

Active Supervision

Procedure:

- Minimum Staff/Child ratios are as follows:
 - Infants: 1 staff to 4 infants
 - Toddlers: 1 staff to 4 toddlers
 - Preschoolers: 1 staff to 10 preschoolers
- All staff will utilize the following active supervision strategies throughout Head Start programming.
 - **Set up the Environment:** Educators set up the classroom environment so that they can supervise children at all times. In the classroom, furniture should be at waist height or shorter so that adults should always be able to see and hear children.
 - **Position Staff:** Educators carefully plan where they position themselves in the classroom, playground, and other areas used by the children, to prevent children from harm. Educators stay close to children who may need additional support. During field trips and community activities, one-on-one assistance may need to be provided for individual children. This could include their parent accompanying them on the field trip or a staff person being designated for that specific child.
 - **Use Attendance Board:** Staff will write the number of children in attendance each day on the attendance board that is located on or near the classroom door. Each time a child arrives or leaves during the program day, staff will change the number on the attendance board. The number listed is to always reflect the current number of children in the room at any given time.
 - **Scan and Count:** Educators are always able to account for the children in their care. They continually scan the 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. When transitioning a group of children within the facility or for outdoor play, the staff will complete a count of all children, before leaving and when returning. An adult will lead the group and an additional adult will follow the group.
 - **Listen:** Educators are aware that specific sounds or the absence of them may signify reason for concern. Educators will implement strategies to safeguard children. For example, bells or alarms may be added to doors to help alert educators as someone enters or leaves the classroom.
 - **Anticipate Children's Behavior:** Educators use what they know about each child individually to predict what he/she will do and plan accordingly while supporting children.
 - **Engage and Redirect:** Educators use active supervision skills to know when to offer children support. Educators will encourage children to solve problems independently but

provide support when needed. They may offer different levels of assistance or redirection depending on each individual child's needs.

- **Nap/Rest time:** Staff will remain within sight and hearing of all children during Nap/Rest time, to ensure the health and safety of all children.
- All staff will pay special consideration to supervising children during transition times throughout Head Start programming. Active supervision strategies will continue to be utilized as well as the following strategies during transition times.
 - **Know Transition Times:** All staff including volunteers will know when transitions are planned throughout the day and in position to provide constant supervision.
 - **Develop Regular Routines:** Staff will create and maintain routines for regularly planned transition times.
 - **Limit Wait Time:** Staff will limit the amount of time children wait in line to transition.
 - **Reaffirm Child Expectations:** Staff will reaffirm to children what adults expect during transition times.
 - **Ensure Parents/Guardians Understand Responsibilities:** Staff will help parents, guardians, and other identified adults understand their role during pick up and drop off times. Parents who self-transport will stay with their child until the start time of class and will sign their child “in” for the day. At dismissal time, the parents will sign “out” their child before taking them out of the classroom.