

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)