

PROCEDURES FORM

Title: Child Supervision and Transitions

Number: CS/CD 336

Policy Council Review Date: June 2009

Revised Date: September 28, 2017

August 7, 2018

Purpose: In response to the Head Start Program Performance Standards CFR 1302.90(c)(1)(i)(ii)(A)-(I),(iii),(iv) and (v), CFR1302.102(d)(1)(ii) and agency wide procedures, this procedure has been developed to create a culture of safety in which everyone shares responsibility to assure that children are provided with adequate, active supervision at all times; no child shall be left alone or unsupervised at any time.

Procedure:

1. The staff will set up the environment to supervise children at all times. A daily classroom schedule will be posted for children, teachers, substitutes, and volunteers to follow that helps to keep the day predictable. The height and arrangement of classroom furniture should allow for continuous scans to ensure effective monitoring and supervision of children at all times.
2. The staff will be positioned to see and reach children at all times in classroom, other building facilities (bathrooms, cafeteria, hallways, etc.) and outdoor play areas. Zoning plans and a count and record system will be discussed and established by the teaching teams to identify the staff responsible for each area or activity and his or her duties during transitions before and after an activity.
3. The staff will scan the environment, including assigned areas of the classroom, outdoor area and other building facilities (bathrooms, cafeteria, hallways, etc.) to count the children. Staff need to communicate with each other so everyone knows where each child is and what each one is doing. This is especially important in play areas and on the playground when children are constantly moving.
4. Staff will listen closely to children and the environment to identify signs of potential danger. Staff will listen to and talk with team members, especially when a staff person or a child has to leave the area, so that staff knows where other staff are located.
 - Either the Teacher, Teacher Assistant, or staff designated by CDE Manager must be physically present in the classroom or center when children are present.
 - The Teacher is responsible for scheduling Teacher Assistant and Classroom Support staff breaks during the class day. Only one staff person at a time is allowed to be on a break, regardless of the number of extra adults (paid or unpaid), present in the classroom.

5. Staff will anticipate children's individual interests, abilities and skills to give children any needed additional support, especially at the start of the school year and during transitions. Staff will engage and redirect when children are unable to solve problems on their own.
6. Staff will plan and manage effective transitions throughout the day, such as when children arrive, leave, or move from one location to another within a center:
 - Staff will develop specific plans for regular routines, such as drop-off and pick-up times, including staff assignments (who will monitor the door, etc.)
 - Staff will ensure all teaching staff and volunteers know when transitions will take place and are in position to provide constant supervision.
 - Staff will discuss how the team will adjust to maintain appropriate adult-to-child ratios at all times, including when a teacher needs to leave the room.
 - Staff will ensure parents understand their responsibilities during drop-off and pick-up of their child, and be alert to and communicate potential child wanderings as needed.
 - Staff will limit the amount of time children are waiting in line to transition.
 - Staff will communicate expectations to children during transitions.
 - Staff will discuss approaches for managing transitions during atypical circumstances, such as early dismissal, dismissal location changes, changes in transportation, etc.
7. It is the responsibility of **all** staff to **immediately** report any such incidents to supervisory staff:
 - Upon notification, supervisory staff will notify Executive Director who will promptly investigate specific situations and will make a determination of the need to file a report with the Office of Head Start.
 - Appropriate staff will be identified and will be responsible for notification of the family of the child(ren) involved and documented on ChildPlus.
 - **If at any time a child and/or children are left unsupervised by a staff member, the staff member will be subject to the progressive disciplinary process up to and including discharge.**

Adult/child ratio (as stated in Performance Standards), should reflect the age of the children and the particular setting to ensure safety.

Predominant age of children in classroom	Funded class size	Number of staff
4 and 5 year olds	Program average of 17-20 children enrolled per class. No more than 20 children enrolled in any class.	Two paid staff one of whom is the Teacher, Teacher Assistant, or staff designated by CDE Manager
4 and 5 year olds in double session classes	Program average of 15-17 children enrolled per class. No more than 17 children enrolled in any class.	Two paid staff one of whom is the Teacher, Teacher Assistant, or staff designated by CDE Manager
3 year olds	Program average of 15-17 children enrolled per class. No more than 17 children enrolled in any class.	Two paid staff one of whom is the Teacher, Teacher Assistant, or staff designated by CDE Manager
3 year olds in double session classes	Program average of 13-15 children enrolled per class. No more than 15 children enrolled in any class.	Two paid staff one of whom is the Teacher, Teacher Assistant, or staff designated by CDE Manager

This policy complies with Head Start Performance Standard 45 CFR XIII Subpart B- Program Structure 1302.21(b)(1)(3)(4) Subpart D- Health Program Services 1302.47(b)(5)(iii), CFR 1302.90(c)(1)(i)(ii)(A)-(I),(iii),(iv) and (v), CFR1302.102(d)(1)(ii)



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U.S. Department of Health and Human Service Information Memorandum: ACF-IM-HS-15-05

Head Start Performance Standard 45 CFR XIII Subpart B- Program Structure
1302.21(b)(1)(3)(4) Subpart D- Health Program Services 1302.47(b)(5)(iii), CFR
1302.90(c)(1)(i)(ii)(A)-(I),(iii),(iv) and (v), CFR1302.102(d)(1)(ii)

The referenced Memorandum indicates that programs must create a culture of safety in which everyone shares responsibility for keeping children safe. It specifically states that “staff must ensure that no child will be left alone or unsupervised while under their care”. Incidents of children being left unsupervised are of grave concern due to the potential for risk of serious injuries and emotional distress.

If at any time a child and/or children are left unsupervised by a staff member, the staff member will be subject to the progressive disciplinary process up to and including discharge.

The progressive disciplinary process, in part, could include options such as re-training, re-assignment of duties, verbal, written, or final warning, suspension without pay, and/or termination.

Factors in determining severity of disciplinary action include, in part:

- Degree of severity of the infraction, outcome or potential outcome.
 - Previous warnings or other disciplinary action for previous offenses.
 - Employee’s level of training.
 - Facility characteristics, if applicable.
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Child Supervision

I have been informed of the adaptation to the Child Supervision procedure and understand it.

Name: (printed) _____

Signature: _____

Date: _____