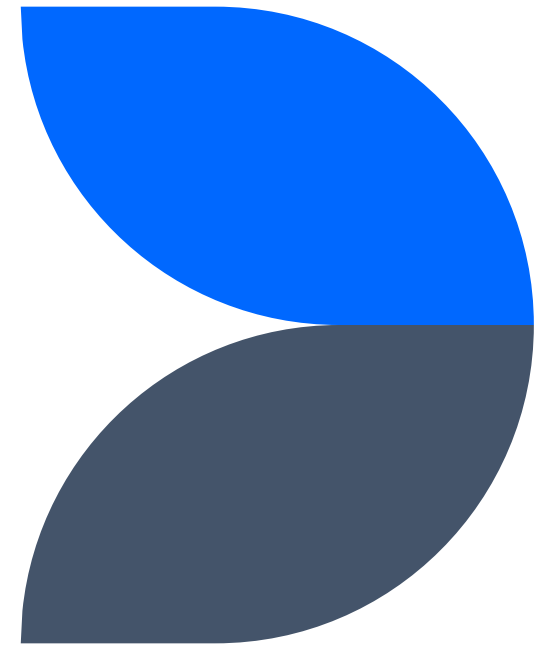


Quality Improvement Plan (QIP) Correction Action Plan (CAP)



Quality Improvement Plan

Davis Head Start has developed a comprehensive plan to strengthen **Active Supervision, safe sleep/nap-time practices, staff training, monitoring, and accountability** in our program. The plan was developed with staff input and includes:

Additional staff training on active supervision, safe sleep, line-of-sight, zoning, and reporting requirements.

Revised Active Supervision and Nap Time policies and procedures, which will be brought to Policy Council for formal adoption.

Updated monthly classroom monitoring checklists to include head counts, room checks, line-of-sight, nap-time supervision, and team communication.

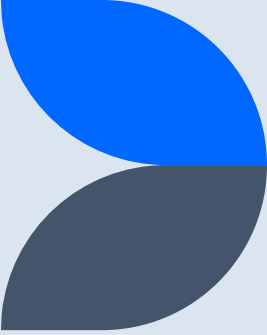
Increased follow-up through ChildPlus To-Do Lists and monthly review of unresolved concerns.

Monthly unannounced video monitoring of EHS classrooms with documented follow-up.

Environmental changes to strengthen visibility and continuous supervision, including classroom modifications and removal of barriers to line-of-sight.

Written classroom zoning plans identifying responsibility for sleeping children during transitions.

Continued staff wellness and Conscious Discipline support to help staff remain regulated, attentive, and responsive to children.



Correction Action Plan

Davis Head Start has developed a Corrective Action Plan to strengthen **child safety, active supervision, incident reporting, staff training, monitoring, and accountability** across the program.

Key actions include:

Strengthen staff training: Update annual in-person and Canvas training to provide additional guidance on active supervision, nap/rest time, child protection, incident reporting, and professionalism.

Clarify incident reporting: Develop a standardized Incident Reporting Flowchart that clearly identifies what must be reported, immediate safety actions, who must be notified, and required timelines.

Increase monitoring: Implement standardized monthly unannounced video monitoring of Early Head Start classrooms, with documentation and follow-up tracked in ChildPlus.

Improve incident oversight: Create a centralized incident-report tracking system that will be reviewed monthly by the Director and Education Manager to ensure timely and appropriate reporting.

Strengthen supervisory practices: Provide Education Specialists with training in professionalism, performance management, constructive feedback, documentation, and follow-up.

Support staff wellness: Provide monthly reflective supervision and continue using Conscious Discipline strategies to support staff self-regulation, wellness, and their ability to remain present and responsive to children.



Final tips & takeaways

1. Child safety is everyone's responsibility.

"Our most important responsibility is making sure every child is safe, seen, heard, and cared for every day."

2. We are taking action, not just identifying concerns.

The QIP and CAP gives us a clear plan for strengthening training, reporting, monitoring, supervision, and accountability.

3. We are building systems that support staff.

The goal is not simply to correct problems. It is to provide staff with clear expectations, training, coaching, resources, and follow-up so they can be successful.

4. We will continue to monitor and improve.

"A plan is only valuable if we follow it, monitor it, and make adjustments when the data tells us we need to."

