

Puget Sound ESD - HS/EHS

8020 - Monitoring Worksheet

2017 - 2018 Active Supervision Checklist

Due: _____
Scheduled: _____
Actual: _____

Environmental Setup	Regulation
<input type="checkbox"/> Plan Modified <input type="checkbox"/> Plan Accepted	<ol style="list-style-type: none">1. Learning environments are arranged so that children are supervised at all times.2. Furniture is at waist height or shorter so adults are always able to see and hear children.3. Small spaces are kept clutter free.4. There are no objects blocking window view outside of internal and external classroom doors. Notes:
Staff Positioning	Regulation
<input type="checkbox"/> Plan Modified <input type="checkbox"/> Plan Accepted	<ol style="list-style-type: none">1. Staff position themselves in the environment to prevent children from harm. They place themselves so that they can see and hear all of the children in their care.2. Staff make sure there are always clear paths to where children are playing, sleeping, and eating so they can react quickly when necessary.3. Staff stay close to children who may need additional support. Notes:

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Scan and Count Procedures	Regulation
<input type="checkbox"/> Plan Modified <input type="checkbox"/> Plan Accepted	<ol style="list-style-type: none"> 1. Staff account for children in their care. 2. Staff to child ratios are maintained at all times. 3. Staff scan the entire environment frequently to know where everyone is and what they are doing. 4. Staff count children frequently and out loud to verify numbers and communicate to all staff in the room. At transition points, 2 staff count children out loud and reconcile the number of children before moving forward. Suggested times are: <ol style="list-style-type: none"> a. At the beginning of the day as children are arriving b. After using toilet c. As part of emergency drills d. When leaving and returning to the classroom e. When leaving one environment and entering another (transitioning to and from outdoor play) f. On and off the bus (transitioning supervision between bus drivers and teachers, bus drivers and parents, etc.) g. Arrival/departure <p>Notes:</p>
Active Supervision Plan	Regulation
1 <input type="checkbox"/> Plan Modified <input type="checkbox"/> Plan Accepted	<p>Active Supervision plan addresses auditory strategies to identify concerns or signs of potential danger.</p> <p>Notes:</p>
2 <input type="checkbox"/> Plan Modified <input type="checkbox"/> Plan Accepted	<p>Active Supervision plan addresses how they anticipate children's behavior:</p> <ol style="list-style-type: none"> a. Know each child's individual interests and skills to predict what he/she will do b. Individualize instruction to appropriately support and challenge children <p>Notes:</p>

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Active Supervision Plan	Regulation
3 <input type="checkbox"/> Plan Modified <input type="checkbox"/> Plan Accepted	Active supervision plan addresses each adult's role in offering children support. Notes:
4 <input type="checkbox"/> Plan Modified <input type="checkbox"/> Plan Accepted	Active Supervision Plan is posted in classroom. Notes:
5. <input type="checkbox"/> Plan Modified <input type="checkbox"/> Plan Accepted	During observation period, staff are carrying out Active Supervision per the posted plan. Notes: