

# Active Supervision Procedure

## Purpose

This document tells staff how to look, listen and engage with children to keep them safe at all times.

## Guidance

Keeping children safe is everyone's top priority. Active Supervision of children is the best strategy for creating a safe environment and preventing injuries. You need to know how to look, listen and engage with children to keep them safe. Active Supervision requires focused attention and intentional observation of children at all times. Active Supervision allows children to explore their environments safely. Children must be directly supervised at all times and must never be unattended.

## Staff Ratios

Age-appropriate adult: child ratios must be maintained at all times, including indoors, outdoors, on field trips, and during rest periods.

If the age of the children is:	Then the staff to child ratio is:	And the maximum group size is:
One month through thirty-six months	1:4	8
Preschool: thirty-six months through six years not attending kindergarten	1:10	20
If a classroom has 50% or more 3-year-olds (36 months through 47 months)	1:10	17

## Important Notes

- Volunteers, Parents, Temporary Classroom Assistants, Nutrition Aides, Lunch Assistants, Bilingual Instructional Assistants and PSESD support staff are **not to be counted** as part of the Adult: Child ratio.
- Volunteers, Temporary Classroom Assistants, Nutrition Aides, Lunch Assistants and Bilingual Instructional Assistants are not to be left alone with children.
- Parents should never be left alone with children other than their own.

## Procedure

1. **Complete Active Supervision online course** at <http://classes.earlylearningwa.org>
  - This course is **REQUIRED** and must be completed before the first day of class.
2. **Center Leaders:**
  - Approve the Classroom Active Supervision Plan for each of their classrooms by October 31
  - Complete Center Director Active Supervision Summary Form by October 31 for each site
3. **Active Supervision Plans:**
  - Teachers complete an Active Supervision Plan for each classroom and have the plan approved by their Center Director.
  - Once the Center Director has approved the Active Supervision Plan it is posted in the classroom.
  - The Active Supervision Plan will address the elements below. The Active Supervision Plan should be individualized to each classroom but should not identify specific children.
4. **Set up the environment**
  - Set up the environment so that you can supervise children at all times.

- Keep children in your line of sight and make sure you can hear them at all times.
  - Clear play spaces so that you can observe children both indoors and outdoors at all times.
  - Teach children the rules of coming and going from classrooms, play areas and other environments.
- 5. Position staff/zoning**
    - Plan where to position yourself in the environment to prevent children from harm.
    - Place yourself so you can see and hear all children.
    - 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.
  - 6. Accurate accounting of attendance, location of children, transitions, numbers within groups**
    - Complete the daily attendance chart, implement a written system of communication about the locations of children in the classroom and any changes in group size throughout the day.
    - Keep track of the numbers of children in separate groups or in separate locations within a center whenever a class is divided into small groups.
  - 7. Scan and count**
    - Account for all children in your care.
    - Consistently scan the environment to know where every child is and what they are doing.
    - Count the children frequently.
    - Count the number of children aloud prior to a transition to a new area of the center, including to and from the outdoor play area.
    - Check classrooms, outdoor play areas, bathrooms, sleeping areas and other learning areas during transitions and prior to departure.
  - 8. Listen**
    - Listen for specific sounds, or the absence of them, to identify reasons for concern or signs of potential danger.
  - 9. Anticipate children's behavior**
    - Use information about individual children's abilities and interests to predict what they will do.
    - Recognize when children might wander, get upset or take a dangerous risk.
    - Know what to expect from individual children so that you are better able to protect them from harm.
  - 10. Engage and redirect**
    - Know when to offer children support.
    - Offer various levels of assistance or redirection, depending on each child's needs.

### When to be attentive

There are certain times when children are at greater risk to be harmed or unsafe. Staff should count children and communicate between each other about the number of children in their care before, during, and after these situations or times:

- During transitions when children are moving from one location to another
- When in the outdoor play area
- During drop off and pick up from the bus or parent
- When children arrive late or leave early
- When staff are leaving or returning from breaks
- When there is substitute staff in the classroom or center
- When children use the bathroom
- When on a field trip or other special outing
- When specialists are taking children in and out of the classroom

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- When there are unscheduled visitors in the classroom
- During emergencies and drills

### Resources

#### Classroom Transitions

This suite of resources introduces basic strategies that support children's positive behaviors during classroom transitions. The trainer version includes a PowerPoint presentation with videos, learning activities, and other training materials.

<https://eclkc.ohs.acf.hhs.gov/video/classroom-transitions>

#### Follow-Up to Supporting Children through Classroom Transitions

Information from a recent Teacher Time Webinar, this activity sheet addresses how to support children through classroom transitions.

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/teacher-time-12-2013-followup.pdf>

#### Zoning to Maximize Learning

Zoning is an effective practice for teachers to manage staff and create well-organized classrooms. This presentation discusses the benefits of zoning for maximizing children's engagement and learning. The presentation includes videos and visual examples as well as specific guidelines for how teachers can implement this practice in their classrooms.

<https://eclkc.ohs.acf.hhs.gov/video/zoning-maximize-learning>

#### Zoning to Maximize Learning – “Classroom Map with Zoning Areas”

The purpose of this activity is to work with your classroom team to decide how to use zoning in your classroom,

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/zoning-areas.pdf>

#### Zoning to Maximize Learning – “Staff Zoning Chart”

This Staff Zoning Chart is an activity that you can use to work with your classroom team to decide how to use zoning in your classroom.

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/zoning-staff-chart.pdf>

#### Tips for Keeping Children Safe – A Developmental Guide

This developmental tool provides safety tips for early childhood staff working with young children in classroom environments. There are descriptions for each stage of development and a list of daily routines for children within four age groups: infants, mobile infants, toddlers, and preschoolers. Some safety tips, such as active supervision, apply to all children. Others address the developmental needs of children in a specific age group.

<https://eclkc.ohs.acf.hhs.gov/safety-practices/article/tips-keeping-children-safe-developmental-guide>

### Related Documents

Standard of Conduct: Active Supervision Policy

Classroom Active Supervision Plan

Center Director Active Supervision Summary