident Review Committee whose purpose is to:

- review actual and potential violations of CCL regulations,
- conduct Informal/Formal conferences with staff to gather facts related to the incident,
- determine the cause of the incident,
- identify strategies to prevent further occurrences, and
- make recommendations on disciplinary actions, if applicable.

Contents

The following is a table of contents.

Topic	See Page
Definitions	2
Internal Incident Review Process	3
Staff Responsibilities	4

Definitions

Deficiency	A ***deficiency*** is a non-compliance with either licensing laws and/or regulations. There are three types of deficiencies: • **Type A Deficiency:** violations that present an immediate or substantial threat to the physical health, mental health, or safety of the children of a childcare center. • **Type B Deficiency:** violations of the regulations and the Health and Safety Code that, without correction, could become a risk to the health, safety, or personal rights of clients. Including a recordkeeping violation that would impact the care of clients and/or protection of their resources, or a violation that would impact those services required to meet clients 'needs. • **Type C Deficiencies:** violations of the regulations that do not present an immediate (Type A) or potential (Type B) negative impact to the health, safety or personal rights of clients in care and where the licensee is in substantial compliance in degree, frequency and intent.
Informal conference	An ***informal conference*** is an unscheduled meeting usually conducted by telephone and/or video conference between participants of the Incident Review Committee, Program Managers and facility staff.
Formal Conference	A ***formal conference*** is a preplanned meeting scheduled in advance, to be conducted at the Administration office in the presence of the Incident Review Committee along with the Program Managers and facility staff.

Internal Incident Review Process

Staff Expectations

All Staff are expected to:

- Participate in an administrative investigation involving any actual or potential laws or regulation violations.
- Be honest, forthcoming and accurate in responses.
- Maintain confidentiality.

The internal incident review process

The following is an overview of the internal incident review process.

Who	Does What	When
Site Supervisor / Lead Teacher	• Investigates the incident • Provides a summary of: – interviews, – violations, and – non-compliance specifics to the Program Manager.	Within 24 hours
Program Manager	• Reviews all documentation • Discusses the incident with the Site Supervisor • Schedules a conference with the Incident Review Committee and notifies participants	Within 72 hours
Incident Review Committee	• Reviews all documentation • Discusses the incident with the Program Manager and Deputy Directors • Conducts the conference with the Incident Review Committee and staff participants • Makes recommendations to the Director, Deputy Directors and Human Resources Department regarding any disciplinary action, if applicable	Within 10 business days

Staff Responsibilities

Site Supervisor/ Lead Teacher

The Site Supervisor or the Lead Teacher is responsible for the following:

- Conducting a thorough investigation within 24 hours of the incident.
- Interviewing and collecting statements of all witnesses in the area where the incident occurred.
- Identifying the law or regulation that has been violated.
- Providing a description of the deficiency stating how the staff failed to comply with the specified law or regulation, to include the:
  - particular place or area of the childcare facility,
  - parties involved, and
  - time of day in which the deficiency occurred.
- Writing a summary of the incident including:
  - the possible cause,
  - potential strategies to prevent further occurrences,
  - a plan of correction,
  - due dates and steps for completing each part of the plan, and
  - any recommended disciplinary actions, if applicable.
- Providing a summary and supporting documentation to the Program Managers.

Program Manager

The Program Manager is responsible for the following:

- Reviewing all supporting documentation within 72 hours of the incident.
- Discussing the facts surrounding the incident with the Site Supervisor and facility staff involved.
- Scheduling an Informal and/or Formal conference with the Incident Review Committee and the facility staff within 10 business days after the incident.
- Notifying facility staff of their upcoming participation in an Informal/Formal conference with the Incident Review Committee.

Continued on next page

Staff Responsibilities, Continued

Incident Review Committee

The Incident Review Committee is responsible for the following:

- Reviewing all supporting documentation regarding the incident within 10 business days following notification of the incident.
- Discussing the facts surrounding the incident with the Program Managers and Deputy Directors.
- Conducting an Informal/Formal conference with the Program Managers and facility staff to discuss the circumstances surrounding the incident and allow staff to formally address their involvement.
- Making a recommendation to the Director, Assistant Director, Deputy Directors and Human Resources Officer regarding any disciplinary action, if applicable.

Items Prohibited in the Classroom

Overview

Purpose

The purpose is to maintain a safe classroom environment.

Reference

The policies and regulations referenced are:

- Head Start Performance Standards: § 1302.47(a)(1)(iii)(iv)(vii)

Policy overview

Maintain a safe classroom environment by keeping prohibited items away from the classroom and children.

Contents

The following is a table of contents.

Topic	See Page
Maintaining a Safe Classroom	2

Maintaining a Safe Classroom

Policy	Maintain a safe classroom environment by keeping prohibited items away from the classroom and children.
Items not for the classroom	The following items are not to be brought into the classroom: • Weapons of any kind, i.e. box cutters and pocket knives • Purses and wallets • Cell phones • Staff medication, prescription or over the counter • Drinks, including water bottles • Food and snacks not provided by Head Start • Cleaning supplies not provided by Head Start, i.e. hand soap, lotions, and air fresheners • Toxic items of any kind i.e. shaving cream
Care of items in the classroom	Although some items are meant to be in the classroom, they need to be used and stored properly, such as: • Brooms and dust pans; keep in a cupboard and inaccessible to children • Adult scissors cannot be within the reach of children • Unnecessary clutter in the staff lounge, office area, classroom, and children's cubbies

Classroom & Playground Safety

Overview

Purpose

The purpose of this policy is to ensure all staff understand how to maintain child safety in the classroom, playground, and at all times.

Reference

The policies and regulations referenced are:

- Head Start Performance Standards: § 1302.47(a)(b)(2)(iii)(v)(5)(iii), 1302.47(a)(1)(iii)(iv)(vii)
- Community Care Licensing Title 22 §101229, 101216.2(e)(1)

Contents

The following is a table of contents.

Topic	See Page
General Safety	2
Classroom Safety	3
Playground Safety	4
Glossary	7

General Safety

Policy overview

The well-being of children should be the highest priority for all PSD staff. Every safety precaution is taken as children are invited to participate in classroom and outdoor activities.

Communication devices

Constant communication between teaching staff is required. Use communication devices, such as walkie-talkies, to communicate with other staff members at the site in case of emergencies, for site notifications and to ensure classroom coverage.

Note: Refer the Communication Devices Policy for more information.

Prohibited items while on tour or duty

Do not bring the following items into the classroom:

- Weapons of any kind, including knives, box cutters, or pepper spray
- Purses or wallets
- Cell phones, smartwatches, or hands-free devices (blue tooth)
- Staff medications/prescriptions or any over the counter medications
- Drinks, including bottled water, or the use of mugs/cups
- Food/snacks not provided by Head Start
- Soaps, lotions, or other cleaning supplies not provided by San Bernardino County
- Shaving cream indoors or outdoors is prohibited
- Push pins
- Staples on boards or walls
- Adult scissors or any scissor not specifically designed for child use

Classroom Safety

Policy	The well-being of children should be the highest priority for all PSD staff. Take every safety precaution as children are invited to participate in classroom activities.
Classroom environment	Prior to the children's arrival, staff complete the Safe Environment – Indoor Daily Checklist and eliminate hazards like sharp objects and broken or defective items from the classroom. Remove clutter and items/supplies not being currently used from all areas of the classroom and site. Place brooms and dustpans in a cupboard out of the reach of children.

Playground Safety

Policy

Children may not be on the playground unless they are actively supervised, and the teacher/child ratio is maintained.

Teachers are expected to talk to, interact with, observe and actively supervise children closely while on the playground.

Environment

Prior to children arriving, staff complete the Safe Environment - Outdoor Daily Checklist and ensure that any broken, damaged, or unsafe material or equipment is removed from the area. Some areas may need cleaning more frequently than others.

Hazards

All staff make periodic checks and keep administrative staff informed as to pieces of playground equipment needing to be repaired or replaced.

If a work order is needed for repairs of equipment, notify appropriate contact person. Under no circumstances should children be allowed to play on broken or damaged equipment. It may be necessary to rope off an area with caution tape if unsafe equipment cannot be removed or replaced immediately.

Zoning

Supervisors are required to make sure that a site-specific Zoning Maps are posted in all classrooms and on playgrounds. Supervisors need to ensure that all teachers (EHS/HS) are complying with the following tasks:

Teachers should station themselves so that they:

- Can see all children using proper zoning
- Are not socializing and standing with another teacher
- Are where the majority of the children are playing, especially where the equipment is enclosed, i.e., outdoor playhouse, tunnels, and top of the slide
- Do not have their backs toward the children
- Are standing, unless engaged in an activity with 8 or more children
- Can actively supervise gross motor activities to prevent accidents and ensure safe, active play
- Can interact with and observe children closely
- Can monitor and redirect children in the use of any equipment
- Anticipate potential safety problems

Continued on next page

Playground Safety, Continued

What to bring

Staff must bring the following items out of the classroom to the playground:

- Sign in/out sheet
- Transition Head Count form
- Medication backpack (must be out of reach of children)
- First aid kit
- Walkie-talkie

What not to bring

Do not bring cell phones or personal items out to the playground.

Leaving the playground

Do not leave your area without a qualified staff person as a replacement; they must meet the qualifications for the position.

Before leaving, communicate with relieving staff.

Teaching on the playground

Use planned activities as learning opportunities to promote positive social interactions, to encourage development, and to promote safety. Teach children safe practices.

Help children learn the safe way to:

- Play on paved areas
- Handle wheel toys
- Follow the safety rules for bikes, such as
  - No bumping
  - No racing
  - All bikes must be going in the same direction at all times
  - Follow traffic signs

Report unsafe or inappropriate behavior

Continued on next page

Check for Understanding & Revision History

Check for understanding	What are the five items that staff must bring with them when going to the playground and why are they important?
Revision history	07/13/2023 – Classroom & Playground Safety, Version 3 6/26/2023 – Classroom & Playground Safety, Version 2 07/10/2019 – Classroom & Playground Safety, Version 1

Glossary

Terms and Definitions

Listed below are terms and definitions found in this policy:

Active Supervision ─ Is a child safety strategy in which staff constantly monitor children's whereabouts and activities.

