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7a. Bathroom Procedure

- Created 2/99
- Reviewed 6/10
- Reviewed 10/17

All student activities, including toileting, are opportunities for students to develop self-help skills.

If a child needs help in the bathroom, staff will notify other staff in classroom that they will be

helping a child. After assisting the child, staff will wash their hands with soap and warm running

water. Only staff or parent/guardian will take children to the bathroom. Staff may send children

to the bathroom using the buddy system, but must supervise from the classroom or bathroom

doorway. Each classroom must remain in required ratio and will have a supervision plan in place.

If a child needs to use the bathroom and the classroom bathroom is not available, then the person

listed on the supervision plan will be notified to assist.

1. Avoid having children wait in the bathroom. Keep the number entering the bathroom in accordance with the number of toilets and lavatories available.
2. Staff will supervise and monitor the bathroom to assist children in being safe and ensure sanitary procedures are carried out.
3. After toileting, the children are to flush the toilet and then wash their hands with soap and warm running water.
4. Toilet accidents are not unusual in groups of three and four-year-olds. They are less common in older children, but still may happen. Wet pants are more common than a bowel movement. If a child has an accident, suggest that he/she try to use the toilet - sometimes he/she is not finished and may wet again after their clothing is changed. Get dry clothing for the child. **Using vinyl gloves, help him/her dress;** put soiled clothing in a zip lock bag and label it with the child's name. Be matter of-fact when other children ask about what has happened. The teacher will report the accident quietly to the parents so the child does not feel betrayed and so the parent will not be inclined to punish him. The teacher may say, "We'll remember to encourage Johnny to go to the bathroom right after snack." To the child the teacher might say, "Johnny, be sure you tell a teacher when you need to use the bathroom."

Post this notice as well as any site specific instructions near the bathroom and send a copy to the area manager.

7a1. Toileting Procedure

Created 6/10

Parents and staff are likely to have strong feelings about, and perhaps different strategies for toilet learning. One's approach to toilet learning is largely shaped by childhood experiences and culture. Here are some things to consider relating to toilet learning.

Discuss the signs that indicate a child is ready. These signs include:

- Walk from room to room.
- Staying dry for long period of time.
- Wanting to sit on the toilet with their clothes on.
- Telling you they have urinated or had a bowel movement or are going to (though usually too late to get them to the bathroom).
- Being able to remove their clothing by themselves or with a little assistance/raise or lower own pants.
- Being able to push when having a bowel movement.
- Saying they want to use the toilet and talking about their "pee" and "poop" or whatever words they have been taught at home.
- Sits independently.
- Follows one-step commands.

Ask the parents how they are helping their child learn to use the toilet at home.

Listen

carefully and try to understand families' perspectives when they do things differently than you do.

Share with parents the steps you take to help a child learn to use the toilet and help families

be realistic in their expectation of how toilet learning will go.

Early Head Start Facility Toileting Areas:

When toilet training, children are accompanied to the toilet by an adult. Toilet should be adapted

for independent use by children. If needed, a clean, non-slip plastic step and a toilet seat adapter

with a washable surface should be available. Toilets, bathroom sinks and other bathroom

surfaces are cleaned and disinfected daily. Bathroom floors are swept and mopped daily. Staff

assists children with hand washing after each toileting and wash their own hands after assisting

each child. Hand washing sign is posted by the hand washing sink.

7a2. Toileting Plan

- *Created 03/24*
- [7a2. Toileting Plan \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_7a2_Toileting_Plan.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_7a2_Toileting_Plan.pdf)

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7b. Counting of Children and Name to Face Checklist

- Created 8/15
- Revised 3/24

To ensure all children are accounted for when entering and leaving the classroom, playground or bus, head counts must be taken out loud and name to face checklist used ([EDUC 7c2. Active Supervision: Head Start/ECEAP Child Daily Attendance Tracking Procedure \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/07-health-safety/c2-active-supervision-attendance-tracking\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/07-health-safety/c2-active-supervision-attendance-tracking)).

Staff members are to take head counts and complete name to face checklist at the following times:

1. At arrival to the classroom and prior to departing the classroom.
2. At arrival to the playground and prior to departing the playground.
3. Prior to a bus arriving or departing from a location and prior to children leaving the bus in a group. (See Bus Monitor Job Description - **link coming soon**)
4. Any other time the classroom leaves for another location.

