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Description automatically generatedActive Supervision Monitoring Action Plan

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| **Site/Classroom:** | | | **Date:** | | | | **# of Children**  **Present:** | |
| **Staff Present:** | | | | | | | | |
| **ACTIVE SUPERVISION PLAN** | | | | | | | | |
| **Active Supervision**  **Plan Location:** | | | | | **Active Supervision Plan Accessibility**  Accessible  Not Available | | | |
| **Active Supervision Plan Contents**  Please indicate which pieces are included in the site/classroom’s plan. | | | | | | | | |
| Active Supervision Implementation Plan | | | | | | | | |
| Learning Activity: Classroom Transitions – Planning for Transitions | | | | | | | | |
| Learning Activity: Zoning to Maximize Learning – Classroom and Playground Maps with Zoning Areas (may  use existing Licensing floorplans) | | | | | | | | |
| Learning Activity: Zoning to Maximize Learning - Discussion Questions | | | | | | | | |
| Learning Activity: Zoning to Maximize Learning – Staff Zoning Chart | | | | | | | | |
| Tools for Supervisors: Classroom Transitions – Supporting Positive Behaviors During Classroom Transitions  Observation Form | | | | | | | | |
| Notes: | | | | | | | | |
| **ACTIVE SUPERVISION OBSERVATION**  Please indicate which part(s) of the daily schedule were observed. | | | | | | | | |
| Arrival | Small Group | Large Group | | Choice Time | | | | Transitions |
| Outside Time | Snack/Mealtime | Quiet Time | | Departure | | | | During Transport |
| Notes: | | | | | | | | |
| **ACTIVE SUPERVISION STRATEGIES**  Please indicate which strategies are utilized throughout the observation. | | | | | | | | |
| **Set Up the Environment**  Classroom is set up to supervise children at all times. | | | | | | | | |
| Activities are grouped together and furniture is at waist height or shorter; adults are always able to see and hear the children. | | | | | | Observed  Action Step Needed | | |
| Small spaces are kept clutter free and big spaces are set up so that children have clear play spaces that staff can observe. | | | | | | Observed  Action Step Needed | | |
| Notes: | | | | | | | | |
| **Position Staff**  Staff carefully plan where they will position themselves in the environment to prevent children from harm. | | | | | | | | |
| Staff place themselves so that they can see and hear all the children in their care. | | | | | | Observed  Action Step Needed | | |
| Staff ensure there are always clear paths where children are playing, sleeping, and eating so they can react quickly when necessary. | | | | | | Observed  Action Step Needed | | |
| Staff stay close to children who may need additional support. Their location helps them provide support, if necessary. | | | | | | Observed  Action Step Needed | | |
| **Position Staff Cont.** | | | | | | | | |
| Staff follow zoning and transition plans. | | | | | | Observed  Action Step Needed | | |
| Staff maintain teacher-to-child ratios. | | | | | | Observed  Action Step Needed | | |
| Notes: | | | | | | | | |
| **Scan and Count**  Staff are always able to account for children in their care. This is especially important during transitions when children are moving from one location to another. | | | | | | | | |
| Staff continually scan the entire environment to know where everyone is and what they are doing. | | | | | | Observed  Action Step Needed | | |
| Staff count children frequently using the following: Name-to-face picture cards to visually identify each child, child-safe token system on buses, touch or tap children when counting, transportation logs, involving children in the counting, using the “I have completed a walkthrough on the bus” sign, frequently stating the quantity of children present out loud, etc. | | | | | | Observed  Action Step Needed | | |
| Tools are updated with child counts as children enter and/or leave the room (e.g., whiteboards). | | | | | | Observed  Action Step Needed | | |
| Staff monitor who enters or exits the facility using the Classroom Sign In/Sign Out Log, including when children leave for therapy and other services with itinerants. | | | | | | Observed  Action Step Needed | | |
| Staff “sweep” the area to ensure all children are accounted for when leaving the classroom, playground, bathroom, gym or any area that requires a transition. | | | | | | Observed  Action Step Needed | | |
| Notes: | | | | | | | | |
| **Listen**  Specific sounds or the absence of them may signify reason for concern. Staff who listen closely to children immediately identify signs of potential danger. Programs that think systematically implement additional strategies to safeguard children. | | | | | | | | |
| Staff implement strategies using specific sounds or signals to alert for danger. For example, bells or alarms are added to doors to help alert staff when a child leaves or enters the room. | | | | | | Observed  Action Step Needed | | |
| Staff listen and talk to each other to establish where team members and children are located at all times, including when someone leaves an area or room. | | | | | | Observed  Action Step Needed | | |
| Notes: | | | | | | | | |
| **Anticipate Children’s Behavior**  Staff use what they know about each child’s individual interests and skills to predict what they will do. Staff who know what to expect are better able to protect children from harm. | | | | | | | | |
| Staff create challenges that children are ready for and support them in succeeding. | | | | | | Observed  Action Step Needed | | |
| Staff recognize when children might wander, get upset, or take a dangerous risk. | | | | | | Observed  Action Step Needed | | |
| Staff observe children’s well-being through daily health checks and regular parent communication to help anticipate children’s behavior. (e.g., illness, allergies, lack of sleep or food, etc.) | | | | | | Observed  Action Step Needed | | |
| Notes: | | | | | | | | |

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| **Engage and Redirect**  Staff offer different levels of assistance or redirection depending on each individual child’s needs. | |
| Staff use Active Supervision skills to know when to offer children support. | Observed  Action Step Needed |
| Staff wait until children are unable to solve problems on their own to get involved. | Observed  Action Step Needed |
| Staff limit the amount of time children are waiting to transition. | Observed  Action Step Needed |
| Notes: | |

**The classroom observation aligned with the Active Supervision Plan.  YES  NO**

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| **Active Supervision for Families**  Please indicate which resources are used to learn about and support families with Active Supervision. | |
| Child Comfort & Life Experiences Questionnaire | Household Safety Checklists |
| Child & Family School Readiness Plan | Injury Prevention Starts at Home |
| Enrollment Application | Safety & Injury Prevention Handout |
| Family Needs Assessment | Tips for Families: Classroom Transitions |
| Home Safety Checklist |  |
| Notes: | |
| **Active Supervision Monitoring Review and Follow-Up**  Discuss the results of the observation with the teacher and/or team.  **\*\*\* Discuss imminent dangerous situations immediately. \*\*\*** | |
| Date Observation was Reviewed with Staff: | |
| Staff Present for the Review: | |
| Notes: | |

**Distribution:** Results are entered in ChildPlus Reference: R 400.8182; R 400.8740(4); HSPPS 1302.47(5)(iii); 1303.73(b)

6/23 EHS-HS Team\ADMIN\Procedure Manual\Safety\Active Supervision Monitoring Plan