

BOURBON COUNTY PRESCHOOL HEAD START

Child Guidance and Behavior Management

Young children can present challenging behaviors as they learn to behave appropriately in the educational setting. Self-control is one element of social and emotional development that enables children to form friendships, to communicate effectively, to use others as resources for problem solving, and to gain social competence. The Bourbon County Preschool Head Start is committed to using positive behavioral strategies when teaching young children how to manage their own behavior. Child guidance and classroom management decisions will promote positive social skills, foster mutual respect, strengthen self-esteem, and support a safe environment.

The collaboration of parents, staff, and health/disability professionals is crucial in brainstorming strategies and devising positive interventions to use with children in the classrooms struggling with challenging behaviors.

No person employed by the Bourbon County Preschool Head Start or volunteer at the Bourbon County Preschool Head Start will use any form of corporal punishment, emotional, physical abuse, or humiliation of any kind as a form of discipline with any child. In addition, the use of food as a punishment or reward or the denial of any basic need will not be used to control or manage behavior.

What Discipline is Not

We do not allow corporal punishment of any kind. This means:

- No hitting, spanking, shaking, or any form of physical punishment.
- No yelling, threatening, or embarrassing a child.
- Making a child feel that they are "bad."
- Taking away or threatening to take away essential items or activities such as snacks, play time, recess, or rotation classes.

These actions are harmful and do not help children learn.

What We Do Instead

We use **positive guidance** to help children learn how to behave and solve problems. This includes:

- Teaching children how to talk about their feelings.
- Helping children learn to get along with others.
- Guiding children in the process of learning to work together to solve their problems.

- Giving children clear rules and reminding them often.
- Praising good choices and helping with tough ones.

When a child has a hard time, we stay calm, offer support, and teach them better ways to act.

Working Together

We believe that families are our partners. If your child is having behavior challenges, we will:

- Talk with you in a respectful way.
- Work together to come up with a plan that helps your child.
- Bring in extra help if needed, like a behavior coach or counselor.

We want you to feel welcome and included in all decisions about your child.

Being Fair to Everyone

We look closely at our discipline practices to make sure all children are treated fairly. We:

- We ensure discipline supports each child's growth, not punishes it.
- Watch for patterns that may affect some children more than others.
- We engage in positive behavior strategies.
- Use data to check if we are being fair across different groups of students.
- Work with families, professionals, and educators to make changes if we see a problem.

Our teachers and leaders are trained to use fair and respectful behavior strategies that support all children.

Our Promise

- **We will never use physical punishment.**
- **We will help children learn with kindness and support.**
- **We will work with families to help every child succeed.**
- **We will treat all children with fairness and respect.**

Our Approach to Challenging Behavior

We understand that challenging behaviors are a normal part of early childhood development. Our professionals are trained to view these behaviors not as defiance, but as opportunities for learning and growth.

We define **challenging behavior** as any behavior that:

- Interferes with a child's learning, development, and success at play.
- Is harmful to the child, other children, or adults.
- Puts a child at high risk for later social problems or school failure.

The Pyramid Model Framework

We utilize the **Pyramid Model** as our framework for Response to Intervention (RTI), promoting young children's healthy social and emotional development. This model emphasizes a tiered approach to support, ensuring that all children receive the guidance they need.

Tier 1: Universal Promotion of Social Development

We **set the stage for success** for all children by employing an effective staff, preparing high-quality supportive environments, and building and maintaining nurturing and responsive relationships. This **universal promotion of social development** includes:

- **Thoughtful Environmental Design:** Staff design the physical environment to minimize conflict.
- **Age-Appropriate Expectations:** Staff maintain age-appropriate expectations for children's behavior.
- **Attentive Observation and Supervision:** Adults closely observe and supervise children's activities and interactions.

Tier 2: Secondary Prevention Practices

Secondary prevention practices target social-emotional strategies to **prevent problems** from escalating. Adults provide explicit instruction and support by **modeling self-regulation** and **coaching children to express and understand emotions**. Staff demonstrate that we can accept, manage, and communicate feelings in direct and non-aggressive ways. We want children to know, through our words and actions, that we are not fearful of their intense emotions and will not punish, threaten, or withdraw from them.