5. Family voice matters.

Policy Council is an important part of that process. Your questions, perspectives, and experiences help us see things from the family's point of view.



Policies and Procedures update

Nap Time No. ED 1.011

Overview:

For programs operating 6 hours or more per day, children are encouraged but not forced to nap. Children who do not wish to sleep are provided with alternative quiet activities. Children are never required to sleep or stay on their cots.

Key Guidelines:

1. **Rest Period Duration:**

There is no fixed federal "minimum minutes" or rigid time requirement mandated for rest or nap time. Instead, federal regulations require an intentional, age-appropriate approach where programs operating 6 hours or longer provide a daily rest period, encouraging—but never forcing—children to rest or nap. Teachers will adjust rest times according to developmental needs and behavior. For older children, rest may consist of mindfulness time or yoga.

2. **Child's Choice of Rest Area:**

Children may sit or lie next to their cot or on the floor. They are not forced to stay on the cot.

3. **Lighting for Supervision:**

Lighting will be dim but not completely dark, always ensuring active supervision.

4. **Music and Sound:**

Soft, quiet music or white noise may be played to create a calm atmosphere. Loud music is not allowed.

5. **Communication Tone:**

Staff should use calm and quiet voices when interacting with children during nap time.

6. **Alternative Activities for Non-Nappers:**

Children who do not nap are provided with quiet activities. These activities can take place either on their cot or at a table. Children should not be forced to stay on their cots or in their cribs. If a child has not fallen asleep within approximately 10–15 minutes, staff will provide an appropriate quiet activity. Based on the child's individual needs and cues, the child may remain engaged in a quiet activity or may be given the opportunity to return to rest.

7. **Maintaining Staff-to-Child Ratios:**

Classrooms must remain within the required staff-to-child ratios during nap time.

8. **Cleanliness of Bedding:**

Blankets and pillows must be laundered weekly to ensure cleanliness.

9. **Staff Alertness:**

Staff are required to remain alert and actively supervise children throughout nap time. All children must always remain within staff line of sight and hearing. Staff must be able to continuously see and hear children during nap supervision. Sleeping or napping by staff while supervising children is strictly prohibited.



Anticipate Children's Behavior:

1. Staff use what they know about each child's individual interests and skills to predict what he/she will do.
2. Staff individualize instruction to appropriately challenge children.
3. Staff recognize when children might wander, get upset, or take a dangerous risk and intervene proactively.
Children in distress are responded to promptly.

Environment Set Up:

1. Learning environments are arranged so children are always supervised (including during mealtimes, outside times and nap/rest times).
2. Furniture is at waist height or shorter, so adults are always able to see and hear children.
3. Small spaces are kept clutter free.
4. Larger spaces are set up so children have clear play spaces where educators can observe them.

Positioning of Staff:

1. Staff strategically position themselves in the environment to prevent children from harm. They place themselves so they can see and hear all the children in their care at all times (including mealtimes, outside times and nap/rest times).
2. Staff make sure there are always clear paths to where children are playing, sleeping, and eating so they can react quickly when necessary.
3. Staff stay close to children who may need additional support and respond immediately to children in distress.



Birthday Treats No. HSN 1.024

1. Parents are allowed to provide something for the class in celebration of a child's birthday or other event if the following conditions are followed:
 - a. There is enough for every child.
 - b. Food is bought from a store; home-made items are NOT allowed.
 - c. Treats must be given after or at the end of a meal to avoid competing with the meal.
 - d. Birthday treats must be distributed at the end of the day, during parent/guardian pick-up, so each parent/guardian may decide whether their child will receive or take a treat.
 - e. Foods or toys do not pose a choking hazard.
 - e. It is recommended to serve no more than 2 sugar treats per month.
2. Staff will encourage parents/guardians to bring something other than a treat that is high in fat, sugar, or salt. Examples may include:
 - a. healthy foods
 - b. stickers
 - c. inexpensive, age-appropriate toys

Ordering Supplies and Materials No. FB 1.002

Purchase Price Variance Policy

When the actual cost of a purchase exceeds the original estimated or approved amount, the employee responsible for the purchase must obtain the appropriate approval before proceeding with the purchase, whenever reasonably possible.

All price increases must be documented and retained with the purchase records, including the original estimate or quote, revised price, justification for the increase, and required approvals.

All employees are responsible for ensuring that purchases comply with this policy and the agency's applicable procurement procedures.