Counting will be done throughout class time and staff will communicate with each other about how many children they counted as well as who is in the bathroom or with other specialists.

When a staff member accompanies children to or from the classroom or playground, that staff member will notify the other staff members present of those children's names and use the name to face checklist and update class count whiteboard.

Staff Member Breaks: The number of children present will be communicated to the staff member providing a break. In turn, the break person will communicate the number of children to the returning staff member.

7c. Active Supervision Procedure

- *Created 10/15*
- *Revised 5/24*

Keeping children safe is a top priority for our Head Start/EHS/ECEAP program. The Head Start Program Performance Standards require that “no child shall be left alone or unsupervised while under their care” (45 CFR 1304.52[i][1][iii]).

Active supervision is the most effective strategy for creating a safe environment and preventing injuries in young children. It requires focused attention and intentional observation of children at all times. Staff will position themselves so that they can observe all of the children: watching, counting, and listening at all times.

Strategies to Put Active Supervision in Place

The following strategies allow children to explore their environments safely. Infants, toddlers, and preschoolers must be directly supervised at all times. This includes daily routines such as transition to and from the classroom, sleeping, eating, and changing diapers or using the bathroom. Children are never to be left unattended.

Set Up the Environment

Environments should be set up so that children can be supervised at all times. (Refer to ECERS/ ITERS, Creative Curriculum, DST Checklist for guidance)

Small spaces are kept clutter free and big spaces are set up so that children have clear play spaces that staff can observe all areas of the classroom. Staff make sure there are always clear paths to where children are playing, sleeping, and eating so they can react quickly when necessary.

Daily Schedules will be developed and implemented with limited transitions and waiting time for children. Staff expectations will be clearly articulated through the process of zoning and communicating with one another.

Engage and Redirect

Staff will engage with children and offer support and redirection as needed. All classroom staff will scan the classroom on a consistent basis and support the child or other staff as needed.

Position Staff

Staff will plan where they will position themselves in the indoor and outdoor environment to prevent children from harm. They place themselves so that they can see and hear all of the children in their care. Staff will implement zoning techniques to assure all areas of the environment can be seen and heard. Bathroom supervision will be designated in the classroom zoning plan (EDUC 9k). Staff will stay close to children who need additional support and this will be included in the classroom zoning plan.

Scan and Count

Staff will always account for the children in their care. They continually scan the entire environment to know where everyone is and what they are doing. Staff will count the children frequently. This is especially important during transitions, when children are moving from one location to another which includes but is not limited to arrival, departure, bus boarding/disembarking, bathroom, leaving and returning from playgrounds, etc. Staff will develop specific plans for regular routines (drop off and pick up, etc.) including staff assignments using zoning. (Who will monitor the door, etc.)

Name to Face

During arrival, transitions, and departures, staff will account for all children with name to face recognition by visually identifying each child and use the checklist to guide them in the process. (EDUC 7c2a, EDUC 7c2)

Listen

Staff will listen closely to children to identify potential dangers of problems and move quickly to support a child who may be unsafe and need support.

Anticipate Children's Behavior

Staff will work together and be vigilant in knowing about children's needs and individualize as needed for each child to be able to predict and prevent wandering off, hiding, leaving classroom or other unsafe behaviors.

Communication

Staff will ensure all adults in the classroom know when transitions will take place and are in position to provide constant supervision.

Staff will communicate with each other so everyone knows where each child is and what each child is doing. When a break person arrives to relieve staff, staff will communicate the number of children in the classroom and any pertinent information to keep children safe.

Staff will ensure parents/guardians understand their responsibilities during drop - off and pick-up of their child including taking care of siblings and being alert to communicate potential child wanderings as needed.

For related guidance and clarification see:

- Active Supervision: Name to Face Attendance Tracking Form (EDUC 7c2a)
- Active Supervision: Name to Face Attendance Tracking Procedure (EDUC 7c2)
- DST Checklist (MSYS 8k); Counting of Children and Name to Face Checklist (EDUC 7b)
- Classroom Zoning Plan (EDUC 9k); Discipline Policy and Procedure (EDUC 5a)
- Playground Safety/Behavior (EDUC 7e); Environment Design & Organization (EDUC 9a)
- Field Trip Policy & Procedure (EDUC 9e)
- Field Trip Request Form (EDUC 9f)
- Parent Consent for Child Release (EDUC 7d)
- Transportation Policy and Procedure (TRAN 2a)
- Bus Driver Duties/Qualifications (TRAN 2b)
- Child Pick Up and Release Procedure (TRAN 2m)
- Bus Monitor Job Description (HR 2w); Passenger Checklist (TRAN 2i)