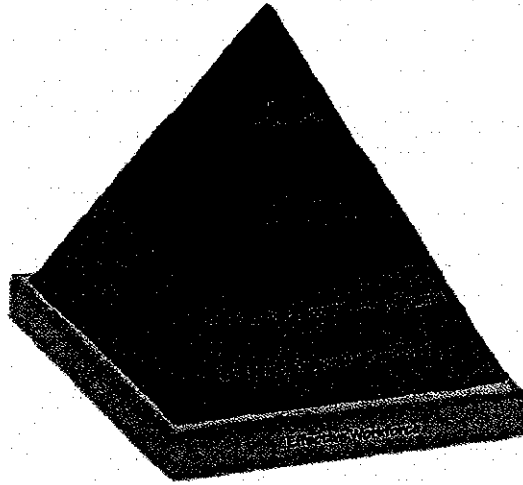
- **Positive Problem-Solving:** Staff help children describe problems, generate possible solutions, and think through logical consequences of their actions.

Tier 3: Tertiary Interventions

Tertiary interventions provide **individualized support** for children with persistent challenges. Such interventions emphasize skill-building and include graduated behavior supports. General guidelines include:

- **Positive and Productive Guidance:** Guidance will always be positive, productive, and immediate when behavior is not in alignment with classroom expectations.
- **Safe and Supportive Temporary Relocation:** Children whose behavior endangers others will be temporarily supervised in a safe location within the indoor or outdoor classroom. Staff do not use seclusion or "time out" (the traditional chair in the corner). The intention of this intervention is for adults to support **co-regulation**. Staff will model and coach self-calming strategies. As the child appears ready, they will then process the problem with the staff member and any other concerned parties. Staff stay close to support emotional needs, ensure all children's safety, and prompt prosocial skills to support the child's successful reentry into play and learning.

- **Individualized Action Plans:** For children with persistent, serious, challenging behavior, teachers, families, and other professionals work as a team to observe, document, and **develop and implement an individualized action plan of graduated behavior supports** that will address the behavior and facilitate the child's inclusion and success.



Policy Council Approval
Board Approval September 18, 2025

BOURBON COUNTY PRESCHOOL HEAD START

Lesson Plan Policy

Lesson plans provide a well-balanced format for instruction based on sound curriculum principles, which will be all-inclusive and will meet all the requirements set forth by the Head Start Performance Standards.

The Bourbon County Preschool Head Start program will ensure that lesson plans are developmentally and linguistically appropriate. Lesson plans will be appropriate to the needs of each child, providing individuality with respect to language, temperament, cultural background, and learning style, and will be inclusive of children with disabilities. The lesson plan will encompass all the requirements of the Head Start Performance Standards, State Early Childhood Standards, and curriculum requirements set by the Bourbon County Preschool Head Start program. Each lesson plan will be submitted and reviewed by the Education Coordinator before implementation.

Guidance:

Each lesson plan will address a unit of study, and each unit must:

- Contain age-appropriate activities that address the current goals and objectives of both the individual child and the classroom as a whole.
- Contain elements that will help support the culture, language and ethnicity of the classroom community.
- Include any form of adaptation for special needs children.
- Incorporate the Head Start Early Learning Outcomes Framework. This can be completed in either small/large group settings or as center choices. They must include:
 - Language Development
 - Literacy
 - Mathematics
 - Science
 - Creative Arts
 - Approaches to learning
 - Social and Emotional Development
 - Physical Health and Development
- Provide opportunities for both teacher-directed and child-initiated activities.

Environment: In order to keep the environment interesting and provide children with a variety of learning experiences, individual centers should contain activities that go along with the weekly and monthly themes.

