



Administrator's Role and Responsibilities

Chapter 6: Roles and Responsibilities¹

The principal oversees the implementation and operation of the Sure Start program at the school. Although each program has a unique, individual flavor, Sure Start requires standardized procedures to guide program implementation. Principals need to be knowledgeable about Sure Start Program Standards and the DoDEA College and Career Ready Standards for Preschool (CCRSP) which is the Teaching Strategies Objectives for Development and Learning in order to effectively support, supervise, and evaluate Sure Start staff.

DoDEA Headquarters (HQ) designates the Sure Start teacher and paraprofessional as “fenced” positions. Additionally,

- Teachers receive extra-duty pay as compensation for conducting activities that take place outside of the duty day, such as home visits scheduled after normal school hours, required parent meetings scheduled after normal school hours, student recruitment, and other responsibilities. DoDEA has provided area funding for extra duty (40-to-79-hour band) to ensure that teachers are compensated for any requirements of the program that extend beyond the duty day. Click the link to download Extra-Curricular (EDC - Information).
- These funds are part of the district and subsequently the school extra-duty budget. These funds will be made available within the previously mentioned band of hours. It is the responsibility of the teacher to submit a time sheet and an extra-duty request when these hours are completed.
- Sure Start paraprofessionals are authorized to be on duty the same number of days as Sure Start teachers. The Sure Start paraprofessionals' hours will mirror the teacher duty day; additional hours spent outside the duty day will be approved, in advance, by administration and indicated on the employee time sheet. These hours may include home visits of new students, parent meetings and other work pre-approved by administration. This enables the paraprofessional to work together with the teacher as a team. No other use of this authorization, including duties as lunchroom or bus monitors, is permissible outside the Sure Start classroom. This also includes the paraprofessional being assigned to other classrooms to work as substitutes. This ensures safety in terms of adult-child ratios and is in accordance with national early childhood guidelines and the Sure Start Guide.
- Substitutes are used any time teachers or paraprofessionals are absent. The school office maintains a list of authorized substitutes for Sure Start teachers and paraprofessionals. It is a requirement of the Sure Start program staffing standards to ensure that two paid DoDEA employees are in the classroom at all times (with the exception of naptime/rest time, as already noted). If a substitute cannot be provided, the school should have a contingency plan to provide appropriate coverage to ensure the class maintains ratio requirements.

¹ Sure Start Program Guide revised School 2016-2017, Chapter 6, pages 53-56



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The principal has the following oversight responsibilities:

- Serving as a member of the Sure Start Advisory Committee.
- Along with the Sure Start teacher, completing an assessment of program quality at the beginning of the school year (e.g., The Early Childhood Environmental Rating Scale). The assessment is not to be used as a teacher performance appraisal; rather it ensures that Sure Start program and the DoDEA College and Career Ready Standards for Preschool (CCRSP) are effectively implemented and that training needs are identified. The principal and Sure Start staff will meet to identify Sure Start program needs and set a Sure Start Program Continuous Improvement Plan (see Chapter 1), using the assessment instrument. This program assessment and Sure Start Continuous Improvement Plan will be completed within the first 45 days.
- Support advertising to the community to complete registration and inform the community of the program. This is especially important because staffing changes may occur and many teachers are gone over the summer when advertising should be at its peak.
- Ensuring program staffing is in place and initiating recruitment action to hire Sure Start staff when positions become available, per the position descriptions.
- Supervising Sure Start staff. In so doing, the principal must make it clear that the Sure Start teacher accounts for hours completed outside of the regular duty day and fills out necessary paperwork for extra-duty pay. (As noted, DoDEA has provided extra-duty funds [40-79 hours] for Sure Start teachers who complete program requirements after normal duty hours.)
- Supporting the Sure Start alternate schedule for home visits, progress reporting, and teacher training that specifies g Sure Start students to begin the school year 12 school days later than other students. The delay allows Sure Start staff time for selection of students, home visits, and professional development.
- Principals may also support a staggered start for these students, if the teacher requests. This can be accomplished in a variety of ways—for example, half the class begins on Day 1, the other half (without the Day 1 students) begins on Day 2, all students attend on Day 3; on Days 1 and 2, selected students come to school with parents at specific times, on Day 3 all students attend a full day. If a teacher elects to use the staggered start, please note that ALL Sure Start students should be in attendance on the first day of Sure Start. Staggered start begins prior to the first day of Sure Start, not the first day of Sure Start.
- Releasing Sure Start students five days before the end of the school year so the staff can conduct final home visits or parent in-school conferences as well as transition activities, prepare proper end-of-year documentation, complete the Sure Start Annual Report, and move files as necessary.
- Ensuring that Sure Start staff making home visits and conducting in-school conferences are provided with the necessary student release days for making these visits (up to three days for in-school conferences and up to five days for Home Visits). Extra-duty hours are not available for paraprofessionals; therefore it is recommended the Sure Start teacher work with the school administrator to ensure pre-approval for the hours outside of the duty day. This schedule should be made well in advance.



