

NEIGHBORIMPACT HEAD START & EARLY HEAD START

Policy & Procedure

Section: Child Development & Health Services	PC Approval Date: 2/19/13, 7/16/18
Title: Supervision of Children	Last revised and updated- 8-2011 Current revision 2-2013 Updated:11/3/17
Policy #: HS-78	NI Board Approval: 9/12/19
Forms Required: Site Safety Plan, Transition Supervision Form, Classroom Notebook; Standards of Conduct	
Performance Standards: 1302.47(b)(2)(iii), 1302.47(b)(5)(iii),1303.72(a)(3),1302.90(c)	Page 1 of 3

Policy: Children are supervised at all times while participating in the Head Start program. No child(ren) will ever be left alone or unsupervised within the bus, classroom, playground, or transitional spaces. Procedures will be in place to ensure that children do not leave the classroom unsupervised and that children are fully supervised during transitions in areas outside of the enclosed classroom and fenced playground.

Purpose: NeighborImpact Head Start is committed to providing adequate, appropriate and active supervision of children in all secure and non-secure areas utilized by the program. This policy and procedure informs staff that focused attention and intentional observation of children is to be practiced at all times. All Head Start classroom staff need to understand the expectation of positioning themselves so that they can observe all of the children: watching, counting, and listening at all times. They also need to understand the program’s expectation that they will use their knowledge of each child’s development and abilities to anticipate what he/she will do, then intervene or redirect when necessary. This constant vigilance helps children learn safely. Additionally, areas that have not been designed for young children can be a potential threat to safety and children transitioning through these areas must have increased adult supervision.

Procedure:

Classrooms:

- A. Site Leads and classroom staff ensure that classrooms have at least two assigned staff present at all times; at least one staff member for every 10 children in the classroom.
- B. Classroom staff ensure that environments are set up and furnished so that spaces are safe and staff are able to supervise children effectively.
 - 1. Shelving units and other furnishings are at a low height so that staff can see over them and learning centers are clutter free.
 - 2. Quiet spaces have openings that allow staff to see children at all times.
 - 3. In most classrooms children’s bathrooms are visible from the classroom. Children are always supervised by a staff member while in the bathroom.
- C. Classroom staff watch children closely at all times.
 - 1. Classroom staff set up and use a “zone” system of supervision and/or are in constant communication with each other as to the group of children they are supervising.
 - 2. Staff make sure that they have clear paths to where children are playing, eating or toileting so that they can react quickly.
 - 3. Staff scan the room and count children frequently to be sure that all children are accounted for at all times.
- D. Classroom staff listen closely to identify sounds that may indicate reason for concern or potential danger.
 - 1. Classroom exit doors are equipped with alarms to alert staff when someone enters or leaves the room.
 - 2. Door alarms are kept in the “on” position at all times that there are children present in the classroom.

3. Staff members listen closely to children so that they can intervene if needed to protect children's safety.
- E. Staff offer children support needed to solve problems using Second Step skills and PBIS strategies.
- F. Staff know children's developmental levels and provide assistance or redirection depending on each individual child's needs.
- G. Staff anticipate children's behavior by knowing each child's interests, developmental level, special needs, and health status.
- H. At the beginning of every program year the Site Lead ensures that each classroom staff develops, documents and posts a Site Safety Plan. The Site Lead ensures that the plan is reviewed and revised if necessary every time there is a staffing change, and that volunteers and consultants are oriented to the classroom's Site Safety Plan.
- I. The Regional Coordinator ensures that all new staff are provided with orientation on supervision expectations and procedures and that the program's training plan includes staff training on supervision of children.
- J. HR & the Regional Coordinator ensures that all staff, volunteers and consultants are trained on and sign the program Standards of Conduct at least annually. Training emphasizes that every staff member is responsible to ensure that children are supervised at all times and that positive behavior guidance is used at all times.