Group Time:

- Bus and pedestrian safety will be taught within the first two weeks of school. Documentation will be on the posted lesson plan.
- Large and small group activities support social and emotional experiences. Group activities should be tailored to meet the developmental level of the group of children the teacher is instructing. Assessment observations should be incorporated during small and large group activities. Story time emphasizes early literacy skills, and the use of flannel stories, puppets, and other props will provide multiple means of instruction. Factual books as well as storybooks should be incorporated. Story time must focus on phonological awareness, early writing, print awareness, and book knowledge experiences. Teachers should encourage children's participation during story time to build skills.
- Transitions can be hard for some children. Well-planned activities can assist it smoother transitions for all children. Transition activities should be noted on the lesson plan.
- Individualization is specific activities that will be utilized in both small and large group time, as well as in the various learning centers that are based on the information from reports in Teaching Strategies Gold
 - Individual child profile
 - Developmental area report
 - Class profile
 - Class Summary Report

These reports show where the children are in regard to the Developmental Continuum. Children who are showing the greatest need to move forward will have their initials assigned on the lesson plan as a specific activity to visually remind staff to encourage that child to participate in the activity.

- Teachers will change materials intentionally and periodically to support the current theme of the classroom and to support children's interests, development, and learning.
- Pledge of allegiance and moment of silence will be conducted once during a large group for each class time.

PROCEDURE: Lesson Plans

OBJECTIVE: To ensure lesson plans are effective and available for review

Activity	Person(s) Responsible	Date to be Completed	Evidence of Completion
Education Staff will receive lesson plan training upon employment and updates yearly.	Education Coordinator	August	Training sign-in sheets
Weekly lesson plans will include activities that encourage language understanding in an atmosphere that promotes easy communication between children and adults.	Lead Teachers	Weekly	Lesson Plans
Weekly lesson plans will include daily activities that encourage children to tell stories in order to foster expressive language skills.	Lead Teachers	Weekly	Lesson Plans
Read-alouds will be planned daily	Lead Teachers	Daily Plan	Lesson Plans

Lesson plans may be modified periodically or adapted to meet the needs of the classroom. Modifications must be noted on the posted lesson plans.	Lead Teachers	Weekly	Lesson Plans
Education staff will input and use information obtained from the families of the children in the lesson plan in order to individualize activities to meet the needs of the children within the class.	Lead Teachers	Weekly	Lesson Plans
Lesson Plans will follow the broad monthly themes set by the Bourbon County Preschool Head Start Program.	Lead Teachers	Weekly	Lesson Plans
Monthly themes will be set in May for the upcoming school year.	Lead Teachers Education Coordinator Policy Council	May	Policy Council minutes
Lesson plans will include activities that encourage children to solve problems, explore, ask questions, and gain mastery by doing.	Lead Teachers	Weekly	Lesson Plans
Education staff will follow the Bourbon County Preschool Head Start Curriculum Map when planning activities. All curriculum map activities will be documented on the lesson plans during the month.	Lead Teachers	Weekly/Monthly	Lesson Plans
Education staff will accommodate children with special needs by adapting and modifying classrooms and materials as required.	Lead Teachers	Weekly	Lesson Plans
Education staff will incorporate weekly routine activities and experiences in the lesson plans that assist in achieving the goals of the IEP	Lead Teachers	Weekly	Lesson Plans
Education staff will incorporate program plans that have been developed in accordance with school readiness goals	Lead Teachers	Weekly	Lesson plans
Each weekly lesson plan will be completed on the Teaching Strategies Gold program one week before implementation.	Lead Teacher	Weekly	Submitted lesson plan form on CC.net
Weekly lesson plans will be submitted to the Education Coordinator at least one week before implementation.	Lead Teacher	Weekly	Date submitted lesson plan form from CC.net
The Education Coordinator will approve or return the lesson plans for modifications.	Education Coordinator	Weekly	Feedback/Approval submitted on CC.net
Once approved by the Education Coordinator, Education staff will implement the lesson plans in the classroom.	Lead Teachers	Weekly	Observation

Revised 8/29/ 2025

Policy Council Approval:

Board Approval

BOURBON COUNTY PRESCHOOL HEAD START
Health/Mental Health Services Advisory Committee Policy

Policy:

Bourbon County Preschool Head Start maintains a Health and Mental Health Advisory Committee that consists of Head Start parents, area professionals, agency staff, and other volunteers from the community. Our HMHSAC meets a minimum of twice a year. We offer the ability to participate in person or virtually. During the meetings the committee will summarize the program and district plans and offer advice and input. Head Start parents are active participants on the Committee and are encouraged to share their concerns, interests, experiences, knowledge, feedback, and feelings regarding the health and mental health of their children in the Head Start Program. Meeting minutes will be taken and include dates of meetings, attendees, agendas, and topics discussed.