Communication Device – Any device used to communicate with other staff members at the site. Examples are walkie-talkies, phones, intercom system.

Name-to-face recognition ─ Is a visual identification strategy by which staff account for children under their observation by using the child's name and face as a part of counting during times of transition.

Staff ─ All PSD staff including temps and interns.

Zoning – A tool used to organize the classroom and staff to aid in the active supervision of children.

Child Emergency Card & Nametags

Overview

Purpose

The purpose of this policy is to ensure children's safety at all times and have a complete and current record of each child's emergency contacts.

Reference

The policies and regulations referenced are:

- Head Start Performance Standards: § 1302.47(5)(iv), 1302.47(a)(5)(iii), 1303.74
- California Code of Regulations, Title 17
- Department of Social Services Title 22 §101221
- Child Care Licensing Title 22: §101229.1

Policy overview

A separate, complete and current Child Emergency Card is maintained in the childcare center.

The site provides nametags for all children and all bus riders throughout the school year.

Contents

The following is a table of contents.

Topic	See Page
Child Emergency Card	2
Nametags	4

Child Emergency Card

Policy

A separate, complete, and current Child Emergency Card is maintained in the childcare center.

Authorized representative

An ***Authorized Representative*** is any person and entity authorized by law to act on behalf of a child. Such person or entity may include, but is not limited to, a minor's parent, a legal guardian, a conservator, or a public placement agency.

What is an emergency?

An ***emergency*** is:

- illness or injury more serious than minor cuts and scratches
- when a child is not picked up from the bus stop or the center within a reasonable time

Contents

Each record contains the following information about the child's authorized representative:

- Name
- Address
- Telephone

The same information is collected for relatives or others who can assume responsibility for the child when the authorized representative cannot be reached.

Phone numbers

The child's parent/guardian must provide a home telephone number and a work phone number if applicable. Cellular phone numbers are acceptable.

If the parent/guardian does not have a telephone, a message number must be provided.

Additional contacts

The parent must provide at least three additional names of persons over the age of 18 authorized to pick up the child or to call in case of an emergency.

Their telephone numbers must be current and in service.

Continued on next page

Child Emergency Card, Continued

Updating the emergency card	The emergency card must be updated in person by the parent/guardian. New phone numbers and new authorized persons cannot be updated over the phone. Update the emergency card annually and as changes occur; home visits or parent conferences are a good time to update the emergency card.
Calling the parent/guardian	Call the parent/guardian first, if they cannot be reached, call the other persons listed on the emergency card. ***Reminder:*** a photo ID is required each time a child is picked up from school or from the bus, including a law enforcement person.

Nametags

Policy	The site provides nametags for all children and all bus riders throughout the school year. All bus riders must wear nametags while riding the bus and all children must wear them throughout the school year. Use clips and not strings, yarns, or pins to attach the nametag.
Placement	Place the nametag on the back of the child. During naptime, it could be relocated for comfort.
Contents	The nametag should include: • Name of their assigned classroom • Teacher's name • Child's name

Bus Safety

Overview

Purpose

The purpose of this policy is to enhance child safety when boarding and exiting the bus.

Reference

The policies and regulations referenced are:
- Head Start Performance Standards: 45 CFR subpart F, §1305.2
- Child Care Licensing Title 22: §101225

Policy overview

Children without a nametag are not allowed to board the bus.

Ensure that children are only released to:
- A parent or legal guardian, or
- Other individual identified in writing by the parent/guardian on the emergency card.

To ensure no child is left on the vehicle at the end of the route, maintain:
- Lists of the parent/guardians,
- Lists of alternates in case of emergency, and
- Up to date child rosters at all times

Contents

The following is a table of contents.

Topic	See Page
Bus Safety	2

Bus Safety

Policy

Children without a nametag are not allowed to board the bus.

Ensure that children are only released to:
- A parent or legal guardian, or
- Other individual identified in writing by the parent/guardian on the emergency card.

To ensure no child is left on the vehicle at the end of the route, maintain:
- Lists of the parent/guardians,
- Lists of alternates in case of emergency, and
- Up to date child rosters at all times

Who can pick up?

To pick up a child you must:
- Be listed on the emergency card and/or bus consent form
- Be 18 years of age or older
- Show a Photo I.D.

Documentation

Transportation staff will:
- Have copies of the emergency cards and bus consent forms at all times
- Ensure that all children are signed-in/out using the bus sign-in/out form

Bus stops

Transportation staff must get prior approval from designated PSD staff to change a bus stop.

Continued on next page

Bus Safety, Continued

Boarding the bus process

The following is the process to boarding the bus.

Who	Does What
PSD staff	• Ensures that all children are either bus riders or walkers, not both • Provides the parent with a nametag
Transportation staff	• Ensures that all children have a nametag. • Gives an accurate count of children to PSD staff
PSD staff	• Enters the bus prior to children exiting and checks all seats as the children exit • Recounts the children to verify the first student count • Signs children into the classroom • Secures child on child seat or car seat

Exiting the bus procedure

The driver/monitor completes the following.