7c1. Supervision Bathroom Plan

- *Created 08/18*
- [7c1. Supervision/Bathroom Plan \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_7c1_Supervision-Bathroom_Plan.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_7c1_Supervision-Bathroom_Plan.pdf)

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7c2. Active Supervision: Head Start/ECEAP Child Daily Attendance Tracking Procedure

- *Created 12/23*
- *Reviewed 12/24*

The teacher or assistant for each class will complete and confirm the accuracy of the EDUC 7c2a. Active Supervision: Name to Face Attendance Tracking Form - **link coming soon** at transition time by checking children in on form as they come into class and during transitions out of the class when going to the playground. They will match total numbers, faces and names.

When children leave the class with a specialist or staff, this will be written on the white board in the classroom or outdoors and communicated verbally with all classroom staff.

The pictures of each child with a name will be under the tracking form for staff who are new to the classroom.

The list is maintained during the day by signing children in and out as appropriate and one person will be assigned at all times to manage the list. The assigned person will be designated and documented on the Zoning Plan.

This list will be taken to the playground on the clipboard provided with Emergency Contacts in the inside of the clipboard.

The clipboard will be located in the classroom under the white board that lists the number of children in attendance and when outside it will be located where all classroom staff are able to access if needed.

Each classroom will have a red and green laminated paper that will support them during emergency drills. If a red is held up, then the classroom needs help and if green is held up, then everything is fine.

The clipboard will also contain the numbers of who to call in case of an emergency or need for help.

The meal count attendance form may be located on the active supervision clipboard or on a meal count clipboard that will be assigned to another staff person who will confirm who is here and total number of children with the person responsible for the name to face checklist.

Staff will communicate with each other the total number of children and children who have entered or departed the classroom throughout the day.

All staff that are in the classroom will be aware of this clipboard and have access as needed to support the safety of all children.

The daily forms will be turned in weekly to Area Managers.

7c2a. Active Supervision: Name to Face Attendance Tracking Form

- *Created 05/24*
 - *Reviewed 01/25*
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- [7c2a. Active Supervision: Name to Face Attendance Tracking Form \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_7c2a_Active_Supervision-Name_to_Face_Attendance_Tracking_Form.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_7c2a_Active_Supervision-Name_to_Face_Attendance_Tracking_Form.pdf)

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7c2b. Active Supervision Plan

- *Created 05/24*
- [7c2b. Active Supervision Plan \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_7c2b_Active_Supervision_Plan.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_7c2b_Active_Supervision_Plan.pdf)

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7c3. Active Supervision During Diapering

• Created 04/26

Purpose

Diapering is a caregiving routine that must be completed while maintaining **active supervision and required staff-to-child ratios**. Teachers must ensure all children remain supervised at all times and build positive teacher-child interactions.

Before Diapering

1. Check the classroom atmosphere to make sure you can safely change children. If there are other issues happening, then you will call for support using your bathroom supervision assigned staff.
2. Ensure all children are engaged in safe activities or learning centers.
3. Position yourself so you can see and hear the entire classroom.
4. Gather all diapering supplies before beginning. See the Health handbook for diapering hygiene procedures.

Active Supervision Strategies

Teachers continue using active supervision during diapering:

- **Positioning** - Stand or kneel where you can see most of the classroom. Staff position their body facing the classroom near the bathroom entrance.
- **Zoning** - Children remain in designated areas or centers that allow easy supervision.
- **Scanning** - Continue to look around the classroom frequently while diapering.
- **Listening** - Be aware of children's voices, movement, and potential safety concerns.
- **Proximity** - Stay within arm's reach of the child being diapered. Use another changing mat to provide privacy if needed.

Key Supervision Reminders

- Children are **never left unattended**.
- Staff must **remain within the ratio at all times within the classroom**. This means you may step into the bathroom that is in the classroom and support a child. If a child will need a lengthy time to be supported, then you will call the staff listed on bathroom supervision.
- Teachers must maintain **visual and auditory awareness of the entire group**.
- Diapering routines should be done during times when other children can be engaged in activities.

Supporting in the Bathroom:

- When helping a child in the bathroom, leave the door open
- Coach the child through toileting steps.