Playgrounds/ Outdoor Learning Environments:

- A. At least two staff members are on the playground at all times.
- B. Classroom staff ensure that playgrounds/outdoor learning environments are set up so that spaces are safe and to ensure that staff can supervise children effectively and no child can leave the playground unsupervised.
 1. Outdoor play equipment is positioned with appropriate fall zone material.
 2. Site staff monitor playground safety daily, before children use the playground, using the site safety checklist.
 3. Playgrounds are designed so that staff have clear visual lines to all areas of the playground; there are no places for children to hide.
 4. All playgrounds are fully fenced and staff ensure that gate locks are in place whenever children are on the playground.
 5. Children are taught that only teachers open and shut the gates.
- C. Classroom staff watch children closely at all times.
 1. Staff set up and use a "zone" system of playground supervision and/or are in constant communication with each other as to the group of children they are supervising.
 2. Staff make sure that they have clear paths to where children are playing so that they can react quickly.
 3. Staff scan the playground and count children frequently to be sure that all children are accounted for.
- D. Classroom staff listen closely to identify sounds that may indicate reason for concern or potential danger.
 1. Staff members listen closely to children so that they can intervene if needed to protect children's safety.
- E. Staff offer children support when needed to solve problems using Second Step skills and PBIS strategies.
- F. Staff know children's developmental levels and provide assistance or redirection depending on each individual child's needs.
- G. Staff anticipate children's behavior by knowing each child's interests, developmental level, special needs, and health status.

Transitional Spaces:

- A. When transitioning 5 or more children in unsecured areas such as a sidewalk or crowded hallway, two adults are present.

1. At least one of the adults is a Head Start staff member.
 2. One adult is placed at the front of the line and the second is positioned at the back.
 3. A count of children is taken before beginning the transition and another count is made promptly upon completion of the transition.
 4. A transition rope is used by all sites when transitioning in any unfenced area such as a sidewalk, crowded hallway or to the bus.
- B. When transitioning 4 or less children in unsecured areas such as a sidewalk or crowded hallway, a minimum of one adult is present.
1. The adult positions his/herself to keep all children within arms-reach. This adult is a Head Start staff member.
 2. A count of children is taken before beginning the transition and another count is made promptly upon completion of the transition.
- C. In situations where children are expected to wait (loading/unloading bus, toileting, etc...), Head Start staff:
1. Assure that waiting children are in a safe location and that they are aware of rules and practices associated with the transition.
 2. Are physically present in the area where children are waiting
 3. Are prepared with appropriate games, songs, and activities for the waiting children.
 4. Are able to view and direct all children (entering/exiting bus, washing hands after toileting).
- D. Procedures for fire drills or other emergency measures are established by site staff in accordance with these transition practices.
- E. Individualized plans for children that have difficulty with physical transitions are in accordance with these transition practices.
- F. AM and PM teams support one another during mid-day transition.
1. The PM team enters the classroom at 11:30 to support with transition which ensures that both the AM Teacher Advocate and Assistant Teacher have all attention on the children (help clean up from lunch so the AM team can solely focus on supervising children).
 2. The AM team joins the PM team to support with the first 15-30 minutes of class ensures that the PM Teacher Advocate and Assistant Teacher have all attention on their children.
 3. Ensure that PM class waits until the AM class has exited the classroom prior to entering.
- G. The Center Aide remains on the bus for mid-day transition. If the CA cannot stay on the bus the AT assumes the CA's role on the bus until all the children coming to school are off the bus and the children going home are loaded onto the bus.
- H. Mid-day classes will have the Center Aide available to help with transitioning children at 1:15 to ensure that the Teacher Advocate and Assistant teacher have all attention on the children.
- I. Self-transport families must stay with their child until class begins. Class begins at 8:00 for the AM classes, 12:00 for the PM classes and at 9:30 for mid-day classes. Children will be released to their parent or guardian in the classroom at 11:45 for AM classes, 1:15 for mid-day classes, and 3:45 for PM classes. If a self-transport family arrives during the bus transition, the parent must wait until all children are on the bus or in the classroom to sign their child in or out. This allows for the staff to be fully focused on the children during the transition process.
- J. Teacher Advocates will assign the task of holding the tablet during arrival and departure transitional times to ensure that parents communicate with the TA/AT when dropping off or picking up their child and that the TA/AT is fully aware that the child has arrived or is leaving.
- L. Site Safety Plans are posted at all sites representing individual team plans around supervising children during transition.
- M. Door alarms are on at all times to alert staff when the door is opened. The doors will remain locked for entrance at all times. Only people recognized by the staff or those on authorized pick up lists, with picture identification, will be allowed entrance.
- N. Tablets are in a location away from the drop-off and pick-up entry into the classroom.
- O. Staff ensure that only one door of each classroom is used for drop-off and pick-up of children.