Step	Action
1	Walk through and ensure all children are off the bus
2	If no one is a the bus stop, return the child to school
3	Call the school when the bus has cleared

Training

PSD staff trains new and returning bus drivers and monitors on:
- Boarding and exiting procedure
- Pre and post trip vehicle checks
- Emergency evacuation procedures

PSD quality assurance conducts emergency drills.

Reporting Unusual Incidents & Suspected Child Abuse

Overview

Purpose

The purpose is to ensure compliance with policies set by Community Care Licensing (CCL), Child Protective services (CPS), and Head Start Program Performance Standards that governs the prevention, identification, treatment, and reporting of suspected child abuse and unusual incidents.

Reference

The policies and regulations referenced are:

- Child Abuse and Neglect Reporting Act, Penal Code §11166.01, §11166.5; §11166
- Community Care Licensing, Title 22, §101212(d); AB1207
- Head Start Program Performance Standards §1302.47(5)(i)
- ACF-IM-HS-22-07

Policy overview

All staff and consultants must follow appropriate practices to keep children safe during all activities, including, at a minimum:

- Reporting suspected or known child abuse and neglect
- Complying with applicable Federal, State, local, and tribal laws
- Reporting injuries and communicable diseases

All employees working for San Bernardino County, Preschool Services Department are required to report all reasonable suspicions of child abuse, including neglect, emotional abuse, sexual exploitation, and physical abuse. Reporting includes any suspicions of child abuse perpetrated by a PSD employee.

When an unusual incident is identified, notify the Site Supervisor and a Program Manager immediately.

Continued on next page

Overview, Continued

Contents

The following is a table of contents.

Topic	See Page
Unusual Incidents	3
The LIC 624 Unusual Incident Report	6
OHS CHISR Notification Form 301	10
Mandatory Reporting	11
Suspected Child Abuse	14
BCIA 8572 Suspected Child Abuse Report	15

Unusual Incidents

What is an unusual incident?

The following is a list of events that are an unusual incident:

- Death of any child from any cause
- Any injury to any child that requires medical treatment
- Any incident or child absence that threatens the physical or emotional health or safety of any child
- Any suspected physical or psychological abuse of any child
- Epidemic outbreaks
- Poisonings
- Catastrophes
- Fires or explosions that occur in or on the premises

What to do when an unusual incident occurs

When an unusual incident occurs, Notify the Site Supervisor (anyone in charge of the site) immediately.

The Safety Committee

The Safety Committee reviews and evaluates all unusual incident reports for the content and nature of each incident

The Safety Committee consists of the:

- Assistant Director
- Deputy Directors
- 1 other Manager in addition to the Safety Committee Manager
- Education Program Manager who oversees the reporting site.

Continued on next page

Unusual Incidents, Continued

UIR process The following happens after an unusual incident.

Who	Does What
Person who identified the incident	Notifies the Site Supervisor (anyone in charge of the site).
Site Supervisor	• Contacts a Program Manager or above immediately. • Completes a draft of the LIC 624 Unusual Incident Report and/or the Suspected Child Abuse Reports. • Completes the draft OHS CHSIR Form 301 to report to the Office of Head Start. • Sends the draft LIC 624 and OHS CHSIR Form 301 within the same business day to the Program Manager for review prior to submitting to CCL, OHS, and/or CPS. • Retains a copy of the reports in the Site confidential file.
Program Manager	• Reviews the forms and initiates the safety committee review.
Safety Committee (Must include a member of the executive team)	• Reviews the forms for accuracy. • Contacts Community Care Licensing (951) 482-4200 (Call (661) 789-6944 CCL Regional Office Palmdale) to give the initial report by the next business day. • Forwards a copy to the Health Education Specialist if the incident is related to Health, i.e. injury or communicable disease.
Secretary I/II	• Reviews the reports. • Retains a copy of the reports in the Administrative confidential file. • Logs the information into the CCL Unusual Incident Tracking Spreadsheet. • Submits the Unusual Incident Report and/or the Suspected Child Abuse Reports to CCL, and/or CPS within 7 days of occurrence.

Continued on next page

Unusual Incidents, Continued

UIR process, continued

The following happens after an unusual incident.

Who	Does What
Executive Team	Submits the following to the Office of Head Start: • OHS CHSIR Form 301 • CCL Unusual Incident Form • Follow up documentation following a CCL visit
Community Care Licensing Duty Worker	Instructs the Safety Committee on how to proceed.
Safety Committee designee	Relays information from the CCL to all site staff.

The LIC 624 Unusual Incident Report

LIC 624: English The following is the LIC 624 Unusual Incident Report Side 1 in English.

STATE OF CALIFORNIA - HEALTH AND HUMAN SERVICES AGENCY

CALIFORNIA DEPARTMENT OF SOCIAL SERVICES
COMMUNITY CARE LICENSING DIVISION

UNUSUAL INCIDENT/INJURY REPORT

INSTRUCTIONS : NOTIFY LICENSING AGENCY, PLACEMENT AGENCY AND RESPONSIBLE PERSONS, IF ANY, BY NEXT WORKING DAY.

