

HEAD START PERFORMANCE STANDARDS	ECEAP PERFORMANCE STANDARD
1302.47 , 1302.90	IC-15

PURPOSE

To support staff in ensuring children safe at all times by using clear and comprehensive Active Supervision protocols.

Active Supervision requires that all staff use intentional strategies and focused attention to ensure children arrive, explore their environment, and depart safely. OESD 114 staff who are cleared to be alone with children directly supervise children and ensure that children are never left unattended.

PROCEDURE

To provide safe and engaging classrooms, each classroom team will develop a comprehensive **Active Supervision Classroom Safety Plan** that meets the following criteria:

- Submitted to the classroom Supervisor for approval **by October 30**
- Reflect the *six strategies of active supervision* and must address the elements detailed below
- After approval, post the plan on the classroom Emergency Board
- Must be individualized to each classroom and does not identify specific children

Six Strategies of Active Supervision to be included:

1. SET UP THE ENVIRONMENT

- Attendance monitoring system established for both inside and outside, including before, during, and after transitions.
 - Must include a posted count whiteboard displaying the number of children present and will be updated with changes throughout the day
- Establish a method for securing entry/exit doors and gates
- Cell phones will be placed on silent and ONLY used in the case of an emergency
 - If a cell phone must be used, staff are required to step out of the classroom and appropriate adult/child ratios must be established and maintained throughout the absence.
 - It is the staff person's responsibility to communicate with their teaching team and Supervisor **prior** to leaving the classroom
 - If families need to communicate important information to their child's classroom teachers, they are asked to call the direct classroom line (unless the classroom is out of the building)
 - Any communication must be brief and cannot interfere with the direct supervision or safety of the children in the classroom
- Staff are assigned specific roles to ensure safety and are determined by the team prior to the start of class. These roles rotate as needed to support the children as they move about the classroom. This allows all staff to have the ability to respond effectively to unexpected situation.
- Develop an effective communication system for relaying information regarding the whereabouts of children and staff
- Designate a formal sign in/out system
 - *Parents and/or guardians are responsible for signing children in and out each day*
- Staff, substitutes and volunteers will wear their employee badge or name tag daily
 - Children are required to wear a name tag when a substitute is in the room

Active Supervision and Safety Procedure

- Plans will support any variations in the usual staffing pattern (substitutes, etc.).
- Arrange play spaces so that children can clearly be observed both indoors and outdoors
- Teach children the rules of coming and going from classrooms, play areas and other environments
- **Substitute Training:**
 - Must be trained by a member of the classroom teaching team on the classroom’s Active Supervision and Classroom Safety Plan *prior to beginning work in the classroom*
 - Must sign on the signature sheet to acknowledge that they have been trained in each classroom they are assigned to
 - The signature sheet will be placed behind Active Supervision and Classroom Safety Plan on the Emergency Board

2. SCAN AND COUNT

- Staff will count children frequently and confirm the number of children matches the number on the white board
- Daily attendance in Child Plus will be used to confirm the white board is correct
- White board is mounted on or near the classroom door, free of any visual barriers
- When transitioning to and from an area, a verbal count will be conducted and a visual sweep by staff will be conducted before leaving the area
- At no time will a child be left alone, inside or outside, without direct staff supervision
- All classrooms will stay within the following ratios:

Age-appropriate Adult:Child ratios must always be maintained <i>(including indoors, outdoors, on learning trips, and during rest periods)</i>		
Age of Child	Staff to Child Ratio	Maximum Group Size
1 month through 36 months	1:4	8
Preschool: 36 months through 6 years (<i>not attending kindergarten</i>)	1:10	20
HS only: If a classroom has 50% or more 3-year-olds (<i>36 – 47 months</i>)	1:10	17

- Adults not considered employees of OESD 114 *and* without full clearance (*background checks, CPR, First Aid*) **cannot be counted in ratio** and are not left alone with children.
- Parents are never left alone with children other than their own.

