

Shasta Head Start Child Development, Inc.
Supervision Tool for the HS and EHS Yearly Timelines

This tool is used to support supervisors in understanding their role in the Yearly Timeline and ensuring procedures, timelines and systems are being followed correctly. This tool is to be used in conjunction with the Yearly Timelines.

Item:	Supervisors Role:
Caregiver/Teacher Binder	<ul style="list-style-type: none"> • Ensure staff have binders and dividers if needed • Distribute forms needed from the start-up box • Check that binders have been set-up appropriately using the Table of Contents, check monthly to ensure binder is up to date
Curriculum Binder	<ul style="list-style-type: none"> • Ensure staff have binders and dividers if needed • Distribute forms needed from the start-up box • Check that binders have been set-up appropriately using the Table of Contents, check monthly to ensure binder is up to date • Ensure that Teacher/Caregiver are completing the Individualized Tracking Form (SOP 5.4.3) once a tracking cycle has begun after Child Goals are set
Review Child Files	<ul style="list-style-type: none"> • Remind Teachers and Primary Caregivers to review child files and initial the HDNA on the Education Cover Sheet • Provide staff with time to review child files
Review IEP/IFSP Goals	<ul style="list-style-type: none"> • Remind Teachers and Primary Caregivers to review IEP/IFSP goals • Ensure staff support goals from the beginning of the year by highlighting DRDP Developmental code in the key of the Lesson Plan in orange <p>*Support staff with understanding the goals and contact Disabilities Department as needed</p>
Weekly Lesson Plan SOP 5.3.25	<ul style="list-style-type: none"> • Ensure new staff receive training according to workshop timelines • Review Lesson Plans at least one week prior to implementation • Check to see that all the developmental codes are represented • Make sure WEB, FP, FOW, Second Step, Creative Curriculum, Cooking Projects, Busing Activities are included as required • (HS Only) Confirm that the Individual Child Goal section is filled out once the Child Goals are set and tracking cycles have begun. • (HS Only) Ensure that Second Step letters are going out weekly according to Second Step planned lessons for the week • Ensure that Developmental Domain and measure number (LLD 5) are in the key next to the activities planned to work on the individual child's goal

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	<ul style="list-style-type: none"> Initial corner the of Lesson Plan after reviewing <p>*Monitor the classroom to ensure all aspects of the Lesson Plan are being implemented. Examples include materials in interest areas match what is on the Lesson Plan, Read-a-Louds/Highlight Hellos are being conducted...</p>
Building the Foundation Checklist SOP 5.2.4	<ul style="list-style-type: none"> Schedule time for staff to complete the items required on the BFC (SOP 5.2.4) Monitor that all aspects of the BFC have been completed Initial the BFC Ensure the BFC and all accompanying documents are scanned to the Education folder within 5 days of the program year starting
First Home Visit – 45 Day SOP 5.5.1 Final Home Visits SOP 5.5.1	<ul style="list-style-type: none"> Distribute First Home Visit Packets from the start-up box Ensure new staff have been trained on all aspects of the First Home Visit by attending New ED Staff Workshop. Have new staff shadow a home visit or support them during 1st home visit Help staff in scheduling First Home Visits as needed Ensure First Home Visit form and all accompanying forms are filed in the Child File and Education Coversheet is updated and staff have updated the Child File Summary Final Home Visits – Ensure staff have the Final Home Visit form and understand how to share the portfolio individually with each family at their home visit Final Home Visits – Ensure the Education Coversheet is updated
ASQ-SE/ASQ-3 – 45 Day SOP 5.1.2	<ul style="list-style-type: none"> Ensure new staff receive training according to workshop timelines (HS Only) Distribute the ASQ screeners from the start-up box (EHS Only) Ensure staff make copies of the appropriate ASQ screeners Support staff in scheduling time for screener completion as needed Ensure screeners are entered into ChildPlus, filed and the Education Coversheet is updated Support staff in making referrals as needed Ensure re-screens are completed within 30 days and learning activities are on the Lesson Plan <p>*If the First Home Visit is unable to be completed prior to the 45-day deadline, staff will complete the ASQ-SE themselves before the 45-day deadline</p>
Initial Needs and Service Plans – EHS Only SOP 5.1.1	<ul style="list-style-type: none"> Ensure the initial Needs and Service Plan is completed prior to the child’s first day Ensure staff are trained on how to complete the Needs and Service Plan Make sure Needs and Service Plans are updated every three months – watch ChildPlus for due dates Check that Needs and Service Plans are filed in the Child File and the Education Coversheet is updated Schedule time for new staff to view the Infant Sleep Regulations Training on the SOP
Classroom Environment Set-up	<ul style="list-style-type: none"> Use the ITERS (SOP 5.2.7) and Creative Curriculum to ensure classrooms are set-up accordingly (EHS only) Ensure new staff receive training according to workshop timelines