SUBMIT WRITTEN REPORT WITHIN 7 DAYS OF OCCURRENCE.

RETAIN COPY OF REPORT IN CLIENT'S FILE.

NAME OF FACILITY	FACILITY FILE NUMBER	TELEPHONE NUMBER ( )
ADDRESS	CITY, STATE, ZIP	

CLIENTS/RESIDENTS INVOLVED	DATE OCCURRED	AGE	SEX	DATE OF ADMISSION

TYPE OF INCIDENT

- ☐ Unauthorized Absence
- ☐ Aggressive Act/Self
- ☐ Aggressive Act/Another Client
- ☐ Aggressive Act/Staff
- ☐ Aggressive Act/Family, Visitors
- ☐ Alleged Violation of Rights

Alleged Client Abuse
- ☐ Sexual
- ☐ Physical
- ☐ Psychological
- ☐ Financial
- ☐ Neglect

- ☐ Rape
- ☐ Pregnancy
- ☐ Suicide Attempt
- ☐ Other

- ☐ Injury-Accident
- ☐ Injury-Unknown Origin
- ☐ Injury-From another Client
- ☐ Injury-From behavior episode
- ☐ Epidemic Outbreak
- ☐ Hospitalization

- ☐ Medical Emergency
- ☐ Other Sexual Incident
- ☐ Theft
- ☐ Fire
- ☐ Property Damage
- ☐ Other *(explain)*

DESCRIBE EVENT OR INCIDENT (INCLUDE DATE, TIME, LOCATION, PERPETRATOR, NATURE OF INCIDENT, ANY ANTECEDENTS LEADING UP TO INCIDENT AND HOW CLIENTS WERE AFFECTED, INCLUDING ANY INJURIES:

PERSON(S) WHO OBSERVED THE INCIDENT/INJURY:

EXPLAIN WHAT IMMEDIATE ACTION WAS TAKEN (INCLUDE PERSONS CONTACTED):

LIC 624 (4/99)

OVER

Continued on next page

The LIC 624 Unusual Incident Report, Continued

LIC 624: English, continued

The following is the LIC 624 Unusual Incident Report Side 2 in English.

MEDICAL TREATMENT NECESSARY? ☐ YES ☐ NO IF YES, GIVE NATURE OF TREATMENT:

WHERE ADMINISTERED: ADMINISTERED BY:

FOLLOW-UP TREATMENT, IF ANY:

ACTION TAKEN OR PLANNED (BY WHOM AND ANTICIPATED RESULTS:

LICENSEE/SUPERVISOR COMMENTS:

NAME OF ATTENDING PHYSICIAN

	NAME AND TITLE	DATE
REPORT SUBMITTED BY:		
REPORT REVIEWED/APPROVED BY:		