Performance Standard(s): 1302.40 (b)

Policy Council Approval:

Board Approval:

Bourbon County Preschool Head Start

Professional Development & Training Policy & Procedures

All staff are required to complete an **initial orientation** within **three months** of their hire date, followed by **ongoing professional development and training**. This training ensures compliance with **federal, state, local, and program-specific requirements**, in accordance with the **Head Start Program Performance Standards (45 CFR §1302.101(a)(2))**, the **Head Start Act Section 648A**, and other applicable laws.

The program is committed to providing high-quality, job-specific, and integrated training opportunities that enhance staff knowledge and skills, foster employee engagement, and improve outcomes for children and families.

Procedure

1. Orientation Training

- All newly hired staff must complete orientation training **within three (3) months of hire**.
- Orientation includes an overview of:
 - Program philosophy and goals
 - Roles and responsibilities
 - Program policies and procedures
 - Mandatory reporting and child protection
 - Health and safety protocols

2. Ongoing Professional Development

General Staff Requirements

- All staff must complete a **minimum of 15 clock hours of professional development per year.**
- Training will be **job-specific**, research-based, and aligned with the **program's goals and Head Start Performance Standards.**
- Training may be offered through in-person workshops, online modules, academic coursework, or other recognized formats.
- Training will be tied to academic credit where applicable.

Teaching Staff Requirements

- Teachers must complete **at least 15 hours of classroom-focused training annually.**
- Teachers must develop and maintain an **Individual Professional Development Plan (IPDP)** per Section 648A(f) of the Head Start Act.
- Training for teaching staff must meet the requirements in **Section 648A(a)(5)** and include:
 - Curricula implementation
 - Use of the Head Start Early Learning Outcomes Framework (ELOF)
 - Effective adult-child interactions
 - Supporting children with disabilities and dual language learners
 - Positive behavior strategies

- Transition planning for children and families
- Data-informed individualized learning

3. Annual Required Trainings (All Applicable Staff)

Staff must complete annual training in the following areas:

- **Mandatory Reporting:** Identifying and reporting suspected or known child abuse and neglect, in accordance with **federal, state, local, and tribal laws**.
- **Social and Emotional Development:** Positive strategies for behavior management and emotional regulation in children.
- **Family Engagement:** Best practices for implementing family engagement strategies systemically.
- **Child and Family Services:** Training to enhance staff competencies in supporting family services, health, disabilities, and overall family well-being.

4. Health and Safety Training (Annually or as Required)

Training topics include, but are not limited to:

- **Prevention and control of infectious diseases**
- **Sudden Infant Death Syndrome (SIDS) prevention and safe sleep practices**
- **Administration of medication**
- **Food and allergy emergency response**
- **Building and premises safety**

- **Prevention of shaken baby syndrome, abusive head trauma, and child abuse and neglect**
- **Emergency preparedness and response procedures**
- **Bloodborne pathogen exposure prevention**
- **Child transportation safety**

5. Documentation and Monitoring

- All training hours and professional development activities must be **documented** in the employee's personnel file.
- Supervisors will **monitor completion** of training requirements and ensure IPDPs are up to date.
- Human Resources will conduct **annual audits** to ensure compliance.

Roles and Responsibilities

Role	Responsibility
Program Director	Ensure availability of training programs and resources
HR Department	Track and document training completion; maintain training records
Supervisors	Support staff in meeting training requirements and developing IPDPs
Staff	Actively participate in required training and development opportunities

Compliance and Enforcement

Non-compliance with this policy may result in disciplinary action, up to and including termination of employment. Compliance will be reviewed during staff evaluations and monitored through internal audits.

References

- **Head Start Program Performance Standards (45 CFR §1302.101(a)(2))**
- **Head Start Act, Section 648A(a)(5) and 648A(f)**
- **Applicable Federal, State, Local, and Tribal Child Protection Laws**

Policy Council Approval:

Board Approval:

BOURBON COUNTY PRESCHOOL HEAD START
Staff Health and Mental Health Wellness

Policy:

The Bourbon County Preschool Head Start program will provide the following support and will regularly review and revise the Staff Health and Mental Health Wellness Policy to ensure the needs of staff are being met.