- Staff may step into the bathroom to support, but if it is for a length of time, then the bathroom supervision process must be used.

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7d. Parent Consent for Child Release

- Created 10/15
- Reviewed 5/25

Procedure

A Head Start/EHS/ECEAP child will only be released to authorized individuals based on authorization from the child's parents/guardian. LCC Head Start/EHS/ECEAP will ensure that parents/guardians notify staff, and update as needed, who can have access to their child at the site or who the child can be released to.

1. The enrollment application for Head Start/EHS/ECEAP will be used to allow the parent/guardian to identify all persons with authority to pick up their child from the classroom or to receive their child from the bus. In cases where the parent wishes to deny access to the non-custodial parent, they will be required to provide the program with appropriate copies of legal documentation (restraining order, termination of parental rights).
2. ChildPlus report 1520, Contact Information report, will be kept in the classroom and on the bus(es) at all times for reference by staff to assure that children are only released to authorized individuals.
3. Release names from the enrollment application will be entered into ChildPlus. If parent requests for names to be changed, changes will be made accordingly in the ChildPlus database system. Changes removing the non-custodial parent will be made after receiving copies of legal documentation (restraining order, termination of parental rights).
4. If a parent requests to change the release names after his/her child is enrolled, a ERSEA 1e. Change of Status form - **link coming soon** will be completed with the new information and signed and dated by both staff and parent. The release list used in the classroom and on the bus will be updated to reflect changes.
5. In the case of an emergency when a parent requests by telephone for his/her child to be released to a previously unauthorized individual, staff will ask identifying questions to assure the parent is the one who is calling. A child will only be released by parent phone verification when an illness or other unavoidable occurrence has impeded their ability to make a face-to-face change.
6. A child will be signed in and out of the classroom and on and off the bus. Child will only be released to an authorized individual.
7. Any unknown authorized person will be asked to provide identification in the classroom or at a bus stop prior to the child being released.
8. Parents/Guardians will review and update information at each Home Visit and Conference.
9. If an authorized person is not available when the child's bus arrives or after class, the child will be returned to the site and/or remain with staff. All emergency

- contacts will be notified. If the child is waiting longer than 60 minutes, Child Protective Services will be contacted.
10. If a protection and/or restraining order is current and in effect, a copy will be given to the Computer Support Specialist and uploaded in ChildPlus with a stop sign attached to alert the viewer. Staff are to call 911 immediately and not release the child. If a parenting plan is in place, staff are not to interfere but communicate with parents/guardians regarding the plan on file. Parent will not be uploaded in ChildPlus.
 11. All emergency contacts will be checked through the Sex Offender Registry by the intake team. If someone is listed or suspected, the Administrative Services Manager (ASM) will be notified. The ASM will then contact the local sheriff's office to confirm the person's status and find out any restrictions. These restrictions will decide if the person can be an emergency contact or volunteer.

Lower Columbia College No Contact Order/ Protection Order/Parenting Plans Involving Juveniles

There are three major types of orders, in addition to parenting plans, that Faculty and Staff of Lower Columbia College will most likely encounter. The orders are all governed under [RCW 26.50 \(app.leg.wa.gov/rcw/dispo.aspx?cite=26.50\)](http://app.leg.wa.gov/rcw/dispo.aspx?cite=26.50) . They are:

- No Contact Orders (temporary and permanent)
- Orders for Protection* (temporary and permanent)
- Restraining Orders
- Parenting Plans

*(Foreign Orders for Protection are Protection orders issued in a different state but are still enforceable in Washington)

1. No contact orders are typically issued in response to a crime of domestic violence where the petitioner is the victim. Typically, a no contact order will bar the respondent in the order from any contact, whatsoever, with the petitioner and the children of the petitioner. It will also prohibit the respondent to be within 300 feet of the home, workplace, school or daycare of the petitioner. Regardless of the type of order, keep a copy of the order/parenting plan on file. Make sure the order is signed by a superior court judge, is stamped accordingly and is current. Make a copy of the order and include with the child's file. Additionally, ask the petitioner to provide a recent photograph of the respondent to be kept with the file as it makes identification much easier and make sure all of the staff in the buildings are made aware.
 - If, within the verbiage of the order, it specifically states that the respondent to the order is not to have any contact with the protected party (petitioner or children thereof) and you see the respondent on campus, the respondent calls on the telephone to try to speak with one of the children or the respondent tries to collect the child(ren)

contact 911 immediately as this is a violation of the order and subjects the violator to arrest. Also contact campus security and request their presence until law enforcement arrives. Under NO circumstances are you to release the child(ren) to the respondent in the order. If the respondent arrives with “new” paperwork contact 911 and ask for an officer to respond to confirm the new paperwork is indeed valid. If the paperwork is deemed valid make a copy of this paperwork and include with the file.

- By law we honor all protection orders, even those issued from a different state. If you have a parent bring in a no contact or protection order from a different state, encourage that person to also get an order from Cowlitz County Superior Court. It is not required but it makes it easier for local law enforcement to interpret.
2. Protection orders are very similar to No Contact Orders and often have some of the same provisions. Protection orders may, however, have provisions that allow the respondent certain conditions that a No Contact Order may not. As always it is vital to read every order in its entirety and make certain as to which provisions are in place. If the protection order specifically prohibits the respondent from contact with the children or the petitioner and the respondent arrives on campus or otherwise attempts contact with the children, then 911 is to be contacted followed by campus security. The same process for documenting a no contact order would be appropriate here as well.
 3. Restraining orders are usually an order between two people who were, at one time, married. Restraining orders are often less restrictive than No Contact Orders or Protection Orders and will often have provisions regarding access to children.
 4. Parenting Plans are just as they are titled. These are civil agreements between two parties and are not enforceable by anyone other than the judge/commissioner who signed the order. If there are two parents or guardians who get into an argument or disagreement regarding a parenting plan, please tell them we do not get involved with interpreting parenting plans. Tell them if they cannot resolve the issue between the two of them, then they need to go back to the court that issued the order and request the order be changed. If one party or the other has a dispute and requests any staff member to provide a written statement of the dispute, politely decline to provide this statement and advise the party that, if needed, the staff member can be subpoenaed into court.

Instructions for addressing possibly impaired parents

LCC Head Start/EHS/ECEAP will ensure that parents/guardians notify staff, and update as needed, who can have access to their child at the Head Start site or who can the child be released to after school. During the registration process, an Emergency Contact/Release of Child form will be compiled with the names of those persons authorized to be contacted in case of emergency and those authorized to pick up the child. In cases where the parent wishes to deny access to the non-custodial parent, they

will be required to provide the program with appropriate copies of legal documentation (restraining order, termination of parental rights).

On occasion faculty and staff may have the opportunity to encounter a parent or guardian that they believe may be impaired by a substance or medical condition. If the faculty or staff member feels the person may be unable to safely operate a motor vehicle then a call to 911 should be placed.

If at all possible, a vehicle description and direction of travel should be provided to 911. A license plate is always helpful and the name and address of the suspected impaired driver is good to provide if it is available. These calls to 911 may be made anonymously as well.

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7e. Playground Safety/Behavior Policy and Procedure

- Created 11/00
- Reviewed 5/24

Policy

Children's safety on the playground is vital in preventing childhood accidents. There will be routine inspections of the playground environment and rules will be established and maintained at all sites within the program.

Procedure

1. All classroom staff will actively supervise children during outdoor time.
2. [EDUC 7b. Counting of Children and Name to Face Checklist - link coming soon \(lowercolumbia.edu/_resources/_training/web-editor-training/gmontes/EHS/Education/health-safety/counting-children-name-to-face\)](https://lowercolumbia.edu/_resources/_training/web-editor-training/gmontes/EHS/Education/health-safety/counting-children-name-to-face) will be used by the assigned staff upon leaving and re-entering the classroom.
3. Staff will be strategically located on the playground to ensure each area of the playground is supervised. All areas of the playground are to be easily seen and quickly reached by an adult.
4. Best practice and program recommendations is for a minimum of two staff on the playground during outdoor time.
 - a. If a staff must leave the playground in the 3-5 year old program, the ratio must never fall below 1 staff per 10 children.
 - b. If a staff must leave the playground in the EHS program, it must never fall below 1 staff to 4 children.
 - c. NO child is to be left unattended.
5. The Area Manager and/or School Readiness Specialist must approve division of the class (half go outside while half stay inside). This decision will be based upon group dynamics, teacher and assistant experience, as well as other center factors.
 - a. The group must remain in close vicinity to the classroom. Staff must have a form of communication to another staff person in the building that can assist if necessary.
 - b. If a substitute is in the classroom then the class may not be divided.
6. First Aid packs must be taken out on the playground.
7. Each day, staff will thoroughly inspect all areas of the playground and address identified health and safety hazards prior to the children's outdoor time. This inspection will include but is not limited to the following:
 - A broom and dustpan are to be used for picking up needles, glass and other sharp objects. These swept-up objects are to go directly from the