3. ANTICIPATE CHILDREN’S BEHAVIOR

- At the initial contact (conference) with the parent(s) or guardian(s), discuss individual children’s interests, abilities, and potentially unsafe behaviors
 - This information can inform what to expect from individual children so that we can better protect them from harm
- Recognize when children might wander, get upset, or take a dangerous risk
- Review children’s assessments and any existing IEPs, IFSPs, or social-emotional care plans to be aware of children’s individual abilities, interests, and needs
 - Recognize and attend to individual children’s needs while staying within appropriate ratios listed above
- Staff should never be fully alone with a child who is toileting in bathroom (leave door open)
 - When children are using a shared bathroom facility (i.e. school)
 - Wait for all school age children to leave the bathroom before preschool children enter

- Ask school age children to wait until preschool children are finished toileting to enter to ensure safety
- OESD 114 has set guidelines with staff for appropriate verbal and physical interactions between and among children and staff that include child-initiated hugs, high fives, handshakes, lap time, pats on the back, shoulder, or head
- Follow established systems for scheduled and intermittent or unexpected bathroom needs

4. POSITION STAFF/ZONING

- Staff will be positioned to see and hear all areas and move around as needed, allowing staff attention to remain focused on children.
- Rooms will be arranged in such a way that minimal hiding spaces are present. Zoning maps and positioning will be designed to ensure those spaces are adequately supervised. Spaces designed to allow children to feel they are able to withdraw from the classroom activities quietly and safely will be intentionally included in the planning.
- Area zoning maps will be developed and reviewed by all classroom staff and should be updated after every classroom change.
- Systems will be established for the transition to and from outside location for fire drills, sweeping for lockdown and earthquake drills. Roles for emergencies will be clearly established and documented. Staff will be knowledgeable on their site's emergency procedures and processes.
- Staff will be placed before and at the end of the line of children when transitioning to and from areas outside of the classroom.
- Clear paths to where children are playing, sleeping and eating so you can respond quickly.
- Stay close to children who need additional support.
- Stay close in the outdoor play area so that children can be seen and prevented from taking unnecessary risks or playing in an unsafe manner.

5. LISTEN

- Systems will support an environment where staff can listen for sounds or for silences which may signal cause for concern. Maintaining appropriate volumes in speaking and activities in the classroom (including volume of music being played) will support this ability.

6. ENGAGE AND REDIRECT

- Staff will be trained on appropriate redirection strategies.
- Staff will engage children in interesting and safe activities.
- Know when to offer children support.
- Offer various levels of assistance of redirection, depending on each child's need.
- Utilize Creative Curriculum, Conscious Discipline, and positive guidance to support children with redirection depending on their needs.

Program Monitoring and Training

- The **Active Supervision Classroom Safety Plan** will be created annually and reviewed after each classroom change, under the direction of the classroom's Supervisor. *The initial plan must be completed by October 30.* It will be shared with all staff who will sign it after reviewing it. The plan will be posted in the classroom on the Emergency Board. All new staff and substitutes will review their roles in the plan before working in the classroom.
- Supervisors and Coaches will conduct observations to ensure the plans are being implemented.

Active Supervision and Safety Procedure

- Any staff noting a safety issue will immediately communicate it to their classroom Supervisor or coach for correction.

If it is determined that a strategy is not being followed:

- ***Classroom Supervisor, teachers, and Coaches will meet with the classroom team within 1 business day to update the Active Supervision Classroom Safety Plan.***
- Training will be done at new employee training and ongoing at Pre-service training annually, on the six strategies of Active Supervision.

Emergency Response Procedure for a Missing Child:

- Notify Supervisor and Education Program Manager as soon as it is discovered. Within the first 60 seconds of unaccountability, call for help or ask someone to call for help (school secretary, teacher, OESD office, etc.)
- Manager will be responsible to initiate any further reporting including: *Head Start Program to activate the Active Supervision Incident reporting procedure.*