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- Supporting parent education meetings by attending, if requested by Sure Start Staff, assuring access to facilities, and allowing adjustments to the paraprofessional's hours to accommodate the after school hours.
- Ensuring that the Sure Start classroom meets the space and facility requirements, as outlined in Chapter 2: Health & Nutrition and working with the Sure Start teacher to meet the Space and Safety standards.
- Ensuring that the cleaning contract for the Sure Start classroom meets the needs of the program. Because Sure Start children eat in the classroom, carpets may need to be cleaned more frequently than in other classrooms. The cleaning contract needs to ensure that carpets are deeply cleaned at least twice a year. Covered garbage cans with tight-fitting lids and foot pedals should be substituted for regular wastepaper baskets. Moreover, garbage should be emptied midday (following lunch), and floors should be damp-mopped and bathrooms cleaned more often during the day.
- Ensuring that the indoor and outdoor environments are equipped to promote learning in all interest areas. The key to this design plan is open shelving units (with a maximum height of 30 inches) that can be used both to delineate activity areas in the classroom and to allow children independent access to play materials. All furnishings must be child-sized and child-proofed. Administrators and Sure Start staff may use the inventory and sources for ordering to ensure that the program is well equipped. Click the links to download the Sure Start Inventory List and Possible Sources for Inventory Ordering Needs.
- Ensuring that food service is provided and that Sure Start is integrated into the school lunch program. The Sure Start family-style lunch is provided through the school's lunch program and is an essential part of the Sure Start curriculum. The principal and teacher need to work with the local cafeteria manager to ensure that appropriate family-style dining requirements are met and meals include fresh fruit and vegetables rather than sweets. Additionally, schools are to provide two snacks per day for the Sure Start classroom. Principals must work with the DSO to secure these funds. Completion of the application for free and reduced lunch is a pre-condition of enrollment for Sure Start students.
- Providing transportation for Sure Start students at those schools where transportation is provided to the general school population. The administrator should be aware that safety requirements for transporting 4-year-olds specify that children use safety belts, that vehicles have appropriate child safety seats, and that a monitor ride the bus. These safety standards also apply to any field trips. The principal needs to review transportation policy to ensure that all safety requirements for preschool children are in compliance with Logistics Division Policy 00-L-001, dated August 3, 2000. Administrators work with transportation to accommodate the transportation policies of each school, including to and from CDCs.
- Overseeing the budget for Sure Start. DoDEA funded the original setup costs for the sites. All programs are now considered to be fully equipped and operational. The maintenance, repair, and replacement of materials and equipment, along with consumables, should be part of the school's annual budget (this includes art materials). If additional materials are needed, teachers



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should submit a request to the administration according to school policy. Many Sure Start materials, such as blocks, table toys, clothes for dramatic play, and so on, are considered Priority 1 curriculum materials from a Sure Start perspective because the program is not textbook driven, as is general education. These materials should be updated, replaced, and replenished yearly, along with other curriculum materials of the school. These materials include any family style dining materials needed, developmental screening tools, or other materials needed to complete parts of the program.

- Acting as a liaison between the installation/unit commander(s) and the Sure Start program to support parent involvement. Principals should make contact to generate support for all facets of the Sure Start program. In particular, making the installation/unit commander aware of Sure Start's parent involvement component has proven helpful. This enables parents to take leave from their jobs with the full support of their superiors.
- Providing support to the Sure Start program as needed. This includes, but is not limited to the following:
 - Welcoming parents to Sure Start at the orientation meeting
 - Setting expectations for attendance and parent involvement
 - Attending Sure Start Advisory Committee meetings
 - Coordinate with the school nurse to facilitate medical and dental screenings; as well as vision, hearing, height & weight
 - Designating a teacher workspace outside the classroom when facility space permits (so that the teacher's desk and filing cabinet can be removed from the classroom)
 - Coordinating with District leadership and school nurse to provide for Cardiopulmonary Resuscitation (CPR) training, first aid training, and blood-borne pathogen certification for the Sure Start staff
 - Providing a secure and locked location where Sure Start confidential records can be housed at the end of the school year
 - Ensuring the indoor/outdoor areas meet the Sure Start criteria
 - Supporting appropriate field trips for Sure Start classes

Chapter 7: Logistical Responsibilities²

- Hire new staff if a vacancy occurs.
- Ensure the Sure Start site, including outdoor play area, meets the program facility and safety standards. (This is done with the teacher and the district facilities representative.)
- Order any needed furnishings, supplies, and equipment. (This is done with the teacher and paraprofessional and the DSO Early Childhood POC).
- Arrange for teacher and paraprofessional to attend annual Sure Start training for new and experienced staff.
- Solicit Sure Start Advisory Committee representatives from the base community in collaboration with the Sure Start teacher.

² Sure Start Program Guide revised School 2016-2017, Chapter 7, page 70