Performance Standard(s): 1302.93

Person(s) Responsible:

Classroom Staff

Health Coordinator

Principal

Disability Coordinator

Procedures:

- Bourbon County Preschool Head Start will make mental health and wellness information available to staff regarding health issues that may affect their job performance, and must provide regularly scheduled opportunities to learn about mental health, wellness, and health education.
- Staff will receive effective and comprehensive orientation training upon hire, to include agency training to ensure staff understand program and agency policies and procedures. Ongoing training is provided while on-site with the work team and with the manager. The program also offers a variety of program-wide in-service training, and staff can also request to attend outside training opportunities.
- Staff will participate in annual training and policies and procedures, and strategies that will support them in being successful in their positions. Policies on behavior, active supervision, transportation, and code of conduct will be reviewed annually.
- Staff will receive annual health and safety training, including medication training, emergency preparedness, bloodborne pathogens, cardiopulmonary emergency resuscitation drills, and universal precautions. First Aid and CPR training will be given every two years.
- Teaching staff receive onsite coaching and support from the School Readiness Coordinator. Regular site visits conducted by Program Managers allow time for checking in and reflection on challenges, concerns, or support needed.

- All staff training provides time for networking and socializing and offers time for movement and regular breaks.
- In the classrooms, a team-teaching approach is required with a teacher and two paraprofessionals in each classroom. All classroom staff participate in classroom teaching and supervision regardless of their position.
- The program provides ongoing and regular support with social-emotional concerns, development, and behavior management in the classrooms through training and regular or requested visits with the Disability Coordinator, Health Coordinator, Principal, and School Readiness Coordinator.
- Classrooms include outside time, as weather permits, in their daily routine to support the children and staff with incorporating regular time for physical activity.
- Staff will be provided with breaks throughout the day, and staffing patterns in the classrooms have been structured to allow for this. Staff are also encouraged to take a break at any time if they are feeling overwhelmed or need to have time to collect themselves.
- Classroom teaching staff who obtain their CDA, AA, or BA credentials related to their positions will be moved up in grade and pay level.
- The workplace is monitored to ensure that they are safe and free of hazards. Staff can report safety concerns to the principal and/or Health Coordinator. Regular onsite monitoring documentation includes safety checks monthly.
- Bourbon County Preschool Head Start's Health and Mental Health Wellness team encourages and supports staff wellness through events and activity challenges periodically.
- Bourbon County Preschool Head Start offers a program-wide culture of wellness that empowers staff as professionals and supports staff to effectively accomplish their job responsibilities in a high-quality manner in line with the requirements at 1302.101(2)(2)

Policy Council Approval:

Board Approval:

Bourbon Preschool Head Start

Reporting to Head Start Policy

Purpose

To ensure that all significant incidents affecting the health, safety, and well-being of children, staff, and the Head Start program are reported in a timely and accurate manner in compliance with the Head Start Program Performance Standards (HSPPS) **1302.101 and 1302.102(d)(1)(ii)**.

Scope

This policy applies to all staff, contractors, consultants, and volunteers involved in any capacity within the Head Start program or classrooms that are partially or fully funded by Head Start.

Policy Statement

All staff must be trained and follow the reporting procedures required by **1302.102(d)(1)(ii)**. The **Program Director** is responsible for submitting reports to the responsible **HHS official immediately, and no later than 7 calendar days** after the occurrence of a reportable incident.

Reportable Incidents Include (but are not limited to):

1. Child Safety & Maltreatment

- Suspected or known **maltreatment** or **endangerment** of a child by staff, contractors, volunteers, or consultants.
- Any mandated reports of child **abuse or neglect** in compliance with **Federal, State, Tribal, or local law**.
- Incidents involving **staff or volunteers** related to laws governing **sex offenders**.

2. Supervision & Maintenance

- Serious harm or injury due to **lack of supervision** or **unauthorized release** of a child.
- Harm or endangerment caused by a **lack of preventative maintenance**.