AGENCIES/INDIVIDUALS NOTIFIED *(SPECIFY NAME AND TELEPHONE NUMBER)*

☐ LICENSING_____ ☐ ADULT/CHILD PROTECTIVE SERVICES_____

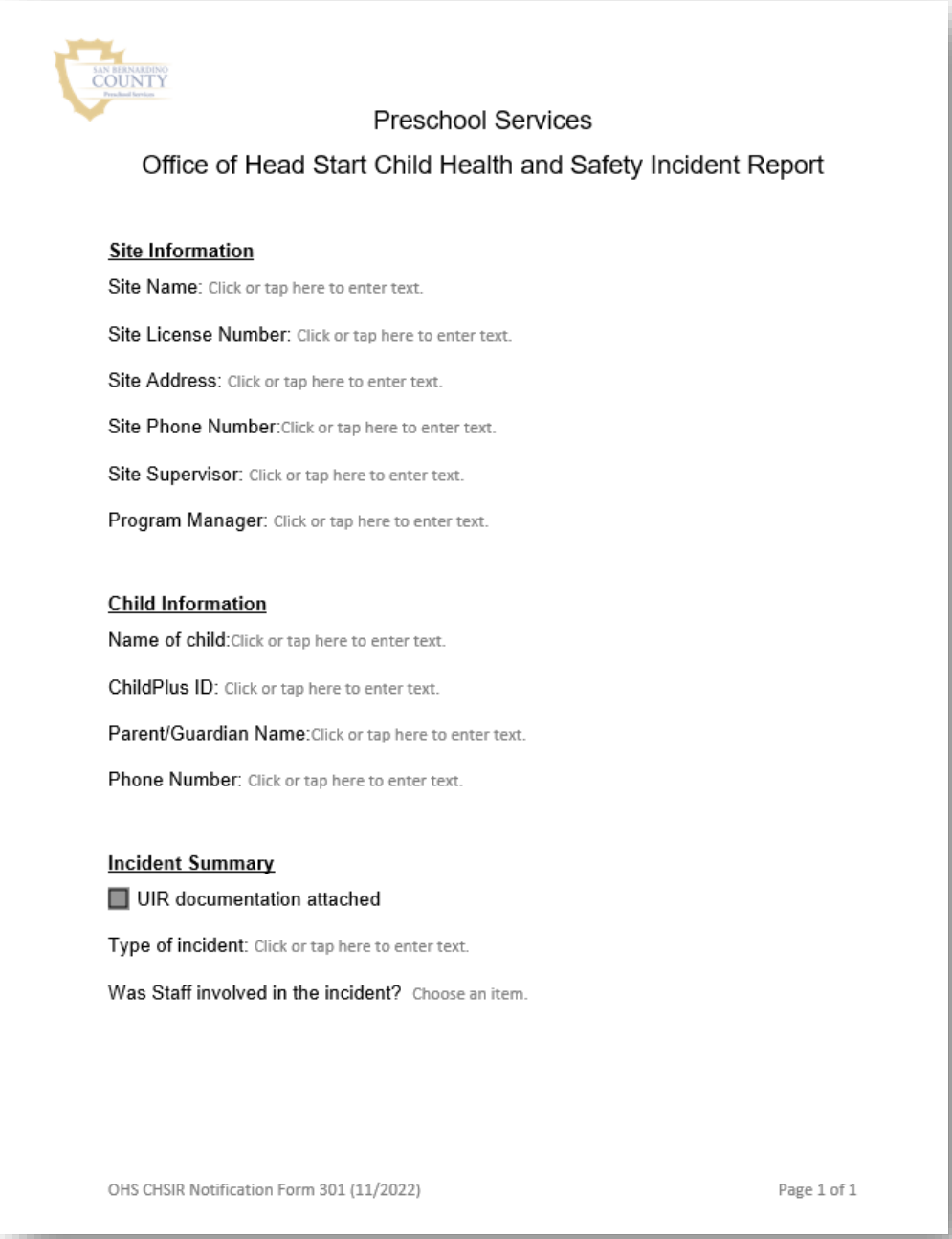
☐ LONG TERM CARE OMBUDSMAN_____ ☐ PARENT/GUARDIAN/CONSERVATOR_____

☐ LAW ENFORCEMENT_____ ☐ PLACEMENT AGENCY_____

OHS CHISR Notification Form 301

301 Form

The following is the Office of Head Start Child Health and Safety Incident Report Form 301.



Preschool Services

Office of Head Start Child Health and Safety Incident Report

Site Information

Site Name: Click or tap here to enter text.

Site License Number: Click or tap here to enter text.

Site Address: Click or tap here to enter text.

Site Phone Number:Click or tap here to enter text.

Site Supervisor: Click or tap here to enter text.

Program Manager: Click or tap here to enter text.

Child Information

Name of child:Click or tap here to enter text.

ChildPlus ID: Click or tap here to enter text.

Parent/Guardian Name:Click or tap here to enter text.

Phone Number: Click or tap here to enter text.

Incident Summary

☐ UIR documentation attached

Type of incident: Click or tap here to enter text.

Was Staff involved in the incident? Choose an item.

OHS CHSIR Notification Form 301 (11/2022) Page 1 of 1

Mandatory Reporting

Prerequisite to hiring	As a prerequisite to hiring, all PSD staff must sign a statement that they have knowledge of the provisions of Section 11166 of the penal code and will comply with those provisions.
New employees	New employees will complete a mandated reporting class before interacting with children and every 2 years ongoing.
Policy	All employees working for San Bernardino County, Preschool Services Department are required to report all reasonable suspicions of child abuse, including: • Neglect, • emotional abuse, • sexual exploitation, • physical abuse, and • any suspicions of child abuse perpetrated by a PSD employee.
Child Safety	All staff and consultants must follow appropriate practices to keep children safe during all activities, including, at a minimum: • Reporting suspected or known child abuse and neglect, and • Comply with applicable Federal, State, local, and tribal laws.
When to call Law Enforcement	Law enforcement should be contacted in the event of child abandonment or abuse occurring in the lobby of a HS facility, such as in a Transitional Assistance Department (TAD) or a Department of Child Support Services (DCSS) lobby, or a Preschool Services Department (PSD) childcare site.

Continued on next page

Mandatory Reporting, Continued

How to report child abuse

If you have a reasonable suspicion of child abuse, call:
- 909-384-9233 in San Bernardino
- 1-800-827-8724 outside of San Bernardino

After making the call, reporters are then required to file a written report within 36 hours.

Fax the original to Children and Family Services at:
- (909) 891-3545 or
- (909) 891-3560

Email the copy to Administration attention Program Manager within 24 hours of placing the call.

Suspected child abuse report BCIA 8572

Use the BCIA 8572 is found on the HS intranet site at:
https://hs.sbcounty.gov/PDDHANDBOOKS/CFS%20Forms/bcia008572.pdf

Abuse within a childcare facility

The agency is to immediately or as soon as practically possible report to Child Protective Services (CPS) every known or suspected instance of child abuse or neglect when the instance of abuse or neglect occurs:
- while the child is being cared for in a child day care facility,
- involves a child day care licensed staff person, or
- occurs while the child is under the supervision of a community care facility or involves a community care facility licensee or staff person.

36 hours
The agency must make a written report withing 36 hours of receiving the information concerning the incident to any agency to which it makes a telephone report. The agency shall send the licensing agency a copy of its investigation report and any other pertinent materials.

