


Performance Standard:	Subpart D Health Services Program	INCA Community Services Head Start & Early Head Start Policies and Procedures 
Sub Category:	1302.47(b)(5)(iii)	
Policy Council Approval Date:	7/14/18	
Governing Board Approval Date:	7/30/18	
Form:	Active Supervision At-A-Glance (ECLKC) OKDHS Licensing appendix GG	
Responsible:	Teaching Staff, Head Start management	

Active Supervision of Children

Policy

Active supervision is a set of strategies for supervising infants, toddlers, and preschool children in the classroom, on field trips, on playgrounds and during transitions. Head Start and Early Head Start staff prioritize children's safety by providing continuous supervision.

Program staff, utilizing the following six strategies working together to create an effective approach to child supervision:

- Set up the environment to support supervision of children at all times.
 - Height and placement of furniture and playground equipment allows effective monitoring and supervision of children.
 - Visual daily schedule to follow for children, classroom teaching staff, substitutes, and volunteers keeps the day predictable.
- Position themselves to see and reach children.
 - Zoning to maximize learning, identify staff responsible for each zone, activity, and transition.
 - Clear pathways to where children are playing, sleeping, and eating so staff can react quickly when necessary.
 - Stay close to children who may need additional support.
- Scan and count
 - Continually scan the entire environment to know where everyone is and what they are doing.
 - Count children frequently, especially during transitions.
 - Audible counting during transition time.
- Listen closely to the children and environment.
 - Specific sounds or the absence of them may signify reason for concern.
 - Program staff listen to and talk with team members, especially when a staff person or a child has to leave the area.
- Anticipate children's behavior.
 - Staff use knowledge about each child's individual interest and skills to predict what they will do.

- Recognize when children may wander, get upset, or take risks.
 - Children who lag or wander are more likely to be left unsupervised.
- Engage and redirect.
 - Staff use knowledge about each child's needs and development to offer support.
 - Staff engage and redirect when children are unable to solve problems on their own.
 - Offer different levels of assistance or redirection depending on each child's individual needs.

Supervision during transition:

Transitions are often the most challenging times to supervise children. To prevent children from being left unsupervised strategies for managing transitions throughout the day are implemented.

- Specific plans for regular routines, including staff assignments are in place.
- Ensure teachers, teaching assistants, and volunteers know when transitions take place and are in position to provide constant supervision.
- Plan is developed to adjust and maintain child:staff ratios at all times, including when a staff member needs to leave the room.
- Ensure parents understand their responsibility during drop-off and pick-up of their child.
- Limit the amount of time children are waiting in line to transition.
 - Children are kept engaged while waiting with teacher directed activities. (e.g. counting, nursery rhymes, finger plays, etc.)
- Reaffirming to children what is expected during transition.

Child/Staff ratio will be maintained as indicated by OKDHS Licensing

Mixed-Age Group Chart	Ratios	Maximum Group Size
Infants, 1-year-olds, and 2-year-olds (in any combination; does not include a 3-year-old or older)	1:6 No more than two infants per teaching personnel	12
Infants and older (includes a 3-year-old or older)	1:8 no more than two under 2 years of age per teaching personnel.	16
2-year-olds and older	1:12 no more than four 2-year-olds per teaching personnel.	24
3-year-olds	1:12	24
3-year-olds and older	1:15 no more than six 3-year-olds per teaching personnel.	30
4-year-olds and 5-year-olds	1:15	30

Training

INCA staff receive training yearly during pre-service, new staff and substitutes receive training during orientation.

Implementation of training is monitored during managers classroom observations; retraining is provided on an as needed basis.

Reporting
Definitions/Acronyms
INCA - Head Start and Early Head Start programs HS - Head Start program EHS - Early Head Start program FEC - Family Engagement Coordinator
Dissemination of Policy
The policy will be made available to all Head Start employees through the agency's website @ www.incacaa.org . The agency will educate and train applicable employees and supervisors regarding the policy and any conduct that could constitute a violation of the policy.