

NAEYC STANDARDS

- *Relationships* foster belonging and encourage individual worth
- *Curriculum* supports individual and group goals
- *Teaching* supports exploration and personal development
- *Assessment* is informed, systematic and advances development
- *Health* practices promote safety
- *Teachers* are qualified and dedicated
- *Families* are involved and respected
- *Community Relationships* support our goals
- *Physical Environment* is safe, well-maintained, educational and fun
- *Leadership and Management* work as a team

Supervision Skills and Methods

Awareness of what is happening in the classroom and/or playground requires a systematic development of supervision skills. The teaching staff at E.L. Cord Child Care Center incorporate developmentally appropriate guidance and supervision

skills.

- Awareness is a skill that requires a knowledge of children, including knowing each child's range of skills, interests, ability to interact with others and developmental stage. Knowledge of children helps teachers to monitor and enhance skills that promote children's positive behavior.
- Positioning is a skill that requires being able to see all of the children. Staff position themselves to be aware of the entire classroom and to see as many children as possible. All children are monitored by sight or sound at all times.
- Scanning is a skill that involves regularly glancing around the classroom and playground to see children's involvement and what is happening.
- Redirection is a skill used as an aid in preventing undesirable and unsafe behavior. Children are redirected to other areas/ activities when undesirable behavior is imminent or occurs. This technique helps ensure the safety of all children.
- Supervision for all children in areas that are near equipment where injury may occur, requires the use of the above methods and being in close proximity to the children. Children waiting to be picked up due to illness or injury are kept safe, comfortable, and under.



SNACS
Preschool

Supervision
Policy

Supervision Policies and Procedures

Infant and Toddler Supervision

Teaching staff supervises infants and toddlers by sight and sound at all times.

- During meal times in the infant room, one person will supervise the children who are eating while another person prepares and serves food from the kitchenette.
- At least one staff member will be able to see infants and toddlers at all times.
- Staff are aware of the entire room and rotate position when necessary.
- Toddler teachers go in the bathroom with the children.

Sleeping Children Supervision

Teaching staff position themselves so they can hear and see sleeping children.

- Infants are placed on their back in a crib; the sides of cribs are raised and checked to ensure the crib sides are locked.
- Children of all ages are supervised while sleeping, or resting.
- Sleeping children of any ages will not have their heads covered.
- Blankets placed on sleeping infants reach only as far as infants chest.
- Children who awake early or do not sleep are supervised and provided quiet activities.
- Infants and toddler nap times, for each child, are recorded for parent information.

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Preschool and Kindergarten Supervision

Teaching staff supervise children primarily by sight and are aware of where children are at all times. Supervision by sound alone occurs for no more than a few minutes.

- Teachers scan and walk the entire perimeter of the playground especially the hard to see areas, inside the play houses, climbing equipment, and sand boxes.
- Teachers position themselves by standing close to the outside doors to hear and see children while they are inside for drinks, obtaining personal items, or using the bathroom.
- Teachers scan the entire classroom in order to observe what is happening.
- Teachers position themselves in order to see the entire classroom.
- Teachers are aware of each child in order to maintain a safe environment.