Continued on next page

Mandatory Reporting, Continued

What if two people witness the abuse or neglect?

When two or more persons, who are required to report, jointly have knowledge of a known or reasonably suspected instance of child abuse or neglect, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team.

Any member who has knowledge that the member designate to report has failed to do so shall make the report.

You must make your own report

Do not direct an employee to allow the employee's supervisor to file or process a mandated report under any circumstances.

No retaliation

The reporting duties are individual, and no supervisor or administrator may impede or inhibit the reporting duties. No person making a report shall be subject to any sanction for making the report. However, internal procedures to facilitate reporting and apprise supervisors and administrators of reports may be established.

You may report when you are not working

Any other person who has knowledge of or observes a child whom the person knows, or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect. "Any other person" includes a mandated reporter who acts in the person's private capacity and not in the person's professional capacity or within the scope of the person's employment.

Failing to report

Any staff who willfully fails to report abuse or neglect, or any person who impedes or inhibits a report of abuse or neglect, where that abuse or neglect results in death or great bodily injury shall be punished by not more than one year in a county jail, by a fine of not more than five thousand dollars, or by both that fine and imprisonment.

Suspected Child Abuse

Policy

All employees working for San Bernardino County, Preschool Services Department are required to report all reasonable suspicions of child abuse, including:

- Neglect,
- emotional abuse,
- sexual exploitation,
- physical abuse, and
- any suspicions of child abuse perpetrated by a PSD employee.

Approval and informing

You do not need a supervisor's approval to make a report of child abuse or suspicion of abuse or neglect.

The agency needs to track reports and ensure that the licensing documents are completed and aligned with the Child Protective Services (CPS) report. For this reason, notify your direct supervisor of your intent to report.

Reasonable suspicion

Reasonable Suspicion is that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing on the person's training and experience, to suspect child abuse or neglect.

It does not require certainty that child abuse or neglect has occurred, nor does it require a specific medical indication of child abuse or neglect. Any reasonable suspicion is sufficient.

Emotional abuse

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, evidenced by states of being or behaviour, including, but not limited to:

- severe anxiety,
- depression,
- withdrawal, or
- untoward aggressive behaviour toward self or others, may make a report.

Continued on next page

Suspected Child Abuse, Continued

Sexual exploitation	Immediately and in no case in more than 24 hours, report to the law enforcement agency having jurisdiction over the case after receiving information that a child or youth who is receiving child welfare services has been identified as the victim of commercial sexual exploitation.

BCIA 8572 Suspected Child Abuse Report

Page 1

The following is the BCIA 8572 Suspected Child Abuse Report.

Use Administration building address 662 South Tippecanoe, San Bernardino 92415

STATE OF CALIFORNIA
BCIA 8572
(Rev. 04/2017)

DEPARTMENT OF JUSTICE
Page 1 of 2
RF RS
CF SEC 6

SUSPECTED CHILD ABUSE REPORT
(Pursuant to Penal Code section 11166)

Clear Form | Print Form

To Be Completed by Mandated Child Abuse Reporters
PLEASE PRINT OR TYPE

CASE NAME: _____
CASE NUMBER: _____

A. REPORTING PARTY

NAME OF MANDATED REPORTER | TITLE | MANDATED REPORTER CATEGORY

REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip | DID MANDATED REPORTER WITNESS THE INCIDENT? ☐ YES ☐ NO

REPORTER'S TELEPHONE (DAYTIME) | SIGNATURE | TODAY'S DATE

B. REPORT NOTIFICATION

☐ LAW ENFORCEMENT ☐ COUNTY PROBATION
☐ COUNTY WELFARE / CPS (Child Protective Services)
AGENCY

ADDRESS Street City Zip | DATE/TIME OF PHONE CALL

OFFICIAL CONTACTED - NAME AND TITLE | TELEPHONE

C. VICTIM One report per victim

NAME (LAST, FIRST, MIDDLE) | BIRTHDATE OR APPROX. AGE | SEX | ETHNICITY

ADDRESS Street City Zip | TELEPHONE

PRESENT LOCATION OF VICTIM | SCHOOL | CLASS | GRADE

PHYSICALLY DISABLED? ☐ YES ☐ NO | DEVELOPMENTALLY DISABLED? ☐ YES ☐ NO | OTHER DISABILITY (SPECIFY) | PRIMARY LANGUAGE SPOKEN IN HOME

IN FOSTER CARE? ☐ YES ☐ NO | IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: ☐ DAY CARE ☐ CHILD CARE CENTER ☐ FOSTER FAMILY HOME ☐ FAMILY FRIEND ☐ GROUP HOME OR INSTITUTION ☐ RELATIVE'S HOME | TYPE OF ABUSE *(CHECK ONE OR MORE)*: ☐ PHYSICAL ☐ MENTAL ☐ SEXUAL ☐ NEGLECT ☐ OTHER (SPECIFY) _____

RELATIONSHIP TO SUSPECT | PHOTOS TAKEN? ☐ YES ☐ NO | DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? ☐ YES ☐ NO ☐ UNK

