Keeping it Simple with Systems
How Head Start Management Systems Support Active Supervision
Questions to Consider

Keeping It Simple with Systems

Head Start, Early Head Start and Child Care Partnership programs are complex. Systems-thinking provides a fresh perspective and a "big-picture lens" that taps into a higher level of analyzing, problem-solving, and strategizing. Our services and systems are inter-related and changes in one area can produce intended or unintended ripple effects throughout the entire program. The Head Start management systems support directors and managers in delivering services in an intentional, consistent fashion.

<u>Why Active Supervision is Important:</u>
Child safety and supervision is a priority for the Office of Head Start. Active Supervision strategies ensure programs provide safe, well supervised environments for children in non-parental care settings. When programs think systemically about child supervision they create safe, positive learning environments for all children.
When using this tool, the questions to consider are written to draw out *yes* or *no* responses.

> ➢ If the response is **yes,** determine why and provide an example.
> ➢ If the response is ***no***, determine why and consider next steps to improve that system's effectiveness.

In order to get an accurate overview of your program and how the Head Start management systems are operating, you may want to have conversations with various stakeholders (staff, management team, governing body members, Policy Council, community members, and partners) to review your data.

As a tool, *Keeping it Simple with Systems – Active Supervision* supports you, a new leader, *to begin your journey as a Head Start leader who uses systems to support child safety!*

Program Governance	
• Do our governing body, Policy Council and management team set a priority for program wide safety and communicate it to all stakeholders? • As part of orientation and training, have our governing body and Policy Council learned about the importance of active supervision and their role in a program wide approach to promoting safe environments? • Does our director and management team promote informed and inclusive decision-making by providing timely reports related to safety? Do the leadership of the governing bodies provide opportunities for open discussion?	**How does Program Governance support Active Supervision?** (character limit 1200)

Self-Assessment – When there is a focus on Child Safety and Supervision	
- What program strengths regarding safety did we identify during Self-Assessment? How can we leverage our strengths to innovate? - Do we plan, implement, and use annual Self-Assessment to allow for a "fresh set of eyes" view of the program? - Do we involve our management team, staff, parents, Policy Council, governing body, health services advisory committee and other community partners in our Self-Assessment process? - Have we recruited Self-Assessment team members with expertise in safety i.e.; Playground Safety Inspector, fire safety expert, first responders, etc…? - Do we aggregate and analyze child safety data to determine program effectiveness and progress toward goals during our Self-Assessment? - Do we develop a Self-Assessment report describing discoveries and recommendations for program improvement for safety and supervision? - Do we use the results of the Self-Assessment for program planning?	**How does the Self-Assessment support Active Supervision?** (character limit 1200)

Planning	
• Do we involve the management team, staff, Policy Council, and governing body in our program planning process? • Do we consider safety and supervision in our planning for service delivery?	**How does Planning support Active Supervision?** (character limit 1100)

Communication	
• Does our program set a priority for program wide safety and communicate it to all stakeholders? • Does our organizational culture support honest communication regarding safety issues from staff at all levels? • Do we have a system for internal and external communication that is timely and responsive? • Do we use a variety of communication strategies to engage our parents in Active Supervision? • Do we need to make revisions to our internal or external communications plans, policies, and procedures?	**How does Communication support Active Supervision?** (character limit 1200)

Human Resources	
• Do we strive to be a learning organization where we encourage staff to talk about strengths and weaknesses as a part of continuous improvement?	**How do Human Resources support Active Supervision?** (character limit 400)
Recruitment and Orientation • Does our program emphasize its commitment to child safety through orientation materials, policies and procedures, handbooks, and standards of conduct? • Do all of our staff have a clear understanding of their responsibility in keeping children safe? • Are our staff are trained in the 6 active supervision strategies? • Does our program have a process for orienting volunteers and substitutes about active supervision and their responsibility for supervision of children?	(character limit 600)