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	<ul style="list-style-type: none"> Use CLASS Environments and Creative Curriculum to ensure classrooms are set-up accordingly (HS only) <p>*Tip: Check 2-3 activity areas each month in-depth</p>
Portfolio Collections SOP 5.4.4	<ul style="list-style-type: none"> Upon receiving from Child Development – distribute portfolio binders to each class Monitor that staff are adding work samples to the portfolio binder throughout the year Ensure staff are using the Custom Note Tag “Portfolio Collection” to tag observations in Learning Genie according to the Portfolio Collection Guidelines Support staff in printing Portfolio Collections after each DRDP rating – using the Custom Note Tags, “Portfolio Collection,” “Child Goals,” and “Parent Observations” found in the Domain Filter and are filed in the child’s portfolio binder
Parent Child Activity Records SOP 7.3.5	<ul style="list-style-type: none"> Parent Activity Records are found in the Start Up boxes, distribute them to the teachers/caregivers. They are also found in SOP 7.3.5 Ensure distribution of weekly Parent Child Activity Records (PCAR) Promote PCAR’s and encourage parent participation throughout the year Monitor the distribution and collection of PCAR’s
Parent Observations SOP 7.3.5	<ul style="list-style-type: none"> Create system for distribution and collection of parent observations Support staff in training parents on the importance of parent observations and how to complete them at Orientation SOP 5.2.2 /First Home Visit 5.1.2 Encourage parents to sign-up for the Learning Genie Parent App Ensure staff are entering/tagging parent observation in Learning Genie Continue to encourage and share the importance of parent observations throughout the year
EHS Family Album and HS Family of the Week SOP 5.1.2 (45-day requirement)	<ul style="list-style-type: none"> (EHS Only) Distribute EHS Family Album letters to Primary Caregivers from the start-up box (EHS Only) Support Primary Caregivers in providing supplies for EHS Family Albums (Me Books) to families (EHS Only) Support in encouraging families to create their family album and ensure all children have an album, even if the family was unable to create one (EHS Only) Ensure Family Albums are displayed in an area that is always available to the children and that staff are taking part in reading albums with the children regularly (HS Only) Distribute Family of the Week letters to teachers from the start-up box (HS Only) Order poster boards, enough for each family to have 1 poster board (HS Only) Assist Teachers in scheduling a week for each family to be highlighted (HS Only) Check lesson plans and environment to ensure Family of the Week is being completed
Child Observations SOP 5.4.1	<ul style="list-style-type: none"> Ensure new staff receive Ongoing Assessment training according to workshop timelines Confirm that all Teachers, Associate Teachers, and Primary Caregivers has a hard copy of the DRDP 2015 to reference and guide observations