D. INVOLVED PARTIES

VICTIM'S SIBLINGS

NAME BIRTHDATE SEX ETHNICITY | NAME BIRTHDATE SEX ETHNICITY
1. _____ 3. _____
2. _____ 4. _____

VICTIM'S PARENTS/GUARDIANS

NAME (LAST, FIRST, MIDDLE) | BIRTHDATE OR APPROX. AGE | SEX | ETHNICITY

ADDRESS Street City Zip | HOME PHONE | BUSINESS PHONE

NAME (LAST, FIRST, MIDDLE) | BIRTHDATE OR APPROX. AGE | SEX | ETHNICITY

ADDRESS Street City Zip | HOME PHONE | BUSINESS PHONE

SUSPECT

SUSPECT'S NAME (LAST, FIRST, MIDDLE) | BIRTHDATE OR APPROX. AGE | SEX | ETHNICITY

ADDRESS Street City Zip | TELEPHONE

OTHER RELEVANT INFORMATION

E. INCIDENT INFORMATION

IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX ☐ IF MULTIPLE VICTIMS, INDICATE NUMBER: _____

DATE/TIME OF INCIDENT | PLACE OF INCIDENT

NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incident's involving the victim(s) or suspect)

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code section 11169 to submit to DOJ a Child Abuse or Severe Neglect Indexing Form BCIA 8583 if (1) an active investigation was conducted and (2) the incident was determined to be substantiated.

Continued on next page

BCIA 8572 Suspected Child Abuse Report, Continued

Page 2

The following is the BCIA Suspected Child Abuse Report.

STATE OF CALIFORNIA
BCIA 8572
(Rev. 04/2017)

DEPARTMENT OF JUSTICE
Page 2 of 2

SUSPECTED CHILD ABUSE REPORT
(Pursuant to Penal Code section 11166)

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM BCIA 8572

All Penal Code (PC) references are located in Article 2.5 of the California PC. This article is known as the Child Abuse and Neglect Reporting Act (CANRA). The provisions of CANRA may be viewed at: http://leginfo.legislature.ca.gov/faces/codes.xhtml (specify "Penal Code" and search for sections 11164-11174.3). A mandated reporter must complete and submit form BCIA 8572 even if some of the requested information is not known. (PC section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS
Mandated child abuse reporters include all those individuals and entities listed in PC section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE ("DESIGNATED AGENCIES")
Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), the county probation department (if designated by the county to receive mandated reports), or the county welfare department. (PC section 11165.9.)

III. REPORTING RESPONSIBILITIES
Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof ***within 36 hours*** of receiving the information concerning the incident. (PC section 11166(a).)

No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC section 11172(a).)

IV. INSTRUCTIONS
SECTION A – REPORTING PARTY: Enter the mandated reporter's name, title, category (from PC section 11165.7), business/agency name and address, daytime telephone number, and today's date. Check yes/no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

IV. INSTRUCTIONS (*continued*)
SECTION B – REPORT NOTIFICATION: Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.

SECTION C – VICTIM (One Report per Victim): Enter the victim's name, birthdate or approximate age, sex, ethnicity, address, telephone number, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes/no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes/no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes/no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.

SECTION D – INVOLVED PARTIES: Enter the requested information for Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).

SECTION E – INCIDENT INFORMATION: If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

V. DISTRIBUTION
Reporting Party: After completing form BCIA 8572, retain a copy for your records and submit copies to the designated agency.

Designated Agency: ***Within 36 hours*** of receipt of form BCIA 8572, the initial designated agency will send a copy of the completed form to the district attorney and any additional designated agencies in compliance with PC sections 11166(j) and 11166(k).

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pacific Islander	26 White	31 White-Romanian

Storage & Labeling

Overview

Purpose

The purpose of this policy is to comply with OSHA regulations and to keep the children in our facilities safe at all times.

Reference

The policies and regulations referenced are:

- Head Start Performance Standards: § 1302.47(a)(b)(1)(i)
- Child Care Licensing Title 22: § 101238(d)(1)
- Occupational Safety and Health Administration: 29 CFR Subpart H

Policy overview

Follow the regulations of the Occupational Safety and Health Administration (OSHA) regarding flammable and dangerous materials to reduce risks for children.

Contents

The following is a table of contents.

Topic	See Page
Storage & Labeling	2

Storage & Labeling

Policy

Follow the regulations of the Occupational Safety and Health Administration (OSHA) regarding flammable and dangerous materials to reduce risks for children.

Storage guide lines

The following are the storage guidelines.

Store the following under lock and key:
- Quat spray bottles
- One gallon bleach container
- All medications; they should also have child-protective caps

Store the following separate from food and out of the reach of children:
- Quick kit baskets
- Cleaning materials, detergents
- Aerosol cans
- Any other toxic materials
- Medications

Items not allowed at sites

The following items are not allowed at the site:
- Pesticides
- Poisons
- Chemicals used in lawn care

Labeling guidelines

All cleaning materials and any other toxic material must be in their original labeled containers.

Use materials according to the manufacturer's instructions on the label, only for intended purpose, and in a manner that will not contaminate play surfaces, toys, food, or food preparation areas.

Medications must be labeled.