Department: Safe Environments	Effective Date: 11/1/17	Procedure Number: 9001
Regulation Number: 1302.47(b)(5)(iii) &(v);1302.90(c)(1)(ii); ACF-IM-HS-15-05; MARC Policy 9000; CFOC 2.2	**Regulation Title:** Child Health and Safety	**Procedure Title:** On the CASE

Procedure:

All direct service providers enrolling in Early Head Start or Head Start children must develop policies and procedures that include all the elements of CASE and Active Supervision.

We're on the C.A.S.E. is a MARC initiative designed to remind staff and parents on a daily basis that keeping children safe is our number one priority. The C.A.S.E. acronym stands for:

- **C**ommunicate -staff consistently communicate to each other about where children are, when a child leaves the room, when a child arrives etc.
- **A**ttendance – staff take attendance before and after they transition as a group from one location to another being sure to use name to face recognition
- **S**weep- staff do a physical sweep of the area they are leaving as they transition to be sure no child is left behind
- **E**yes on the Children – staff keep their eyes on the children at all times, making sure children are always within their sight

A system must be developed to ensure:

- All new staff receive a CASE overview within the first week of hire and in-depth training within the first 90 days.
- All staff receive in-depth training prior to the beginning of the program year and refresher training once a year in December or January.
    - Evidence of training must be entered in ChildPlus.
        - Tiers 1 & 2 must submit sign in sheet along with agenda or training material to MARC Head Start
        - Tier 3 must attach evidence and enter in ChildPlus.
- Staff are observed by trained staff for implementation of policies and procedures.
    - Evidence of observations must be entered in ChildPlus or submitted to MARC Head Start quarterly. Evidence must be submitted by:
        - October 31st

        - January 31st
        - April 30th
        - July 31st
    - Documentation must include:
        - Date
        - Classrooms and staff observed
        - Summary of observation
        - Actions needed
    - Additional training is provided based upon observations, as needed throughout the year.

- Procedures must clearly state that a child must not be released during a transition. The person picking up should follow the group to their destination and staff must document that the child has been dismissed. This procedure should be clearly communicated to families.
- If a child in a group has a history of hiding or running, a plan must be developed and shared with anyone that has responsibility of supervising that group of children, including substitutes or floaters.

We're On the CASE posters must be posted in each classroom and other spaces in which children visit. Posters may be requested from MARC Head Start.

Active Supervision requires focused attention and intentional observation of children at all times. Educators position themselves so that they can observe all of the children: watching, counting, and listening at all times. They also use their knowledge of each child's development and abilities to anticipate what they will do, then get involved and redirect them when necessary. This constant vigilance helps children learn safely.

Set Up the Environment

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

Position Staff

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

Scan and Count

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

Listen

Specific sounds or the absence of them may signify reason for concern. Educators who are listening closely to children immediately identify signs of potential danger. Programs that think systemically implement additional strategies to safeguard children. For example, bells added to doors help alert educators when a child leaves or enters the room.

Anticipate Children's Behavior

Educators use what they know about each child's individual interests and skills to predict what they will do. They create challenges that children are ready for and support them in succeeding. But they also recognize when children might wander, get upset, or take a dangerous risk. Information from the daily health check (e.g., illness, allergies, lack of sleep or food, etc.) informs educator's observations and helps them anticipate children's behavior. Educators who know what to expect are better able to protect children from harm.

Engage and Redirect

Educators use active supervision skills to know when to offer children support. Educators wait until children are unable to solve problems on their own to get involved. They may offer different levels of assistance or redirection depending on each individual child's needs.