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	<ul style="list-style-type: none"> • Ensure staff are inputting observations in a timely manner – Best practice would be to enter weekly • Complete spot check monitors (best done as often as possible) in Learning Genie to monitor for quality and quantity of observations • Use the Learning Genie Data Hub for quick check on completion of observations needed for rating periods <p>*Tip: Supervisors can use the Notes Review feature under the Manage Portfolio tab in Learning Genie to provide feedback to staff on their observations</p>
Staff with Family Worker	<ul style="list-style-type: none"> • Provide time for Family Worker and Teacher/Primary Caregivers to staff regarding children and families monthly
Start-Up Checklist SOP 5.2.4	<ul style="list-style-type: none"> • Complete all aspects of the Center Start-Up Checklist – delegating items to be completed as necessary • Turn into Area Manger once complete – prior to the first day with children • Give the teachers the Classroom Start Up Checklist (SOP 5.2.4) and support them in completing all task
Licensing Updates	<ul style="list-style-type: none"> • Post new licensing forms in the appropriate location at the beginning of each program year and as needed • Monitor licensing forms and contact Child Development if you need them updated (new staff hires...) • Make staff aware of their roles on LIC 610 Emergency Disaster, Second Designated in Charge, and general licensing requirements such as ratios, Supervision, bodies of water... • Share any new updates with staff that is discussed during monthly supervision meetings
Disaster Plans	<ul style="list-style-type: none"> • This is found on LIC 610. Make sure that each staff know their roles, including new hires. • Make staff aware of the locations for all the emergencies shut offs (gas, water, Electricity) • Post the LIC 610 in a prominent place that can be viewed by all staff • Keep the two evacuation locations up to date and have current signed letters of agreement. Send them to the Child Development Department.
Order Supplies SOP 7.3.4.1	<ul style="list-style-type: none"> • Work with staff to determine what needs to be ordered; consumables, blanket bags... • Order supplies following the Purchase Requestions System (SOP 7.3.4.1) • Order from approved vendors • Order supplies in a timely manner so they are received in time for center start up • Continue to order supplies throughout the year as needed
Orientation SOP 5.2.2	<ul style="list-style-type: none"> • Work with your Area Manager, Family Work, and Teachers/Caregivers to determine the date and time of orientations for each classroom • Delegate who will call families and give the date, time, and location of orientation • Use the Orientation Guidelines (SOP 5.2.2) to assign roles for all aspects on the form • Prepare handouts that will be used for orientation • Determine if food will be served. If so, work with the cook for ordering and preparing food • Help staff find creative ways to share the content with parents such as Parent Café, walk about...

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Parent Calendar/Newsletter (If applicable)	<ul style="list-style-type: none"> • Work with your Area Manager to determine a template and content for parent calendars • Create parent calendars monthly • Send out parent calendars physically or electronically through Learning Genie
Fire/Disaster Drills	<ul style="list-style-type: none"> • Ensure that the Schedule of Drills is Posted for the Center • (EHS Only) Have new classroom staff watch Infant Sleep Regulations Training found on SOP under the Training Videos tab • Plan where children and staff will evacuate to during the drill • Schedule the drills for the year on your calendar • Determine what alert will signal a drill; alarm, bell, announcement... • Communicate with staff when a drill will occur and make sure staff are teaching children about what to expect when the drill occurs • Notify anyone necessary of the upcoming drill (California Safety, Fire Department, School Campus...) and follow up as necessary • Mark the date, clearance time, and comments on the Schedule of Drills form immediately following the drill
Review Files	<ul style="list-style-type: none"> • Review Child Files to ensure that they are set up correctly and contain all pertinent documents and information. Use the Record Keeping Tool to assist in the review. • Review Child Files to be aware of each child's unique information (court documents, custody, health plans, allergies) and ensure staff are aware of the situation • Review Staff files and confirm they are up to date. Use the checklist found inside the file. Contact HR for any missing items. Keep staff files current throughout the year. • Spot check child files to ensure all coversheets are up to date and documents have been filed appropriately
Monthly Site Meetings	<ul style="list-style-type: none"> • Schedule each month's Site Meeting on your calendar. *Use the yearly calendar for guidance • Provide staff with the annual schedule • Use Site Meeting Agenda during Head Teacher/Site Supervisor meetings and throughout the month to plan information to be shared. • Use Site Meetings as a time to share important information, provide training, and staff morale activities • Email the Site Meeting Agenda and minutes to the Area Manager with the End of the Month Checklist
Supervisors End of the Month Paperwork/Checklist SOP 5.9.3	<ul style="list-style-type: none"> • Follow directions in SOP 5.9.3 to complete End of the Month Paperwork/Checklist • Complete and turn-in the End of the Month Checklist to Area Manger by the 5th of each month
Individual Monthly Staffing	<ul style="list-style-type: none"> • Each month schedule time to conduct individual staffing with all direct reports • Prepare content for individual staff and all the staff to bring topics for discussion

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	<ul style="list-style-type: none"> • Plan for a private space to conduct staffing's • Maintain staffing forms in your Supervision Binder
Center Maintenance Checklist SOP 5.3.22	<ul style="list-style-type: none"> • Prepare fresh copies for each classroom/center at the beginning of the year. Assign duties by position • Laminate the forms to make them dry erase • Post in a prominent location in the classroom • Monitor that task are be completed in the timeframe designated on the list. This is Licensing Regulation • Ensure both daily and monthly checklist are being completed • Fill out the Monthly Checklist form at the end of each month and keep on file for 1 year
Child Supervision Monthly Checklist SOP 5.3.08	<ul style="list-style-type: none"> • Site Supervisors schedule a time on your calendar each month to conduct the checklist. The Area Manager will complete the checklist for Head Teachers • Conduct the Child Supervision Checklist monthly in each classroom. Follow guidance from SOP 5.3.08 • Scan the checklist to ChildSupVis scan folder. Notify your Area Manager immediately if there is a plan of action • Complete the plan of action follow up accordingly
DRDP Ratings SOP 5.4.2	<ul style="list-style-type: none"> • Confirm quality and quantity of observations needed prior to DRDP due dates • Spot check DRDP ratings to confirm that it looks accurate (4-year-olds are not rated responding measure) • Ensure that DRDP are completed and locked in Learning Genie by the due date • Support staff in printing DRDP reports • Review Education Coversheets in the Child File to ensure that the DRDP completion date has been added for each rating and the DRDP report is in the file
Parent Teacher Conferences SOP 5.5.2	<ul style="list-style-type: none"> • Ensure Teaches, Caregivers and Associate Teachers have attended New ED Staff Ongoing Assessment training according to workshop timelines. Have new staff shadow a conference or support them during 1st conference • Assist staff with scheduling conferences as needed • Support staff in gathering appropriate documents • Spot check the Family Conference Form and Action Plan found in the Parent Progress Report for completion and accuracy • Review the Education Coversheet to ensure that the dates have been updated under Family Visits and the form has been filed in the correct location • 2nd Parent Teacher Conference – Support staff in obtaining the Second Family Conference Form, and creating the ITP
Child Goals SOP 5.4.3	<ul style="list-style-type: none"> • Ensure staff complete the Action Plan found in the Parent Progress Report in Learning Genie

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	<ul style="list-style-type: none"> Review the Education Coversheet to ensure that the date has been completed under Child Goals and the form has been filed in the correct location
Individualization Tracking SOP 5.4.3	<ul style="list-style-type: none"> Distribute forms from the startup box and have staff place them in the Curriculum Binder Oversee that staff are completing the form appropriately after conferences Ensure staff start the individualized tracking cycle on time, even if all conferences are not completed yet Monitor that the individual goals are being tracked on the form and incorporated onto the lesson plan
What Your Child Is Learning (4-year-olds Only)	<ul style="list-style-type: none"> Support teaching staff in completing this tool for 4-year-old children This tool is a direct connection to the Kindergarten Readiness screener conducted within the first few weeks of kindergarten This is a great resource to share with parents
Referrals sent to Disabilities Department SOP 5.3.24.2	<ul style="list-style-type: none"> Refer to the SOP 5.3.24.2 anytime you need to make a referral (failed Screeners, challenging behavior tracking, mental health qualifiers) Support staff and parents through the referral process
Parent Meeting SOP 5.5.3	<ul style="list-style-type: none"> Refer to SOP 5.5.3 for instructions on scheduling and facilitating Parent Meetings Assist the Family Worker in completing the PCCM plan and assign staff duties
Safety Checklist	<ul style="list-style-type: none"> Complete and turn in as required Turn in with End of the Month Paperwork
Transition Activities SOP 6	<ul style="list-style-type: none"> (EHS Only) Ensure 2.5 Transition Plans are completed and entered into ChildPlus timely – SOP 6.4.1.2 & SOP 5.1.3 Support staff in completing the NOFT as needed Support staff in developing ITP's as required – SOP 6.1.2 Support staff in all transitions; 2.5 transition, transition from EHS to HS, center-to-center transitions, leaving the program transitions Ensure staff are providing classroom activities supporting transitions – SOP 6.3.1
End of the Year Celebrations	<ul style="list-style-type: none"> Work with your Area Manager regarding if/how an End of the Year Celebration may take place
Close Out Child Files SOP 4.1.2	<ul style="list-style-type: none"> Ensure staff move all documents from working binder to the Child File accordingly (Family Portrait, EHS Nap Log...) Ensure the Education Coversheet is completed in full Ensure staff complete entire process of closing out child files and distributing them as needed
Head Start & Early Head Start center shut down check list	<ul style="list-style-type: none"> Use the Center-based Program Year Shutdown checklist and assign shutdown tasks to appropriate staff Ensure all shutdown tasks are completed Turn completed shutdown checklist into your Area Manager