dustpan into the "sharps" container. (Staff members are to wear gloves. However, hands will not be used to directly touch or pick up any sharp objects.) The container lid is immediately placed on the container and secured (screwed on tightly or snapped on and sealed by tape). The container is then to be placed with the site biohazard container and the Health Specialist contacted by a Direct Service Team member or CFDS for container pick up.

Important Note: After placing the "sharps" container with the biohazard container, immediately remove and appropriately dispose of your gloves. Then wash your hands.

- Equipment that may cause falls, pinching, cuts, scrapes, bruises and/or puncture wounds or serious injuries.
 - Areas underneath play structures and swings where the depth of ground cover should be no less than 9 inches.
 - Movable play structures that are brought outside, must meet Caring for Our Children requirements.
 - Other dangers may include: poisonous or hazardous foliage, including sharp branches, thorns, poisonous mushrooms, bee or wasp nests, animal feces and wood structures that have sharp splinters, bolts, nails, etc.
 - Screen for any suspicious person(s) that may be on the playground and do not have a reason to be present. Take appropriate steps to keep self, others and area safe.
 - Gate latches are in working order and prevent children from leaving premises or getting into unsafe or unsupervised areas.
8. The children will be taught safety concepts regarding any objects that they may find on the playground.
 9. Staff will routinely review the playground safety rules with children and will consistently reinforce the rules. These rules should be written and include appropriate pictures or visual cues.
 10. All sandboxes will be covered to avoid hazards such as: contamination from neighboring animals, broken glass, and other sharp objects that can easily be hidden within the sand play area.
 11. There needs to be an establishment of playground boundaries. Some type of visual marker must be used and introduced to children as the playground boundary. Children are to stay within the visual boundaries indicated by teachers.
 12. At a minimum, playground rules should include:
 - Establishment of areas that are safe for running (i.e., not under play structures where a child might be jumped on).
 - Safety rules regarding elevated areas where children of this size and age should not be jumping from: Anything at or above four feet is too high for children ages 3-5 to safely jump from play structure. Please

adjust this height restriction according to the appropriate height for children younger than three.

- Staff will guide children in appropriate play for slides.
- Sand/rocks/ground covering stay on the ground.
- Tricycles, Wagons, etc. play:
 - Talk with children about traffic safety (driver and pedestrian) rules when going over tricycle safety. Establish a specific direction of travel and safe location for children to ride without running into pedestrians. Add crosswalks if necessary.
 - Bicycle helmets are worn when riding a tricycle or wagon and cleaned between uses. For more information, refer to HLTH 9d. Bicycle Helmets Outdoor Procedure - **link coming soon**.
 - Wagons are to be pulled by hand, not by tricycles.
 - Children are to ride sitting in the wagon.
 - Children are to sit on the tricycle seat to ride.
 - Tricycle riders must stay within the indicated boundaries.
- Staff is to make sure they have considered any safety/health issues when they plan for the outdoor activities.
- In the event of inclement weather, the class will remain in the classroom for gross motor activities or use the gross motor room. When the regular daily routine for outdoor time is interrupted during inclement weather, staff will have preplanned activities for the classroom and gross motor room and will give additional diligence to active supervision at transitions and throughout all activities.

7f. Toothbrushing Procedure

- *Created 6/97*
 - *Reviewed 5/23*
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- [7f. Toothbrushing Procedure \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_7f_Toothbrushing_Procedure.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_7f_Toothbrushing_Procedure.pdf)

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7g. Water Play Permission and Acknowledgement

- *Created 06/22*
- [7g. Water Play Permission & Acknowledgement \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_7g_Water_Play_Permission_Acknowledgement.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_7g_Water_Play_Permission_Acknowledgement.pdf)

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7h. Staff/Volunteer Classroom Sign-In/Out

- *Created 08/22*
- [7h. Staff/Volunteer Classroom Sign-In/Out \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_7h_Staff-Volunteer_Classroom_Sign_In-Out.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_7h_Staff-Volunteer_Classroom_Sign_In-Out.pdf)

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