3. Operational Closures & Legal Issues

- Any incident requiring a **classroom or center closure**.
- **Legal proceedings** involving the program directly (e.g., lawsuits, subpoenas, agency investigations).

4. Data & Financial Reporting

- Breach of **personally identifiable information (PII)**.

- Circumstances impacting the **financial viability** of the program.
- Any issue requiring notification to **State, Tribal, or local authorities** under law.

5. Federal and Licensing Requirements

- Conditions under **1304.12**, including:
 - **Disqualification** from the Child and Adult Care Food Program (CACFP).
 - **License revocation** by local or state authorities.

Procedures

1. Immediate Response

- **Staff witnessing or learning of an incident** must:
 - Ensure the **immediate safety** of all children and staff.
 - **Notify the Center Director or Program Director** as soon as safely possible.
 - Complete an **Incident Report Form** within **24 hours** of the incident.

2. Director Notification & Initial Review

- Upon receiving notification, the **Program Director** will:
 - Review the incident.
 - Confirm if it meets the threshold for reporting under **1302.102(d)(1)(ii)**.
 - Collect relevant documentation, photos, and statements if applicable.

3. Reporting to HHS and Other Authorities

- The Program Director must:
 - Report qualifying incidents to the responsible **HHS Official** within **7 calendar days** of the incident.
 - Report to **State, Tribal, or local authorities** if required by law.
 - Maintain **written confirmation** of all reports made, including dates and recipients.

4. Internal Follow-Up

- Conduct a **root cause analysis** if applicable.
- Determine **corrective actions**, including staff retraining or policy updates.
- Document all actions taken in the incident file.

5. Recordkeeping

- Incident reports and related communications must be:
 - Stored securely in a **confidential file**.
 - Retained according to **agency and regulatory recordkeeping requirements**.

Training

- All new and existing staff, consultants, and volunteers will receive **annual training** on:
 - Mandated reporting laws.
 - This reporting policy and procedure.
 - How and when to complete incident reports.

Non-Compliance Consequences

Failure to comply with this policy may result in:

- **Corrective action**, including retraining or reassignment.
- **Disciplinary action**, up to and including termination.
- Potential **legal consequences** for failure to report abuse or other required incidents.

Board Approval:

Policy Council Approval:

Policy Council Election Policy and Procedure:

The Policy Council shall be composed of members, with at least 51% of the membership comprised of parents of a child currently enrolled in the Head Start Program. At least 5 Head Start parents, at least 1 parent from the State Preschool Program, and at least 1 parent from the local board-funded program. In addition, 2 community representatives will be elected to serve on the policy council.

Parents may not serve on the Policy Council if they are employees of the Preschool Head Start Program or the Bourbon County Board of Education. This includes substitutes.

Activity	Person(s) Responsible	Date to be Completed	Evidence of Completion
Parent interest forms will be completed on the initial home visit	Classroom teacher	August 22	Completed form
Interest forms will be divided by classroom, and a list of parents interested in serving on the Policy Council will be established	Bookkeeper	August 25	Completed list
An election letter will be sent to families with children in the individual classroom that asks them to vote for one person on the list.	Bookkeeper	August 26	Letter
Votes will be tallied, and a list will be made of the winners of the election	Bookkeeper	August 29	Returned votes and tally sheet
Contact will be made with newly elected members to share meeting information	Director	September 2	Member letter

Policy Council Approval:

Board Approval:

BOURBON COUNTY HEAD START

Use of Media / Computers

Media Policy

The use of media, such as television, films, and videotapes, is limited to developmentally appropriate programming. Media is used to supplement the curriculum or as a special event rather than as part of the regular daily routine.

Procedure:

1. Staff will preview any film, video, etc., to be used in the classroom prior to use.
2. No child will be required to view the media; other options and activities will be provided.
3. Staff will discuss what is viewed with children both before and after viewing to develop critical thinking and viewing skills.
4. Staff will provide appropriate "hands-on" learning experiences for the purpose of embedding the concepts of the media in other developmentally appropriate ways.

Computers

Policy

Computer play promotes development and offers many opportunities to integrate learning across content areas. Classroom computers will be planned and integrated into the learning environment and used as one of many options to support children's learning.