(HR Continued) Ongoing Professional Development and Supervision • Do our staff members have the skills and knowledge they need to support Active Supervision? If not, what professional development activities/trainings are needed? • Does our program provide professional development throughout the year that focuses on supporting child safety, especially during transition and changes in routine? • Do transportation staff receive training in Active Supervision? • Do managers ensure that staff are meeting performance expectations through established policies and procedures, including standards of conduct? • Do our managers understand their responsibility for monitoring child safety? • Do performance appraisals address staff implementation of the elements of Active Supervision when appropriate?	(character limit 500)
Program Structure and Policy • Does our organizational chart reflect staffing necessary to maintain appropriate adult to child ratios? • Does our program structure provide for adequate staffing to oversee ongoing monitoring for child safety? • Are contingency plans in place to ensure supervision by at least one individual who knows the children in the center?	(character limit 500)

Facilities, Materials, and Equipment	
• Do our facilities, materials, and equipment meet health and safety requirements and address community needs? • Do we have regular practices for completing safety checks of facilities and equipment? Are safety checks documented? • Do we have an effective system for timely maintenance and repair of equipment and materials? • Do we need additional materials or equipment to support safe environments? • Do we need to make any facility modifications to enhance child safety and supervision? • Are playgrounds appropriate for the ages of children in the program? • If our program transports children, do staff use redundant systems to ensure children are safe and accounted for at all times?	**How do Facilities, Materials, and Equipment support Active Supervision?** (character limit 1100)

Recordkeeping and Reporting	
• Do we have a recordkeeping system that tracks injury and incidents? Is this data available by location, by classroom, by time of day etc.? • Do we track facility maintenance requests and repairs? • Have we established redundant systems to track attendance and ensure that our classroom and transportation staff only release children to (the correct) authorized adults? • Does our technology ensure efficient recordkeeping and report generation? • Do we regularly review injury and incident data and use it to improve program services? • Do we ensure quality control of our record-keeping system through ongoing monitoring?	**How do Record-keeping and Reporting support Active Supervision?** (character limit 1200)

Ongoing Monitoring	
• Do we have a comprehensive system for ongoing monitoring of child safety practices? • Do we need to modify and/or create new tools to support ongoing monitoring of safety and supervision? • Do we utilize program data including classroom observation data, incident and injury report data and playground/ facility safety checks along with information about the completion of maintenance requests in the planning process? • Do we ensure that our daily attendance records are accurate at all times and capture children's arrivals and departures? • If our program provides transportation, do we monitor that safety procedures are being followed? • Does our organizational culture support honest and straightforward sharing of all monitoring results including need for strengthening safety and supervision practice? • Do we monitor to ensure that redundant systems are in use? Do we discuss lapses and challenges in supervision and then plan accordingly? • Do we communicate our monitoring findings related to safety and supervision to the management team, staff, Policy Council, governing body, and partners? • Do we effectively use monitoring information for continuous program improvement regarding safety and supervision? • Do we monitor safety practices related to changes in children's routines (for example: field trips, substitute teachers or other substitute staff, alternative location for outdoor play, etc...)?	**How does Ongoing Monitoring support Active Supervision?** (character limit 1100)

Fiscal Management	
• Do our fiscal staff have the knowledge and expertise to assure accountability for federal assets, regulations, and internal controls? • Do we work cooperatively with the fiscal department to develop and implement financial management systems that are built upon reliable data and that result in accurate reports?	**How does Fiscal Management support Active Supervision?** (character limit 400)
Budget • Do we use our data related to safety and supervision to be sure we have adequately budgeted for maintenance of safe and appropriate environments? • Does the budget reflect regular maintenance needs for playgrounds including ground cover, equipment safety checks and repair? • Does our T/TA budget ensure that funds support ongoing training and professional development for all staff related to safety?	(character limit 700)

Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)	
• Does our program engage practices that maintain funded enrollment and ensure 10% enrollment of children with disabilities? • Do we plan for the safety of all children specific to their individual developmental needs? • At application do we ask parents specific questions to help us plan together for the safety of their child? • Does our program monitor daily attendance, ensure absent children are within the care of authorized adults, analyze causes of absenteeism, and provide follow-up and support as needed?	**How does ERSEA support Active Supervision?** (character limit 1200)