Procedure:

1. Connect computer play with curriculum objectives that match the software used.

2. When needed, individualize the use of the computer for the children and document on the individualization plan
3. Create a plan for equitable access to the computer
4. Carefully select the software to be used
 - a. Eliminate representation of stereotyping
 - b. Eliminate exposure to violence
 - c. Promote problem-solving
 - d. Encourage independence and self-help
 - e. Allow the child to control the path and pace
 - f. Provide exploration of a variety of concepts on several levels of ability
 - g. Give children quick feedback
 - h. Appeal to the child's multi-sensory learning style
 - i. Be fun and enjoyable
 - j. Promote creativity and imagination
 - k. Ensure that all children can experience success and feel empowered
5. Arrange a computer area in the classroom
 - a. Place the computer against a wall near an outlet with cords taped or banded securely to the floor, table legs, etc., out of traffic areas to avoid accidents
 - b. Place the computer away from direct sunlight and other elements that can cause extremes in temperatures
 - ~~c.~~ Store software disks in disk envelopes and closeable containers away from any kind of magnetic field and away from direct sunlight
 - d. Place computer equipment in such a way as to allow free air circulation around and into the vents on the computer case
 - e. Place the computer on a table that is low enough for children to sit comfortably. Adjust the height of the monitor to the eye level of children. Consider adjustments for children with special needs

- f. Have a system in place to keep track of what goals are being targeted in the computer center and individualize for children.

Complies with Head Start Standard	45CFR Section	1304.20(f)(1)
		1304.21(a)(1)(i)
		1304.2(a)(1)(iv)
		1304.21(a)(3)(i)(b)
		1304.21(a)(4)(i)
		1304.21(a)(5)(ii)

Policy Council Approval: 12/15/14

BOURBON COUNTY PRESCHOOL HEAD START
Toileting and Diapering

Policy:

Children will be supported and appropriately assisted when using the toilet, and appropriate precautions will be taken to keep every child safe and healthy during diapering care.

Performance Standard(s): 1302.47

Person(s) Responsible:

Classroom Staff

Health Coordinator

Procedure:

- Potty chairs, training chairs, and other non-flushing toilets are not allowed, due to the risk of spreading infectious diseases.
- Children who are able to use the toilet properly without adult assistance will be given privacy with a staff person located immediately outside the bathroom door.
- Staff will assist children needing help with buttons, zippers, etc., as needed.
- Toilet paper, running water, soap, and paper towels will be within reach of children.
- If children are still mastering toileting skills, are unable to perform self-care, or have other toileting needs, parents and staff will work together to develop a plan to attend to the child's needs.
- Students that are not toilet trained will have toileting charts filled out and turned in to the health coordinator.
- All classroom staff will be responsible for toileting/diapering.
- Disposable gloves will be available to use.
- Bathrooms will be cleaned daily.
- The Diaper Changing Procedure must be posted where diapers are changed.
- Diapers must be changed in an area designated for this task, and separate from any area used for food storage, preparation, or eating.
- All supplies needed will be within the reach of the staff.
- A sink with hot and cold running water will be located within three feet of the diaper changing surface.

- Diaper care will take place on a nonabsorbent and washable diaper changing surface and floor covering. Children who are able to stand for the process may do so on a washable floor.
- A foot-operated wastebasket with a plastic liner will be used to discard diapers.
- Staff will wear disposable gloves and use disposable wipes to clean the child's skin.
- Written physician and parent permission must be on file before any diaper rash products may be administered. The product must be labeled with the child's name and used only for that child, according to manufacturer instructions, unless written directions are provided by a licensed health provider.
- The changing surface will be disinfected after each use. Flooring will be disinfected whenever soiled and cleaned daily.
- Soiled clothing will be placed in a plastic ziplock bag, labeled with the child's name, and given to the child's parent/guardian.
- Diaper changing mats will be required to be hung up when not in use and are not permitted to remain on the floor between uses.
- Staff and children are required to wash their hands with soap and water after toileting and/or diaper care.
- If any body fluids must be cleaned, staff will use Universal Precautions when doing so.

Policy Council Approval: