

**Integrated Service Plan &
Policies and Procedures
2015-2016**

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CITY OF SAN ANTONIO

A-1. FISCAL- HEAD START GRANT APPLICATION AND MANAGEMENT

GENERAL PLAN/APPROACH:

The City of San Antonio Head Start program completes an annual grant reapplication process, and submits it to the grantee for review, approval, and submission. The grant application package is developed and submitted in an electronic format using the Head Start Enterprise System (HSES)

In each application, we complete the following information, all of which is reviewed and approved by the provider Policy Council and Governing Body prior to the review by the grantee:

1) Grant Application Package, which includes:

- **Program Schedule**
- Budget
- Other Funding
- SF-424A
- SF-424*
- Documents
 - Application & Budget Justification Narrative
 - Supporting Documents
 - Results of Self-Assessment & Improvement Plan
 - Training & Technical Assistance Plan
 - Governing Body and Policy Council Decisions
 - Indirect Cost Rate
 - Sample delegate contract
 - Other supporting documents

HEAD START PROGRAM PERFORMANCE STANDARDS:

Information Memorandum ACYF-IM-HS-00-12—*Grant Applications*

City of San Antonio Policies and Procedures:

Fiscal 2- Financial Management of Head Start Grant

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Grant application uploaded in HSES, 90 days in advance of new fiscal year	Annually	Head Start Administrator
Policy Council Approval	Annually	Head Start Administrator
Governing Body Approval	Annually	DHS Director

A-2. SERVICE PLAN

GENERAL PLAN/APPROACH:

The City of San Antonio Head Start Program uses a systematic approach to plan, document, and ensure the quality of our services to children and families. Our service plans do not exist in isolation, but rather are living documents that codify our approach and processes in all areas of the Head Start program services and operations.

The centerpiece of our approach is the Integrated Service Plan (ISP), which consists of written plans are simple, clear outlines of each project and service component in The City of San Antonio Head Start program, such as “Performance Reviews & Feedback,” “Record-keeping and Reporting” and “Managing Health Screenings and Requirements.” Breaking service planning down into these discrete components makes it easy to create new plans as needed, and to review and update existing plans annually.

The ISP is organized into sections that correspond to the management systems and service areas with which The City of San Antonio Head Start staff and Service Providers are familiar, thus ensuring usability and easy navigation by all staff.

The ISP is an important tool in ongoing program implementation, creating a common reference for all City of San Antonio Head Start staff and Service compliance with all Head Start Performance Standards. Furthermore, individual plans or sections can be used for multiple purposes, such as staff training and communication with a range of stakeholders.

The City of San Antonio Head Start Program maintains a complete and current copy of the ISP. The entire ISP is presented annually to the Policy Council for review and approval.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.50(d)(1)(iii)—*Approval of planning procedures by Policy Council*

1304.51(a)(1)(iii)—*Developing written plans for all services*

1304.51(a)(2)—*Approval of plans by Policy Council*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Review of Service Plans	Annually	City of San Antonio staff, Service Providers
Update of Service Plans	As Needed	City of San Antonio staff, Service Providers
Review, feedback and approval of Service Plans	Annually	City of San Antonio staff, Service Providers, Head Start Policy Council, City Council Subcommittee

A-3. COMMUNITY ASSESSMENT

GENERAL PLAN/APPROACH:

Every three years, the City of San Antonio Head Start Program conducts a detailed Community Assessment, the results of which are used to shape program planning, guide recruitment and selection efforts, and provide direction for building new community partnerships. The Community Assessment is updated during the interim years to reflect significant changes in the community which might impact the lives of families enrolled in Head Start. In accordance with Head Start Performance Standards, the Community Assessment includes information on demographics, other child development programs serving Head Start eligible children, estimated number of children with disabilities and the resources available to them, and information regarding the education, health, nutrition and social service needs and resources in the community. To create the Community Assessment, we gather all available statistical resources, including:

- Parent survey data from families enrolled in our program;
- Demographic and family needs data from families enrolled in our program;
- Census data and school district data;
- State, local, and county government data, particularly on families that receive public assistance [Temporary Assistance for Needy Families (TANF) and/or Supplemental Security Income (SSI)], families who are homeless, and foster children;
- Publications of local child advocacy organizations, such as the United Way; and
- Input from The City of San Antonio staff and Service Providers.

In writing the Community Assessment, we consolidate and analyze this data to identify ways in which we can improve our program to better meet the needs of the provider communities. The results of the Community Assessment are shared with both the Governing Body and Policy Council and utilized by the staff in program operations. Specifically, we use the results of the Community Assessment to:

1. Help determine the program's philosophy, and long-range and short-range objectives;
2. Determine the type of component services are most needed and the program option or options that will be implemented;
3. Determine the recruitment area will be served, if limitations in the amount of resources make it impossible to serve the entire service area.
4. Determine appropriate locations for centers; and
5. Set criteria that define the types of children and families who will be given priority for recruitment and selection.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.51(a)(1)(i)—*Program planning, community needs assessment*

1305.3(c)—*Triennial community needs assessment*

1305.3(d)—*Uses for the community needs assessment*

1305.3(e)—*Updating community needs assessment in interim years*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Full Community Assessment developed	Triennial	Head Start Administrator
Community Assessment update	Annual, in interim two years	Head Start Administrator

A-4. SELF-ASSESSMENT

GENERAL PLAN/APPROACH:

The City of San Antonio's Self-Assessment serves as the program's tool to ensure compliance with Head Start regulations and to monitor progress in meeting program goals and objectives, as required by §1304.51(i)(1). The annual self assessment is organized around the major categories of Head Start services and practices including Program Design and Management, Early Learning, ERSEA, Family and Community Engagement, and Health and Safety. Multiple items in each category lay out a developmental framework for assessing program quality and execution.

The review and action plan are approved by the Governing Bodies and serve as The City of San Antonio's self-assessment. The Self Assessment is designed to compile many of the metrics, measures, audits, reports, scores, and rubrics that are collected and utilized throughout the program and back office operations. It integrates much of our qualitative and quantitative data and is designed to function as a roadmap for the continuous improvement of program services. This protocol was developed to facilitate building expert provider-level teams that will cooperatively evaluate and plan for continuous program improvement. The Self Assessment is the monitoring and evaluation of Head Start operations at the provider level by the grantee, as required by §1304.51(i)(2).

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.50(d)(1)(viii) & (iv)—*Policy Council review & approval of self- assessment*

1304.51(i)—*Program self-assessment & monitoring*

City of San Antonio Policies and Procedures:

PDM 1- Program Monitoring

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Planning Session	Quarterly	Head Start Administrator
Self Assessment session	Quarterly	Head Start Administrator
Results shared with Governing Bodies for purpose of short and long-term goals	Quarterly	Head Start Administrator

A-5. 5-YEAR STRATEGIC PLAN

GENERAL PLAN/APPROACH:

The City of San Antonio Head Start Program undergoes rigorous planning activities throughout the course of the year. The 5-Year Plan reviews the priorities identified through the provider's monitoring reports, as well as broader data points collected throughout the year for both the service provider and grantee program leadership. This is done in order to set action plans to guide the priorities for network-wide quality improvement as well as provider specific program priorities.

The City of San Antonio and the Service Providers participate in a process of continuous program assessment, quality improvement and evaluation to assess progress towards quality execution and to refine professional development and on-site coaching and technical assistance strategies. These processes include the following assessments and planning efforts:

Planning:

- The 5 Year Plan consists of five, five year goals that reflect the needs of the community and align with the organization's mission and vision.; The City of San Antonio and the Service Providers utilize the data captured through the self assessment process and external evaluation data to inform the long term planning process.
- The data captured in the self assessment influences key programmatic and service-area specific goals for the following year.
- The Leadership Team reviews the progress made to date on the annual short- and long-term goals. This review of the program's progress ensures the information is focused on priorities as well as making decisions regarding any changes that need to be made.
- Each of the service areas is reviewed for program refinement and for collaboratively defining service area priorities. Service Area Planning includes: reviewing the existing guidelines, calendars, and tools as laid out in the Integrated Service Plan; making changes and additions; and reviewing with Policy Council for approval.
- Solving specific program-related issues in a timely and inclusive way as they arise during the course of the year.

Long and short-term goals are revisited and approved by both the Policy Council and the Governing Body on an annual basis.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.50(d)(1)(iii) & (iv) —*Governing bodies and planning*

1304.50(d)(1)(iv)—*Long and short-term goals*

1304.51(a)(1)(i)-(iii) —*Long and short-term goals*

1305.3(d)(1)—*Using Community Assessment to inform planning*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
5 Year Plan Update	Annually	Head Start Administrator
Planning Session	Annually	Head Start Administrator
Self Assessment session	Quarterly	Head Start Administrator
Results shared with Governing Bodies for purpose of short and long-term goals	Quarterly	Head Start Administrator

A-6. BUDGETING

GENERAL PLAN/APPROACH:

The City of San Antonio programs use a systematic budgeting process, designed to ensure our budget is driven by Head Start program operations and needs. Our budgeting process provides multiple opportunities for thoughtful input from staff, the Governing Body and Policy Council members: this helps all parties better understand the budget and engages multiple stakeholders in thinking strategically about how we can provide ever-higher-quality services to children and families.

The budgeting process begins more than six months before the start of a new grant year, in order to allow time for the following phases of the process:

- **Input:** The Head Start Administrator holds individual budgeting meetings with service area managers, and also facilitates dialogue with the Leadership Team (and other staff where applicable) to collect information that may have budget implications.
- **First Draft:** The City of San Antonio Head Start Administrator and Finance Department incorporate input into the first draft of the budget, identifying possible issues for review along the way.
- **Review & Revision:** Follow-up meetings with leadership staff, individually or as a team, to address possible budget concerns and make adjustments as needed. A second, balanced draft of the budget is produced, which Policy Council and The Governing Body review.
- **Approval & Submission of Grant Budget:** The Policy Council and Governing Body approve a final version of the budget to be submitted as part of the continuation grant application to the Office of Head Start.

The Head Start Administrator leads this process with Head Start staff, Policy Council and Governing Body members, working collaboratively throughout the process with finance staff in the City of San Antonio. The HS program has established appropriate internal controls to safeguard federal funds in accordance with 45 CFR 1301.13.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.50(d)(1)(i)—*Policy Council approval of funding applications*
1304.50 Appendix A—*Governance & management responsibilities*

City of San Antonio Policies and Procedures:

Fiscal 2- Financial Management of Head Start Grant

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Budgeting process begins; input process with service area managers	September	Head Start Administrator, Finance Department, PDM
Budget drafted, reviewed, revised	August/ September	Head Start Administrator, Finance Department, PDM
Policy Council approval	September	Head Start Administrator
Governing Body approval	October	Head Start Administrator

B-1. PROGRAM MONITORING

GENERAL PLAN/APPROACH:

The City of San Antonio Head Start program is deeply committed to documenting, reporting, and monitoring every service provided. Only through the consistent implementation of monitoring systems can we ensure we meet the Head Start Program Performance Standards and deliver upon our organizational mission. We rely upon the fundamental tools and systems to generate meaningful reports and monitor programmatic information:

- **Self-Assessment:** The Self-Assessment is a comprehensive tool for quarterly program monitoring and improvement, and also forms the basis of our annual planning cycle. This tool systematizes and codifies the use of other monitoring tools and is used to improve program quality and operations.
- **Manage By Information (MBI) Report:** The MBI report, available as a real-time report in ChildPlus, captures key compliance indicators in all areas of program operations: education, health, disabilities, family services, and ERSEA. This report is shared with all managers, staff, Governing Body, and Policy Council and provides a top level view into compliance with key Head Start Program Performance Standards.
- **Manage By Outcomes (MBO) Report:** The MBO report is produced quarterly and captures key indicators of our program's success in terms of child and family outcomes. Its measures represent the true impact our program has on our children and families. It is shared with leadership, staff, Governing Body and Policy Council.
- **ChildPlus:** A child information database used to capture data related to the Head Start program. Data system reports are the basis for much of the weekly MBI, MBO, and are also used regularly by staff at different levels to ensure we are meeting Head Start Program Performance Standards and to guide program improvement.
- **Child Files:** Our child files are assembled using a clearly organized template and standardized forms to ensure consistent documentation for each child enrolled in the program. Files are audited at least biannually.

The City of San Antonio Head Start Program (the City) will establish a system to effectively monitor service delivery and program operations in its program components. The City and Service Providers will abide by all Local, State, and Federal regulations and share strategies and communicate plans for improvement, compliance and achievement of excellence in the Head Start Program.

The City will use the following monitoring systems:

- Provider level monitoring systems for ongoing monitoring efforts and activities to include regular site visits to all Head Start centers
- Grantee level monitoring system that ensures that Service Providers are effectively monitoring their service delivery systems and remain in compliance with all local, state, and federal regulations to include site visits to all Head Start centers
- Periodic collecting and reporting of program data to the grantee, the City, by Service Providers
- Utilization of data management system by all Service Providers and The City to collect and record information about children & families in order to access information for analysis, evaluation and program improvement
- Collaborative review of program information for planning and future development decisions
- Self-Assessment

I. The City's Responsibilities:

The City will establish a monitoring model that will help ensure timely and effective delivery of services by reviewing the progress of service delivery on an ongoing basis, while simultaneously providing content area expertise and support to the Service Providers. The City's emphasis will be focused primarily on direct monitoring and reviewing and validating the results of Service Provider monitoring activities.

The City will monitor required program tasks and responsibilities to ensure these tasks and responsibilities are completed within required timelines and according to guidelines provided in the Head Start Performance Standards, Federal and State regulations, and local laws and rules.

Monitoring of the Head Start Program will be a continuous process throughout the program year. The results of reports and ongoing monitoring will be used by the Head Start Administrator and management to determine the level of compliance with Head Start Performance Standards, Federal, State and local laws and rules.

The City will follow-up on reported issues or concerns that arise from ongoing monitoring to ensure corrective action and implementation of improvement plans are completed by the Service Providers. The City will provide the necessary training and technical assistance and resources available to assist the Service Providers in developing and implementing a quality corrective action or improvement plan.

The City will develop its own procedures for ongoing monitoring of the Head Start Program and its Service Providers. These procedures will provide guidance and expectations of how the City will monitor its Service Providers.

The City will establish an annual monitoring calendar/schedule of proposed monitoring activities and will share with the Service Providers.

The City will lead the self assessment process by recruiting stakeholders to include parents, policy council members, governing body members, community members, and City and Service Providers staff; the City will also provide training for all participants; develop the approach, establish the timeline and format for the self-assessment; and ultimately ensure the successful completion of the self assessment process.

II. Service Provider's Responsibilities:

Service Providers are responsible for establishing their own monitoring systems in accordance with Head Start Performance Standard 1304.51 (i). Each Provider will be responsible for a) developing and providing written policies and procedures for ongoing monitoring for each area of the Head Start Program, b) establishing a system and performing ongoing monitoring d) implementing corrective actions, e) requesting training and technical assistance from The City's content area team, and f) reporting the results of monitoring to the City. Specifically, the Provider will monitor and report in the following areas:

- Education and Early Childhood Development
- ERSEA
- Health / Dental Services
- Nutrition
- Disabilities / Mental Health
- Family & Community Partnerships
- Facilities and Transportation
- Safe Environments
- Human Resources
- Program Design and Management (PDM)

Service Providers will submit written policies and procedures, and any updates or revisions, for ongoing monitoring for the City's review and approval. The City will utilize the results of monitoring efforts and activities established by the Service Providers to further evaluate compliance with Head Start rules and regulations.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.51(h)(1)—*Generating periodic reports*

1304.51(i)(2)—*Ongoing monitoring*

City of San Antonio Policies and Procedures:

PDM 1- Program Monitoring

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Generate report and distribute	Weekly/ Monthly/ Quarterly	PDM
Follow-up to address issues on reports	On going	PDM, Leadership Team, Head Start Administrator
Monitoring PIR reports	On going	PDM, Leadership Team, Head Start Administrator
Audit of Child Files	Annually, As needed	PDM
Self-assessment	Quarterly	Leadership Team

B-2. MANAGE BY INFORMATION REPORT (MBI)

GENERAL PLAN/APPROACH:

The cornerstone of the City of San Antonio's approach to ongoing monitoring is the Manage By Information (MBI) Report. This report, produced on a weekly basis and distributed to leadership, staff, Policy Council and Governing Body, consolidates a broad range of key compliance metrics, making it easy to monitor progress and identify areas in need of improvement.

In the Management By Information Report, we monitor the following types of data:

Eligibility, Recruitment, Selection, Enrollment, and Attendance

- Eligibility: Are we maintaining eligibility percentages within our 10% over-income maximum and within 35% of 101-125% of federal poverty guidelines?
- Enrollment: Are we fully enrolled? How many days do we have left to fill the oldest open slot?
- Waitlist: Do we have a substantial waitlist?
- Attendance: Do we have over 85 percent attendance in the past month in our center-based program option? How many of our children are chronically absent or late?

Disabilities Services

- Children with Suspected and Diagnosed Disabilities: Do we have at least 10% of slots filled by children with special needs? How many children are currently in the referral process, and at which stage?
- Developmental and Social-Emotional Screenings: Have all children received required screenings? How quickly are we following up on failed screenings?
- Referrals: Have children been referred; action plans developed; diagnosed?

Health Services

- Health requirements: Have all children received required health exams and screenings as per EPSDT (including developmental, hearing, vision and other requirements)? Are any screenings soon to expire?
- Completion of Immunizations: Are all children up-to-date on required immunizations?
- Medical and Dental Homes & Insurance: How many of our children are without a medical home, dental home, or health insurance?
- Health Follow-Up: How quickly are we following up on failed health events?

Education Services

- Home Visits and Parent-Teacher Conferences: Are children on pace to have two home visits and two parent-teacher conferences per year?
- Assessment: Are teachers on pace to complete child assessments as required?

Family Services

- Family Partnership Agreements completed: Do all families have an FPA in place within the required timeframes; are any FPAs expired?
- Family Strengths Assessment: Do all families have an FSA completed within required timeframes?
- Family Needs and Family Goal Follow-Up: Are we regularly following-up with families about their identified needs and goal progress to provide meaningful support and assistance?

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.51(h)(1)—*Generating periodic reports*

1304.51(i)(2)—*Ongoing monitoring*

City of San Antonio Policies and Procedures:
PDM 1- Program Monitoring

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
MBI report used to monitor daily compliance	Daily	Leadership Team
MBI report produced and distributed	Weekly	Monitoring
Follow-up to address issues identified in weekly MBI	Weekly	Monitoring
MBI report reviewed with Policy Council and Governing Board	Monthly (or as per meeting schedule)	Head Start Administrator

B-3. SUPERVISION OF STAFF

GENERAL PLAN/APPROACH:

One component of the City of San Antonio Head Start Program's comprehensive ongoing monitoring is the systematic, substantive approach to staff supervision. Team and individual supervision meetings provide a structure to share, collect, and review key information related to high-quality program operations and compliance with Head Start Performance Standards. (Of course, supervision is also closely related to staff development and communication)

Our organizational structure ensures all Head Start staff has a clearly defined supervisor to whom they are accountable to, and who provides them with supervision and support in a consistent, structured manner. Individual supervision generally includes the following:

- **Discussion of staff strengths, challenges and goals.** In addition to providing an opportunity for feedback on staff's performance, this enables the supervisor to focus a particular staff person on the appropriate set of priority goals for the upcoming months.
- **Review of quantitative and qualitative data.** The staff member and supervisor jointly review information relevant to the staff's position and current activities to determine progress on assigned projects or required activities, as well as the quality with which those activities are being executed.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.51(e)—*Communication among staff*
1304.52(a)(1)—*Organizational structure*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Individual supervision meetings with Leadership Team, Family & Community Partnership leads and administrative staff	Monthly	Head Start Administrator

B-4. STAFF INPUT AND FEEDBACK

GENERAL PLAN/APPROACH:

The City of San Antonio strives to build a culture of transparency and open communication throughout the organization. As part of this commitment, staff is invited to give input and share feedback in a variety of ways, formal and informal, throughout the year.

The City of San Antonio Head Start program collects formal, substantive feedback from all staff two times a year, through the following mechanisms:

- **Staff Satisfaction Surveys.** Once a year, staff completes an online survey to gauge their satisfaction with a wide range of Head Start management systems and services. This survey yields valuable information about staff experience, which can be analyzed on a program-wide or position-specific basis. Survey data is used by the Head Start Administrator and leadership team, with support from the City of San Antonio, to determine areas for improvement in Head Start operations, staff supervision, and so on.
- **Staff Retreat.** Once a year, our team members participate in a Staff Retreat to complete necessary trainings and engage in team building activities. A survey is provided to receive feedback from all staff on the events, trainings, and activities.

Opportunities for staff input and feedback also occur throughout the year in existing communication structures such as team meetings, individual supervision, and classroom observations and feedback. In addition, the leadership team frequently solicits staff input as appropriate to specific projects. Finally, the City of San Antonio Head Start Program adheres to an “open-door” policy in which any staff person should feel free to address ideas, questions or concerns to his or her own supervisor or to upper management.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.51(e)—*Communication among staff*
1304.52(a)(1)—*Organizational structure*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Staff Satisfaction Survey completed by all staff on-line	Annually	All Staff
Staff Satisfaction Survey data analyzed to determine follow-up needs	Annually	Leadership Team, Head Start Administrator
Staff Retreat	Annually	Leadership Team, Head Start Administrator

C-1. RECORD-KEEPING AND REPORTING – GENERAL

GENERAL PLAN/APPROACH:

A comprehensive approach to record-keeping and reporting is a hallmark of the City of San Antonio Head Start Program. Our record-keeping and reporting system is designed to support efficient, effective management; ensure the availability of accurate, timely, confidential information regarding children and families; and allows leadership staff to easily monitor provision of services in all areas.

Record-keeping at the City of San Antonio Head Start Program occurs through a combination of technology applications and paper-based systems such as the following:

Technology Applications:

- **Child Plus:** This data system documents a wealth of data about children and families, as well as the provision of health, nutrition, disabilities, mental health, education and family services.

Paper-Based Systems:

- **Child & Personnel Files.** Files are maintained for each child in the program, as well as for each employee, using a clear, standardized structure and set of forms that meet all Head Start and licensing requirements.

Using these mechanisms for ongoing record-keeping enables easy reporting, both to complete official reports (e.g. related to the Head Start grant) and for ongoing monitoring and continuous improvement of the City of San Antonio's management and services. Child Plus and assessment reports in particular are used on a regular, ongoing basis at all levels of the organization.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.51(g)—*Record-keeping systems*

1304.51(h)—*Reporting systems*

C-2. CHILD PLUS

GENERAL PLAN/ APPROACH:

The record-keeping and reporting system at The City of San Antonio programs is ChildPlus, a Head Start-specific intelligent data system, which allows our staff to document a wealth of data about children and families, as well as the provision of health, nutrition, disabilities, mental health, education and family services.

Our utilization of ChildPlus supports efficient and effective management documentation; ensures the availability of accurate; up-to-date information regarding children and families; provides aggregated data for annual PIR; and allows leadership staff to easily monitor provision of services in all areas. With ChildPlus, Service Providers have increased ability to aggregate and analyze trend data at the child, family and provider level.

Record-keeping occurs in the following ways:

Eligibility, Recruitment, Selection, Enrollment, and Attendance:

- Eligibility. Family income, income eligibility status, welfare status
- Recruitment: All family information, including contact information
- Selection: Selection criteria points
- Enrollment: Current waitlist status, enrollment date, classroom, site
- Attendance Documentation

Health:

- Monitoring Compliance & Benchmarks for 45 day and 90 Day deadlines
- Sensory Screenings within 45 days of date of entry (Hearing and Vision)
- Physical Exams within 90 days of date of entry
- Identification of Health Needs (EPSDT Requirements):
- Missing Events: For children who are not up-to-date staff must assist parents in making the necessary arrangements to bring child up-to-date
- Health Concerns: Obtain or arrange further diagnostic testing, examination, and treatment for each child with an observable, known or suspected health or development problem
- Expiring Events: For children who are up-to-date staff must ensure that they continue to follow the recommended schedule of well child care
- Immunizations Status
- PIR Reporting

Mental Health:

- Referrals: Referrals made to community mental health agencies are documented in ChildPlus
- Services: Counseling, parent consultations and staff/parent trainings around mental health needs are captured in ChildPlus

Disabilities:

- Concerns: Failed developmental screenings, parent concerns, staff concerns
- Diagnoses: Formally diagnosed disabilities
- Individualized Education Plans (IEPs)

Family Services:

- Events: Includes documentation of Family Goals, Attendance, Family Meeting/Home Visit, Needs Identified, Parent Activities, Routine Contacts and Pedestrian Bus Safety Training. Event notes are used to capture case management efforts such as follow ups, referrals and services provided to families
- Family Outcomes: Includes documentation of the Beginning of Year and End of Year Family Assessment to show progress the family has made throughout the program year
- Family Services Information: Includes documentation of PIR information as well as snapshots of when assessments, goals and partnership agreements have been set

Education:

- Required Education Events: Home visits, Parent-Teacher Conferences

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.51(g)—*Record-keeping systems*

1304.51(h)—*Reporting systems*

City of San Antonio Policies and Procedures:

ERSEA 9- Eligibility and Determination Records

C-3. CHILD AND FAMILY FILES

GENERAL PLAN/APPROACH:

An essential element of record-keeping at the City of San Antonio Head Start Program is our system for child and family files. For each child enrolled in our program, an electronic file is created in ChildPlus containing key information and documentation of all services provided to that child and his or her family. Child files follow a common format and structure, enabling easy retrieval of information and ensuring all Head Start requirements are met

Each child's file consists of the following sections:

1. **Application/Enrollment:** Enrollment documentation, eligibility determination record, , permission forms,
2. **Family Services:** Family Strengths Self-Assessment, Family Partnership Agreement, and case notes
3. **Health & Nutrition**—Physicals, immunizations, 45 and 90 day screenings
4. **Education & Transition**—Home Visit and Parent Conference reports, documentation of transition activities
5. **Mental Health & Disabilities**—referrals, evaluations, IEP's

In each section, certain items are required, while others are only included if a child's or family's specific situation requires it. For example, if a child is not receiving mental health or disabilities services that section ChildPlus will not contain any data.

Family and Community Support Workers assist with are responsible for creating maintaining electronic files for all children assigned to their in their caseloads. Family Support Workers collaborate with teachers and staff to insure and for working with teachers, Health and Early Learning staff to ensure that all sections of the child's file are up to date.

Children's files are monitored to ensure all required items are scanned and attached in Child Plus. Following each monitoring event, family support workers work with families to ensure any missing items are entered into the electronic file.

HEAD START PROGRAM PERFORMANCE STANDARD:

1304.51(g)—*Record-keeping systems*

City of San Antonio Policies and Procedures:

ERSEA 9- Eligibility and Determination Records

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Files established for newly enrolled children/families	Ongoing	Family and Community Support
Child files audited	Annually	Monitoring Team
Children files updated with any missing items	Ongoing	Family and Community Support

C-4 COMPLETING THE PROGRAM INFORMATION REPORT (PIR)

GENERAL PLAN/APPROACH:

The City of San Antonio Head Start Program recognizes the importance of generating an accurate Program Information Report each year. As such, we implement systems to ensure that this information reflects the work that has occurred in our program during the program year. These systems include the following:

- **Quarterly Analysis on the PIR**

The City of San Antonio produces the PIR in its current state on a quarterly basis, and even more often in the months leading up to the August 31st deadline. By producing this report far in advance of the submission deadline, we are able to clearly identify any areas in which we are not currently capturing data accurately. Moreover, we are able to adapt to any areas of concern that emerge.

- **Ongoing Staff Training**

Based on the needs identified during our quarterly monitoring of the PIR – training, data capture, or other – we provide training to relevant staff.

The collection of data for the PIR takes place throughout the year and must be maintained consistently throughout the year. Family Services, Health, and Disabilities staff have primary responsibility for entering this data, with oversight and monitoring from the Program Design and Management team and leadership staff. The following strategies are employed to capture data:

- **Missing Fields in ChildPlus**

The majority of the PIR is completed using information tracked in ChildPlus. Database reports help track missing information in required fields for PIR submission. In this way, ChildPlus is used to capture information on health, mental health, disabilities, and family services, as well as enrollment and attendance.

- **Human Resources**

Human resources data is captured using ChildPlus through our consistent setup of personnel files. This data is maintained throughout the year and easily translated into the PIR.

- **Financial Information**

Funding information is maintained in ChildPlus.

HEAD START PROGRAM PERFORMANCE STANDARD:

1304.51(g)—*Record-keeping systems*

City of San Antonio Policies and Procedures:

PDM1- Program Monitoring

PDM 13- Personnel Policies, Hiring, and Termination

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
PIR run and analyzed reports	Weekly, Monthly	PDM
PIR submitted	August 31	Head Start Administrator

C-5. FISCAL RECORD-KEEPING AND REPORTING

GENERAL PLAN/APPROACH:

The City of San Antonio recognizes the importance of maintaining accurate financial records and producing regular reports for purposes of monitoring and oversight.

Our Financial Policies and Procedures documents the financial operations of the organization. It is the main mechanism to formalize accounting policies and selected procedures for the accounting staff and to document internal fiscal controls. The manual includes the following: general accounting policies, policies associated with revenue and cash receipts, expenditures and disbursements, procurement, asset and liability accounts, financial and tax reporting, financial management including budgeting and policies associated with Federal awards.

The information is to ensure the following is captured on an ongoing basis:

- **Expenditures:** The City of San Antonio uses SAP to capture all program expenditures including program spend activity, Restricted and Special Purpose Funding, and expenditure.
- **Administrative Expenses:** No more than 15% of our total grant is allocated to administrative expenses, which is tracked on an ongoing basis.
- **Non-Federal Share:** At least 20% of The City of San Antonio program's grant is made up of in-kind contributions.

With the information captured in SAP, we generate the following reports, which are shared with the Governing Body and Policy Council:

- **Monthly Budget-to-Actual:** On a monthly basis, we review reports of actual expenditures relative to what we have budgeted on a program-wide basis, including administrative expenses and in-kind contributions.
- **Federal submissions:** The FFR (Federal Financial Report), Form 425, (tracking cash outlays and Federal expenditures) are submitted to the government on a quarterly and semi-annual basis.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.51(g)—*Record-keeping systems*

1304.51(h)(1)-(2)—*Reporting systems*

City of San Antonio Policies and Procedures:

Fiscal 2- Financial Management of Head Start Grant

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Budget- to – Actual produced and reviewed	Monthly	PDM, Head Start Administrator
FFR 425 completed and submitted	Quarterly	Head Start Administrator

C-6. PURCHASING, REIMBURSEMENTS, AND SUPPLY ORDERING

GENERAL PLAN/APPROACH:

The City of San Antonio Head Start Program has a clear policy in place for purchasing, reimbursements, and supply ordering, which is articulated in the Financial Policies and Procedures.

The procedures include clearly laid out instructions for dealing with the following:

- **Purchase Orders (PO):**
Purchase orders are the pre-approval method for expenditures and must be completed, submitted and approved before purchase is made.
- **Expense Reimbursements (ER):**
The City of San Antonio utilizes SAP to enter and document reimbursable expenses; checks must be made out to employees who have incurred reimbursable expense on behalf of the program.

HEAD START PROGRAM PERFORMANCE STANDARD:

1304.51(g)— <i>Record-keeping systems</i>

City of San Antonio Policies and Procedures:

Fiscal 2- Financial Management of Head Start Grant
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Fiscal 4- supplies and Other Expendable Property
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Fiscal 5- Property Management Standards for Equipment

C-7. ESTABLISHING CRITICAL INCIDENT PROTOCOL

GENERAL PLAN/APPROACH:

The City of San Antonio Head Start Program Service Providers must establish and implement a Critical Incident protocol. Service Providers must ensure all staff is familiar with and trained in the protocol. The protocol must include procedures for notifying parents/guardians and the Grantee immediately, but no later than 24 hours, in the event of a critical incident involving their child or staff person.

In addition to notifying parents/guardians of critical incidents, Service Providers must also provide notification to the City of San Antonio's Head Start Administrator or designee. Official incident reporting must be provided in writing. Failure to notify the City of San Antonio of incidents could lead to contract termination.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1301.31 (e)- *Reporting Child Abuse or Sexual Abuse*

1304.52(a)(1)(ii)- *Organizational Structure*

1304.22 (a)- *Health and Emergency Procedures*

1304.53- *Facilities Materials and Equipment*

45 CFR 1340.2 - *Definition*

City of San Antonio Policies and Procedures:

PDM 12- Critical Incident Protocol

KEY DATES & CALENDAR TASKS:

Critical incidents and or Health incidents include, but are not limited to:

Tasks & Activities	Timeframe	Staff Responsible
Suspected child abuse which may have occurred during Head Start hours.	To the Grantee immediately, but no later than 24 hours	Service Provider, Head Start Director
Injury to a child due to lack of supervision or unacceptable methods of child guidance	To the Grantee immediately, but no later than 24 hours	Service Provider, Head Start Director
Incidents which may have placed a child, family member or staff in danger	To the Grantee immediately, but no later than 24 hours	Service Provider, Head Start Director
Any incident and/or media inquiry which has the potential to generate negative media coverage	To the Grantee immediately, but no later than 24 hours	Service Provider, Head Start Director
Unplanned interruption in Head Start Program services	To the Grantee immediately, but no later than 24 hours	Service Provider, Head Start Director
Injuries that require urgent medical attention by a health-care professional	To the Grantee immediately, but no later than 24 hours	Service Provider, Head Start Director
Child or staff member leaving by emergency medical transport	To the Grantee immediately, but no later than 24 hours	Service Provider, Head Start Director
Contagious diseases that could lead to an outbreak	To the Grantee immediately, but no later than 24 hours	Service Provider, Head Start Director
Child receiving outside medical attention at any point in time for an injury that occurred during Head Start service hours	To the Grantee immediately, but no later than 24 hours	Service Provider, Head Start Director

C-8. RESEARCH STUDIES WITH HEAD START FAMILIES

GENERAL PLAN/APPROACH:

The City of San Antonio Head Start Program (Grantee and Service Providers) must follow the established policy and procedure guidelines for conducting research study requests that involve Head Start children and families.

The examiner must present a written request that must include assurances that the study will be conducted in compliance with the City of San Antonio Head Start Program Confidentiality policy, 45 CFR 46 and 45 CFR 46 Subpart D (additional protections for children) and include the following basic elements:

- Person or entity conducting the study
- Type of research study
- Title of project
- Timeframe for study
- Proposed subjects
- Methodology and data collection
- Purpose of study and use of information collected
- Method to obtain parental permission and child's agreement (if applicable) unless a waiver has been granted by an Institutional Review Board (IRB) or other agency in accordance with section 46.116 (c) or 46.116 (d) of 45 CFR 46
- How anonymity and confidentiality of subjects will be maintained
- Documentation of agency approval and/or approval by an IRB, if applicable

HEAD START PROGRAM PERFORMANCE STANDARDS:

45 CFR 46 and 45 CFR 46 Subpart D- *Human Subjects Research*

City of San Antonio Policies and Procedures:

PDM 19- Research Studies with Head Start Families

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Completed Report to Grantee	At Conclusion of Project	Head Start Administrator

D-1. GOVERNING BODY– GENERAL RESPONSIBILITIES

GENERAL PLAN/ APPROACH:

As required by the Head Start Program Performance Standards, the City of San Antonio Head Start Program Governing Body is a City Council committee required to provide oversight, leadership, and short and long-term guidance for the program. The Grantee takes these responsibilities seriously, and as such, works diligently to ensure all Head Start Program Performance Standards are met.

During its regularly scheduled meetings and throughout the program year, the Governing Body performs the following specific duties:

- **Procedures for program planning:** The City Council committee reviews and approves procedures for program planning, including strategic planning and the development of the Integrated Service Plans.
- **Self-assessment:** The City Council committee members are invited to be active participants in the self-assessment process; interviewed for fiscal and program governance related questions; and offered the opportunity to provide input and feedback on the preliminary results. The City Council committee also reviews and approves the final conclusions and resulting action plans.
- **Program short and long-term goals:** The City Council committee members are invited to be active participants in the short and long-term goal process and also approve the finalized 5-Year Plan after Policy Council approval.
- **Funding applications:** The City Council committee approves the submission of all grants before they are sent to the Federal government.
- **Composition of the Head Start Policy Council (HSPC):** The City Council committee approves the composition of the HSPC, ensuring it is representative of all families served in the program, as per the Head Start Policy Council Bylaws.
- **Written policies defining roles and responsibilities of the Governing Body:** The City Council committee reviews and formally approves the Head Start Policy Council Bylaws.
- **Procedures out laying shared decision-making:** In cooperation with the Head Start Policy Council, the City Council committee develops and approves procedures for shared decision making.
- **Internal dispute resolution policy:** With the Head Start Policy Council, the City Council committee develops and approves procedures in the event of a dispute between the Governing Bodies that cannot be resolved.
- **Program personnel policies:** The City Council committee reviews and approves the program personnel policies, per Municipal Hiring standards
- **Hiring of Executive Director:** Upon the hiring of a new Executive Director, the Governing Body participates in the hiring process and formally approves the hire.

The City of San Antonio's Head Start program operates a shared governance structure which includes a Head Start Policy Council (HSPC), Parent Connection Committees (PCCs), and Governing Body (GB). The program does not have delegate agencies and does not operate a Policy Committee. HSPC Bylaws and revisions are approved by both the HSPC and GB.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.50(a)(1)—*Governing Body responsibilities*

1304.50(g)—*Governing Body responsibilities*

City of San Antonio Policies and Procedures:

PDM 10- Governing Body and Policy Council Responsibilities

PDM 13- Personnel Policies, Hiring and Termination

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
City Council committee	Monthly	DHS Director

D-2. HEAD START POLICY COUNCIL– GENERAL RESPONSIBILITIES

GENERAL PLAN/ APPROACH:

The City of San Antonio Head Start Policy Council (HSPC) plays an integral role in the oversight of our program. The HSPC works closely and in parallel with the Governing Body and the Parent Committee, but each body serves a different function. The HSPC gives parents—who explicitly make up a majority of elected members—the ability to help shape the program to meet the needs of enrolled families. The HSPC and Governing Body are fiscally responsible for overseeing the Head Start program, including taking general responsibility for guiding and directing planning, general procedures, and human resource management.

The HSPC is made up of parents, with proportional representation from the service providers and community members. HSPC meetings are held monthly or more often as needed. Specific details of membership numbers, terms and elections can be found in the HSPC Bylaws. This Integrated Service Plan delineates responsibilities related to legal; fiscal; administration and oversight; policy making; program planning; recruitment, selection and enrollment priorities; HSPC reimbursement; personnel hiring and terminations; program annual assessment and grant application and other federally mandated requirements.

HSPC members have both general and specific responsibilities:

General Responsibilities

- Review and approve all documents so required by the Head Start Program Performance Standards.
- Participate actively in self-assessment, human resources, ongoing monitoring, the program's selection criteria, and planning efforts throughout the year.

Specific Responsibilities

- Serve as a link to the Parent Committee, the Governing Body, and the external community, as representatives of the program.
- Assist in communicating with parents enrolled in all program options to ensure that they understand their rights, responsibilities, and opportunities within the program, as well as encourage their participation in the program.
- Contribute to human resources efforts by participating in interviews for staff and approving the hires and fires of all staff, including the Executive Director as necessary.
- Assist in planning, coordinating, and organizing Parent Committee activities for parents with the assistance of staff, and ensuring that funds set aside from program budgets are used to support parent activities.
- Assist in recruiting volunteers, both inside and outside the program, and working with community agencies that meet the needs of children and families we serve.
- Establish and maintain procedures for working with the grantee to resolve any community complaints about the program.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.50(a)(1),(3),(4)— *Policy Council structure*

1304.50(c)— *General Policy Council responsibilities*

1304.50(d)(2)— *Policy Council functions*

City of San Antonio Policies and Procedures:

PDM 2- Policy Council Composition, Formation and Selection

PDM 10- Governing Body and Policy Council Responsibilities

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
HSPC meetings	Monthly	Head Start Administrator
Governing Body Roles and Responsibilities Framework	Annually	Head Start Administrator
Parent Connection Committees	Bi-Monthly	Special Projects Manager- Family and Community Support

D-3. HEAD START POLICY COUNCIL– REQUIRED APPROVALS

GENERAL PLAN/APPROACH:

The City of San Antonio Head Start Policy Council (HSPC) is committed to providing oversight, leadership, and short and long-term guidance for the program. Members take this responsibility seriously, and as such, work diligently to ensure that the Policy Council meets all Head Start Program Performance Standards. The HSPC and Governing Body have approved a policy outlining roles and responsibilities of governing body members.

In the course of their monthly meetings, the HSPC reviews and approves, at a minimum, the following documents:

- **Procedures for program planning:** Includes procedures for 5-Year Plan and the development of the Integrated Service Plans.
- **Program’s short and long-term goals:** Reflects results of both Self-Assessment and Community Assessment.
- **ERSEA selection criteria:** Determines prioritization of criteria for selecting children.
- **Funding applications:** Includes the submission of all Federal grant applications.
- **Travel reimbursement for HSPC members:** Must be approved by HSPC if travel reimbursements are to be allowable.
- **Self-Assessment results and plans:** HSPC members are active participants in the process, but also must approve the findings and takeaway actions.
- **Composition of the HSPC:** Reflects proportional representation of different sites and program options.
- **Procedures out laying shared decision-making:** Coordinated effort with Governing Body addressing ways in which the two bodies share governance responsibilities.
- **Internal dispute resolution policy:** Coordinated effort with Governing Body addressing process in instance of dispute between two bodies.
- **Program personnel policies:** Reviews and approves the program personnel policies, per Municipal Hiring standards.
- **Hiring of Executive Director:** HSPC members participate in the hiring process and formally approves the hiring of a new Executive Director.
- **Approval of decisions to hire/fire any employee:** HSPC participates in the hiring process for all new hires via interviews and formally approves the hiring or firing of all employees.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.50(d)(1)—*All required Policy Council approvals*

1304.51(a)(2)—*Integrated Service Plan (ISP)*

City of San Antonio Policies and Procedures:
PDM 10- Governing Body and Policy Council Responsibilities
PDM 13- Personnel Policies, Hiring and Termination

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Policy Council meetings	Monthly	Head Start Administrator

DRAFT

D-4. HEAD START POLICY COUNCIL COMPOSITION AND FORMATION

GENERAL PLAN/APPROACH:

The Head Start Policy Council (HSPC) represents the interests of families and children enrolled in the program. As such, we are committed to ensuring that the HSPC is representative of our families in every way. The HSPC is composed of at least two parent members and at least two alternate members for each of the two participating School Districts in the service area and two community representatives.

The HSPC is formed and organized following the rules described in the HSPC Bylaws, which are updated and approved annually but generally include the following elements:

- Size of Policy Council
- Membership of parents and community members (with at least 51 % parents at all times)
- Elections held on a consistent annual schedule
- Maximum of three one-year terms
- Staff cannot participate as members

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.50(a)(3)—*Policy Council formed as early as possible in year*

1304.50(b)—*Policy Council composition and formation*

City of San Antonio Policies and Procedures:

PDM 2- Policy Council Composition, Formation and Selection

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Policy Council elections	Annually	Head Start Administrator
Approval of HSPC Bylaws	Annually	HSPC Chair, Head Start Administrator
The two community representatives are elected by parent members.	Annually	Head Start Policy Council

D-5. GOVERNING BODY COMPOSITION

GENERAL PLAN/APPROACH:

The City Council committee is legally and fiscally responsible for the provider grant funds and program.

The City Council committee is formed and organized following the rules described in the HSPC Bylaws, which are updated and approved annually but generally include the following elements:

- Size of Governing Body
- Membership: The governing body membership must include the following:
 1. One or more members with a background and expertise in fiscal management and accounting.
 2. One or more members with a background and expertise in early childhood education and development.
 3. One or more licensed attorneys familiar with Head Start governing body issues.
 4. Additional members who reflect the community and include parents of formerly or currently enrolled Head Start children.
 5. Other members selected for their expertise in education, business administration, or community affairs.

Note: If a Head Start agency is unable to include members for any of the first three categories (1-3) above, the governing body must obtain the services of a consultant or other individual with the required background and expertise to work with the governing body instead.

HEAD START PROGRAM PERFORMANCE STANDARD:

Sec. 642(c)(1)(B) of the Head Start Act

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Review and Approval of HSPC Bylaws	Annually	Head Start Administrator

D-6. GOVERNING BODY HEAD START POLICY COUNCIL TRAINING AND SUPPORT

GENERAL PLAN/APPROACH:

The City of San Antonio provides training to Governing Body and Head Start Policy Council (HSPC) members to ensure that members of both governing bodies are aware of their responsibilities and capable of carrying them out effectively. Throughout the year, the leadership team continues to provide training, as Governing Body and HSPC members experience different elements of the program.

During the course of the year, Governing Body and HSPC members receive training in the following areas:

- **Roles and Responsibilities:** Both the Governing Body and HSPC receive training in the general and specific responsibilities of their positions. Individual members receive training if they have specific responsibilities associated with their role (as Chair, for instance).
- **Planning:** All Governing Body and HSPC members receive training on the planning process, in which they play a significant role.
- **Self-Assessment, Community Assessment:** We encourage all Governing Body and HSPC members to participate actively in our on-going self-assessment activities. As such, we provide training to both bodies on the self-assessment process and the role the self-assessment plays in our program.
- **Additional Trainings on Basis of Individual Needs, Interests:** Whenever possible, we encourage the Governing Body and HSPC members to participate in trainings that we offer for staff and parents. Though most trainings occur during typical work hours, participation is welcomed.

HEAD START PROGRAM PERFORMANCE STANDARD:

1304.52(k)(4)—*Policy Committee and Board training*

City of San Antonio Policies and Procedures:

PDM 5- Training and Advancement Opportunities

PDM 10- Governing Body and Policy Council Responsibilities

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
HSPC orientation	Annually (as needed for new members)	Head Start Administrator
Governing Body orientation	Annually (as needed for new members)	DHS Director
Self-Assessment training	Annually	Head Start Administrator

D-7. GOVERNING BODY AND HEAD START POLICY COUNCIL COMMUNICATION

GENERAL PLAN/APPROACH:

The City of San Antonio's Governing Body and Head Start Policy Council (HSPC) can only function effectively as governing bodies if they have access to the programmatic information required to perform their duties. As such, during their regularly scheduled meetings we share and discuss the following information with governing body and HSPC members:

- **Procedures and timetables for program planning:** Both Governing Body and HSPC review, approve, and ultimately participate in the program planning process for the program. The planning process incorporates the use of the Self-Assessment and Community Assessment results to develop short and long-term plans.
- **Policies, guidelines, and other communications from OHS:** When information that affects our program operations is provided to The City of San Antonio by the Federal government, this information is shared with both the Governing Body and HSPC.
- **Program and financial reports:** The Governing Body and HSPC review reports chronicling program and financial performance on a regular basis. Both bodies regularly review reports, which document progress on key Performance Standard indicators as well as internal standards of excellence.
- **Program plans, policies, procedures, and Head Start grant applications:** The Governing Body and HSPC review and approve short and long-term goals. The HSPC also reviews and approves the Integrated Service Plans. Human Resources policies are reviewed and approved by both bodies, and funding applications are reviewed and approved before they are submitted to the Federal government.

To ensure that the Governing Body and HSPC use their time together meaningfully, we distribute materials in advance of meetings. Our intention is for Governing Body and HSPC members to arrive at meetings prepared to provide feedback, discuss issues, and exchange ideas.

HEAD START PROGRAM PERFORMANCE STANDARD:

1304.51(d)—*Information required for the Board, Policy Council*

City of San Antonio Policies and Procedures:

PDM 9- Communication with Head Start Program Service Providers and
Governing Bodies

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
City Council committee meetings	Monthly	DHS Director
HSPC meetings	Monthly	Head Start Administrator

D-8. SHARED DECISION-MAKING AND INTERNAL DISPUTE RESOLUTION

GENERAL PLAN/APPROACH:

At City of San Antonio programs, the Governing Body and Head Start Policy Council (HSPC) work collaboratively to ensure that both governing bodies perform their respective duties and shared governance is implemented effectively. Together, the Governing Body and HSPC practice shared decision-making, with many decisions being approved by both bodies, in the following ways:

- **Joint Approvals:** Per the Head Start Program Performance Standards, there are several elements of the program that must be approved by both bodies, including:
 - Procedures for program planning
 - Program's short and long-term goals
 - Funding applications
 - Composition of the HSPC
 - Program personnel policies
 - Hiring of Executive Director

In the unlikely situation that an irresolvable dispute arises between the two bodies, we have in place an Internal Dispute Resolution procedure to resolve the situation amicably. This process consists of the following four steps:

1. Agreement negotiated between bodies by the Executive Director
2. Development of subcommittee
3. Mediation with mutually agreed upon mediator
4. Arbitration with mutually agreed upon arbitrator

Additional details can be found in our Shared Decision-Making & Internal Dispute Resolution.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.50(d)(1)(ii)—*Shared decision-making*

1304.50(h)—*Internal Dispute Resolution*

City of San Antonio Policies and Procedures:

PDM 14- Shared Decision Making

PDM 17- Internal Dispute Resolution

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
City Council committee meetings	As Needed	DHS Director
HSPC meetings	As Needed	Head Start Administrator

D-9. COMMUNITY COMPLAINT

GENERAL PLAN/APPROACH:

The City of San Antonio Head Start program deeply values feedback provided by parents and community members. In the instance that a parent or community member has a complaint with the Head Start program, we have put in place a formal process to ensure that the concern is both heard and adequately addressed. If attempts to informally resolve the concern/ problem are not successful the following formal steps are as follows:

- Call, email, meet with or provide written statement to the Head Start Service Provider Director
- Call, email, meet with or provide written statement to the Head Start Administrator
- Submit a signed, written statement to the HSPC
- Submit a signed, written statement to The City Council committee

The specific details of these processes are included in the Community Complain Procedure. These procedures are approved by the Policy Council and reviewed annually or as needed, to ensure they continue to meet the needs of the program and community.

HEAD START PROGRAM PERFORMANCE STANDARD:

1304.50 (d)(2)(v)—Community complaint procedure

City of San Antonio Policies and Procedures:

PDM 11- Community Complaint

PDM 11-Community Complaint Procedure

Tasks & Activities	Timeframe	Staff Responsible
Head Start Director's meeting	As Needed	Service Provider- Head Start Director's
Head Start Administrator meeting	As Needed	Head Start Administrator
HSPC meeting	As Needed	Head Start Administrator
City Council committee meeting	As Needed	DHS Director

E-1. HUMAN RESOURCES- GENERAL- STANDARDS OF CONDUCT

GENERAL PLAN/APPROACH:

The City of San Antonio is an equal opportunity employer, committed to building a diverse and healthy workforce and to fostering professionalism and excellence for all staff. To this end, we establish and maintain clear, consistent personnel policies and procedures as required by the Head Start Program Performance Standards and Local Education Agencies (LEAs).

The Standards of Conduct follow Head Start regulations to ensure children and families are respected, confidentiality is followed, children are safe in care, and positive methods of guidance and discipline are used. Additionally, employees will uphold integrity and conflict of interest requirements. All staff, consultants and volunteers are required to have a signed standard of conduct acknowledgement form, in accordance with Head Start requirements, on file including the following topics:

- Equal opportunity employment
- Confidentiality
- Anti-Discrimination, harassment and retaliation
- Staff annual performance appraisals
- Consequences for violating standards of conduct
- Employee grievance procedure
- Restrictions on accepting gifts or favors from contractors or potential contractors
- Separation of employees (termination)

The Integrated Service Plan includes several additional required personnel policies, which are approved by the HSPC as well as by the Governing Body:

- Standards of Conduct
- Staff Performance Appraisals
- Sexual Harassment and other Unlawful Harassment and Discrimination
- Confidentiality
- Employee Management Relations

HEAD START PROGRAM PERFORMANCE STANDARDS:

1301.31—*Personnel policies*

1304.50(d)(1)(ix)—*Policy Council review & approval*

1304.52(h)—*Standards of conduct*

City of San Antonio Policies and Procedures:

PDM 3- Standards of Conduct

PDM 4- Staff Performance Appraisals

PDM 6- Sexual Harassment and Other Unlawful Harassment and Discrimination

PDM 15- Employee Management Relations

PDM18- Confidentiality

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
HSPC Policies approval	Annually	Head Start Administrator
Governing Body Policies approval	Annually	DHS Director

E-2. STAFF QUALIFICATIONS

GENERAL PLAN/APPROACH:

The City of San Antonio seeks to build a world-class Head Start staff, consisting of individuals who are highly motivated, committed to the Head Start mission, and have the knowledge, skills and experience to fulfill the job functions of their assigned roles.

The City of San Antonio is an equal opportunity employer, committed to a diverse and healthy workplace. We seek to hire staff who are familiar with the ethnic background and heritage of families in the Head Start program, and indeed many City of San Antonio staff live in the same communities as the families we serve. Whenever possible, and assuming they meet the specific job requirements, we give preference to current and former Head Start parents for employment opportunities.

The City of San Antonio meets the requirements of Head Start Performance Standards and the Head Start Act by requiring the following minimum requirements by position:

Teacher: Associate's degree in early childhood education. BA/BS preferred in Early Childhood Education or related field with at least twelve (12) credits in early childhood education plus experience with preschool aged children OR State awarded preschool Teaching certification.

Assistant Teacher: CDA credential or enrolled to complete within one year of hire OR a degree in Early Childhood Education or related field with at least nine (9) credits in Early Childhood Education, or enrolled to complete degree (with related credits) within one year of hire.

Note: In the event that the State or local requirements are more stringent for a teaching position, the City of San Antonio will comply with those requirements as well.

In compliance with Head Start Performance Standards as well as the Department of Education, The City of San Antonio performs reference checks and criminal background checks on all new hires.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.52(b)—*Staff qualifications – general*

1304.52(e)—*Qualifications of home visitors*

1306.21—*Staff qualifications (classroom teachers)*

City of San Antonio Policies and Procedures:

PDM7- Qualifications of Educational Staff

E-3. LEADERSHIP STAFF ROLES AND QUALIFICATIONS

GENERAL PLAN/APPROACH:

The City of San Antonio strives to implement an organizational structure in which staff roles are clear, all key required functions are assigned to a specific staff member, and there is appropriate capacity to accomplish program objectives.

With this goal in mind, program management functions at The City of San Antonio can be distributed in the positions below (note: some providers may or may not have some of these positions as a part of their organizational structure):

- **Head Start Administrator:** Overall program management.
- **Senior Management Analyst:** Assists Executive Director and specifically oversees Finance, Operations and Human Resources departments.
- **Special Projects Manager- Monitoring and Compliance:** serves as the administrative and operational leader of a group of Centers, and works collaboratively with the Director of Education.
- **Special Projects Manager -Education:** Oversees the early childhood development component of the program.
- **Senior Management Analyst- Early Learning/Disabilities Specialist:** Supports the early childhood development component of the program and provides coaching to center directors.
- **Head Start Director:** Management of center-based education services and operations.
- **Senior Management Analyst - Family Services, Health & Nutrition:** Overall management of Family Services, Health and Nutrition services; Supervision of Family Services/Health/Nutrition staff.
- **Management Analyst - Health:** Management of medical, dental, and nutrition services.
- **Special Projects Manager - Mental Health & Disabilities:** Management of services to children with disabilities; management and provision of mental health services.
- **Senior Management Analyst - Nutrition:** Management of nutrition services.
- **Special Project Manager- Operations:** Management of physical facilities, materials, equipment and transportation.
- **Senior Management Analyst-Human Resources:** Management of day-to-day human resource functions.
- **Fiscal Manager:** Fiscal management, budgeting and oversight.
- **Senior Management Analyst- Analysis:** Provide training and monitoring support on key record-keeping & reporting systems, such as ChildPlus.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.52(a)—*Organizational structure*

1304.52(c)-(d)—*Qualifications of director and content area experts*

E-4. STAFF HIRING

GENERAL PLAN/APPROACH:

The City of San Antonio seeks to attract the highest caliber applicants to join the Head Start staff. To this end, our process for recruiting and hiring staff is designed to be consistent, transparent and thorough, enabling us to select qualified applicants for all employment openings and to onboard new hires efficiently.

An appropriate search and review is completed by the Leadership Team to provide overall coordination of a consistent process:

- (1) Communication with the Human Resources (HR) Department to ensure understanding and accuracy for posting an open position;
- (2) Reviewing resumes, supporting documentation and keeping HR informed of next step;
- (3) Conducting formal interviews with qualified applicants; and
- (4) Selecting the candidate who best fits The City of San Antonio Head Start Program needs.

The Leadership Team involves other Head Start staff and Head Start Policy Council (HSPC) members in these tasks as appropriate, and may work closely with the Head Start Administrator throughout the process, as well as the HR department. Offers of employment are typically made by the HR Department, and all offers are considered provisional pending full Policy Council approval, complete educational verifications, complete criminal background check and completed/cleared Physical/TB screen.

In addition, to ensure high quality as well as compliance with all relevant Head Start Performance Standards, the following components are always part of our hiring process:

- **Internal posting of positions** made available to Head Start staff and parents;
- **Policy Council/parent involvement** Policy Council participates in interviews upon reasonable/prompt availability, approves of hiring decisions. Personnel for Approval are presented at each Policy Council meeting by the HSPC personnel subcommittee for final approval;
- **Applicant disclosure** (on the employee application) of any conviction(s) for crimes or disorderly person's offenses and any criminal arrests or charges of child sexual abuse;
- **Criminal background checks** submitted for all new employees in accordance with federal and state law; which take place prior to orientation;
- **Reference checks** at least 2 reference checks verbally or written are required;
- **Clear documentation** maintained throughout the process, including the candidate's resume, application and verification of education; interviewer notes and ratings; Predictive Index work style assessment; verification of references; and employment offer, acceptance and other correspondence

HEAD START PROGRAM PERFORMANCE STANDARDS:

1301.31(b)—*Staff recruitment & selection procedures*

1304.50(d)(x)-(xi)—*Policy Council approval of hiring decisions*

1304.50(e)(3)—*Parent Committee involvement in hiring*

City of San Antonio Policies and Procedures:

PDM 13- Personnel Policies, Hiring, and Termination

E-5 STAFF ORIENTATION

GENERAL PLAN/APPROACH:

All new City of San Antonio employees participate in a structured, consistent, comprehensive process of orientation. The goal of orientation is to help new staff feel grounded and supported, and to prepare them to fulfill their job responsibilities in the Head Start program. This process is also designed to meet all relevant Head Start Program Performance Standards.

Orientation for all new employees includes the following components:

- (1) **Human Resources Orientation:** Review of general policies/procedures and completion of paperwork, as conducted by a Human Resources representative.
- (2) **On-Site Orientation:** In-depth introduction to the work environment, colleagues, and site-specific policies/procedures. Conducted by direct supervisor and/or designated colleague(s).
- (3) **Initial Supervision:** Meeting with direct supervisor to get acquainted, review job responsibilities and set expectations.
- (4) **New Staff Training:** Conducted in multiple sessions by HR, supervisor, colleagues, service area managers, Support Center staff and self study practice. This content is divided into several different categories:
 - i. Training required for all new staff includes Introduction to Head Start & City of San Antonio; Performance Standards & the ISP/Policies & Procedures; Child Abuse & Neglect, Positive Discipline & Guidance; Implementing Health Practices; Ethics Training; Safety Awareness Training; Leave Benefit Training; Blood Borne Pathogens; City of San Antonio systems, personnel policies and procedures, and Administrative Directives. Training required for center based staff includes center specific policies, procedures, safety and evacuation plans.
 - ii. Position-specific training includes, but is not limited to, following the New On boarding plan for, and ChildPlus and Family Partnership Agreements for Family Support Staff.
 - iii. Training via webinars on City of San Antonio is required to be completed by all staff based on position.

Whenever possible, new staff will have two days of orientation before assuming job responsibilities. The remaining orientation activities typically take place over six to twelve weeks, scheduled and managed in an individualized way depending on the staff position, time of year and other relevant factors.

Tools to guide this process include the **New Hire Week One Checklist**, **New On boarding Plan**, or Training Guide and City of San Antonio Requirements and Acknowledgement; in addition, the **Staff Development Record and/or City of San Antonio** documents training in licensing-required areas.

HEAD START PROGRAM PERFORMANCE STANDARDS: 1304.52(k)(1)— <i>Staff training: orientation for new staff</i> 1306.23— <i>Pre-service training for program staff</i>

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Human Resources Orientation	Within one week of hire	Human Resources
Site Orientation/ Initial Supervision	Within one week of hire	Supervisor, PDM
New Staff Orientation	Within one week of hire	PDM

E-6. STAFF TRAINING AND DEVELOPMENT

GENERAL PLAN/APPROACH:

The City of San Antonio focuses considerable energy and resources on staff development, with the goal of supporting employees' personal and professional growth as well as increasing their ability to deliver high-quality services to children and families.

The content of our training program includes the following:

- The philosophy and goals of Head Start, including relevant performance standards;
- Professional skills (e.g. communication, feedback and relationship building);
- Job-specific knowledge and skills (e.g. child development, curriculum and assessment, creating family partnership agreements, conducting screenings, etc.);
- Topics related to child health and safety, nutrition, mental wellness and behavior; and
- Licensing and Head Start requirements (e.g. child abuse prevention, emergency procedures, etc).

Staff training is implemented in several different ways throughout the year, primarily the following:

- **New staff training** – all new staff are provided with training in specific areas during their first three months of employment.
- **Pre-service training** – held for one to two weeks at the end of August, focused on preparing all staff for the new program year, with additional days held throughout the program year (frequency varies by provider and by staff position).
- **Staff meetings** – typically held weekly or bi-weekly for each center or team, often used to deliver training content on specific topics relevant to that group.
- **Off-site training** (e.g. conferences, workshops, continuing education) – pursued independently by staff as per individual need/interest, and supported By The City of San Antonio's annual professional development employee benefit.

The Head Start Administrator provides overall management for the staff training program, working closely with the leadership team, and the City of San Antonio for Training and Program Resources and Human Resources. Trainings are documented in the personnel files.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.52(k)—Training and development
1306.23—Pre-service training for program staff
1306.23—Staff training

City of San Antonio Policies and Procedures:

PDM 5- Training and Advancement Opportunities

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Pre-service for staff	Annually	Head Start Administrator
Training	Annually	Head Start Administrator

E-7. STAFF COMMUNICATION

GENERAL PLAN/APPROACH:

The City of San Antonio is committed to ongoing communication among staff that is open, direct, and facilitates quality outcomes for children and families. As such, we use a variety of mechanisms to ensure that staff communication is occurring in regular, structured and substantive ways.

Our primary mechanisms for regular staff communication include the following:

- **Staff meetings.** The City of San Antonio programs use regularly scheduled meetings to provide a structure for ongoing two-way communication that supports staff in executing their job responsibilities. Center staff meetings are held, with additional meetings for Family Support, Education Team and for leadership staff. Meeting agendas typically include review of upcoming projects and priorities, an opportunity for staff to share ideas and problem-solve around current challenges, and training on specific topics as appropriate.
- **Email.** All Head Start employees are provided with a City of San Antonio.gov email address and are expected to review their email daily. In addition to ongoing informal communication, email is an effective means for Head Start leadership staff to share information such as program updates, policies, and reminders with all staff. The City of San Antonio has clear expectations for appropriate email use, which are included in the Employee Handbook.

Documentation of staff communication includes substantive emails or memos to the entire staff or specific teams and agendas for staff meetings; documentation of such communication is kept in the Head Start shared drive.

The City of San Antonio fosters a professional culture of open, honest communication and feedback and believes that communication should be a two-way exchange, aimed at continuous learning and improvement for all staff.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.51(e)—*Communication among staff*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Leadership team meetings	Weekly	Head Start Administrator
Staff meetings	Monthly	Head Start Administrator
Staff meetings for Different Teams	Bi-Weekly	Leadership Team, Head Start Administrator

E-8. PERFORMANCE REVIEWS AND FEEDBACK

GENERAL PLAN/APPROACH:

The City of San Antonio supports employees in meeting high standards for professionalism and excellence. To this end, we use a rigorous performance review process designed to foster open communication, ongoing learning and continuous performance improvement.

The essence of performance improvement is feedback between employee and direct supervisor. The City of San Antonio defines feedback as “the exchange of information and perspectives, often of an evaluative nature, to achieve mutual learning.” In the context of the performance review, feedback should:

- Be meaningful and specific, focused on competencies the employee should demonstrate in his/her day-to-day work performance;
- Highlight the employee’s key strengths as well as areas for improvement;
- Be aimed at maximizing the employee’s future performance through clearly stated professional goals; and
- Connect to the ongoing feedback that has occurred through regular supervision meetings rather than containing any “surprises.”

While feedback between employees and supervisors occurs ongoing, The City of San Antonio also implements a formal, performance review process annually. The performance appraisal consists of completing the performance review appropriate for that employee’s role— which has previously been reviewed as a self-evaluation throughout the year, but now is more formally scored by the supervisor. Other employees use a different appraisal tool, based on general professional competencies, and have the option to complete a voluntary Self-Evaluation before supervisors review these and complete the Supervisor Evaluation. In all cases, the process concludes with a 1-1 meeting between employee and supervisor, where follow-up steps and goal setting are defined as needed.

Performance reviews are documented in individual staff files. In the event that an employee needs to be put on a **Performance Improvement Plan**, this is filed in the individual’s personnel file, along with any supporting documentation and follow-up.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.51(e)—*Communication among staff*
1304.51(i)(2)—*Procedures for ongoing monitoring*
1304.52(b)(1)—*Staff qualifications – general*
1304.52(i)—*Staff performance appraisals*

City of San Antonio Policies and Procedures:

PDM 4- Staff Performance Appraisals

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Training for staff and managers on performance review process	Annually	Head Start Administrator
Employee complete EPDP	Annually	Supervisors, Head Start Administrator
Supervisors complete Evaluations	Annually	Leadership Team, Head Start Administrator
Follow-up on performance improvements/ action steps, as applicable	Quarterly	Employee and Supervisor

E-9. RECORD-KEEPING FOR HUMAN RESOURCES

GENERAL PLAN/APPROACH:

The City of San Antonio uses a clear, systematic, transparent system for human resources record-keeping that combines on-line and paper-based records. This system is designed to ensure the availability of accurate, timely, confidential information regarding staff, allow easy oversight by the Head Start Administrator and Human Resources, and comply with all relevant Head Start Program Performance Standards.

Personnel files are maintained in The City of San Antonio provider headquarters by the HR Generalist/Administrator, with additional documentation maintained in the Field folder. Files are organized using a standardized structure and set of forms, and audited biannually to ensure completeness. If appropriate and Head Start requirements, we ensure that the following documents are on file for all new employees:

- Documentation of education and work experience
- The City of San Antonio Employee Application
- Criminal history background check and fingerprint request as applicable
- Completed physical examination and negative Mantoux tuberculin screen or chest x-ray
- Acknowledgement of Employee Handbook, including policies on non-discrimination, confidentiality and supervision of children
- Acknowledgement of Information to Parents & Required Policies as applicable
- Employment verification and Professional References from two individuals

The Staff Records Checklist is used to verify completion of all requirements above. Personnel files also include documentation of annual performance reviews, as well as any improvement plans or other correspondence relevant to individual employees.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.52(h)—*Standards of conduct*

1304.52(j)—*Employee health records & TB tests*

City of San Antonio Policies and Procedures:

PDM 3- Standards of Conduct

PDM 20- Staff and Regular Volunteer Initial Health Requirements

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Review Staff Files	Annually	PDM
Establish personnel files for new employee	First Week of Hire	PDM
Audit personnel files for completeness	Annually	PDM, Head Start Administrator

E-10. REPORTING SUSPECTED CHILD ABUSE AND NEGLECT

GENERAL PLAN/APPROACH:

The City of San Antonio Head Start program and Service Providers are responsible for developing a plan for the health and welfare of all children participating in the program, and as such are mandatory reporters of child abuse and neglect.

To support staff in this important responsibility, The City of San Antonio Head Start program has a clear policy on reporting suspected child abuse and neglect, which includes the procedures outlined below as well as definitions of child abuse (including sexual abuse) and neglect consistent with the State of Texas law.

As part of new employee orientation and training, all Head Start employees are trained in implementing this policy, including identifying and reporting child abuse and neglect and dealing with involved parents or guardians in a non-punitive way.

Further, all Head Start Program Staff, including Grantee and Service Provider staff, including teachers, teacher assistants, and all other campus or site personnel, and volunteers must follow the Service Provider policies and procedures regarding child abuse and neglect and report any suspected cases of child abuse or neglect to their immediate supervisor and the campus administrator/principal.

The City of San Antonio Head Start Administrator must be notified within 24 hours of an incident that has occurred within the Head Start Program. The Head Start Administrator must also be notified of any report that has been made for suspected child abuse or neglect occurring outside the Head Start Program within 24 hours of notification. Such official incident reporting must be provided in writing.

Additionally, when any City of San Antonio Head Start Program Staff, Contractors, Service Providers or Child Care Center staff or Volunteers witness or suspect child abuse or neglect, Texas law says that he or she must make a report to Child Protective Services (CPS) within 48 hours. According to the State of Texas, Title 5, Chapter 261 of the Family Code, “child abuse is an act or omission that endangers or impairs a child’s physical, mental or emotional health and development.” Child abuse may take several forms including:

- Physical or emotional injury
- Sexual abuse
- Sexual exploitation
- Physical neglect
- Medical neglect
- Inadequate supervision

In filing a report, personnel will follow state regulations regarding the timeframes that reports must be submitted, the information that must be reported, and confidentiality of reported information.

Service Providers are also responsible for developing procedures to notify the parents/guardians of any suspected or known child abuse incidents which occur within the Head Start Program.

Should the Service Providers management be informed that a report has been made for suspected child abuse occurring outside the Head Start Program, they must comply with notification requirements outlined in this policy.

Annually, Head Start personnel, governing body and policy council members will receive training on procedures for identifying and reporting child abuse or neglect from a qualified individual with the

knowledge, skills and experience in the field of child abuse and neglect. Head Start staff are expected to fully cooperate with Child Protective Services and other applicable agency personnel to report any suspected or known incidents.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.22(a)(5)—*Health emergency procedures*

1304.52(k)(2)(i)—*Staff training*

1304.52(l)(3)(i)&(ii)- *Training and Development*

City of San Antonio Policies and Procedures:

PDM 8- Identification and Reporting of Child Abuse and Neglect

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Grantee and Service Provider Head Start staff train on suspected child abuse and neglect	Annually, or more often as needed (e.g. new staff)	PDM
Staff is expected to fully cooperate with Child Protective Service to report suspected or known incidents.	As Needed	Interviewed staff
Staff receives training on policies and procedures governing the transition process.	Annually, or more often as needed (e.g. new staff)	PDM
Newly enrolled families oriented to HS policy on suspected child abuse and neglect	Ongoing, in family intake meetings	Family and Community Support

E-11. STAFF AND REGULAR VOLUNTEER INITIAL HEALTH REQUIREMENTS

GENERAL PLAN/APPROACH:

The City of San Antonio Head Start staff (Grantee and Service Providers) must receive an initial health exam that includes screening for tuberculosis (TB) as well as a yearly TB screening and at a minimum a periodic health exam every 5 years.

- The TB screening may be completed through a questionnaire.
- Regular volunteers must receive a yearly TB screening.
- Documentation of initial health exams, re-examinations if applicable, and Staff/Volunteer TB Questionnaires must be kept on file.
- Grantee and Service Providers must make mental wellness information available to staff.

HEAD START PROGRAM PERFORMANCE STANDARDS:

45 CFR 46 and 45 CFR 46 Subpart D- *Human Subjects Research*

City of San Antonio Policies and Procedures:

PDM 19- Research Studies with Head Start Families
PDM 20 Staff and Regular Volunteer Initial Health Requirements

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Staff TB screening Questionnaire	Annually	Service Provider Head Start Director, Grantee
Volunteers TB screening Questionnaire	Annually	Service Provider Head Start Director, Grantee
Documentation of Staff/Volunteer TB Questionnaires kept on file.	Annually	Service Provider Head Start Director, Grantee
Mental wellness information availability to staff	Annually	Service Provider Head Start Director, Grantee

E-12. REGISTERED SEX OFFENDERS

GENERAL PLAN/APPROACH:

The City of San Antonio Head Start Program Grantee and Service Providers, in order to maintain the health, safety and welfare of participating children, will abide by Texas law, including restrictions imposed and permissions granted by parole and probationary boards to any persons who are registered sex offenders. This law includes center/campuses and other on/off site program events involving children. Access to center/campuses and other on/off site program events will be based on the legal restrictions and permissions placed on the individual, including those individuals that are Head Start parents or legal guardians.

Each Head Start Service Provider will follow their agency or school district policies or procedures concerning registered sex offenders or will develop procedures to implement this policy. These policies or procedures shall be in compliance with Texas law. Additionally, Service Providers will ensure they do not knowingly employ or accept volunteer services from registered sex offenders when children are present. Each Service Provider must, at a minimum, ensure all employees receive a state or national criminal background check prior to being considered permanent and conduct background checks on volunteers when required by applicable regulations. Service Providers should also check the Texas Department of Public Safety database if there are any questions concerning an individual who is, or is suspected as being, a registered sex offender.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1301.31(b)(2)(i-iii)—*Personnel policies*

City of San Antonio Policies and Procedures:

PDM 16- Registered Sex Offenders

H-1. MENTAL HEALTH SERVICES

GENERAL PLAN / APPROACH:

The City of San Antonio seeks to ensure high quality mental health services to families and children and to comply with all Mental Health Head Start Performance Standards. The City of San Antonio's Mental Health Coordinators, who have clinical expertise with children ages 2-5 years old, direct the provision of all mental health services. Teachers will provide a nurturing and supportive classroom environment. ISD Behavior Specialists, and Education and Disability Coordinators and Specialists provide classroom coaching, interventions, and staff development. The City of San Antonio's Mental Health Coordinators develop a process to ensure children and families receive timely and effective counseling services and build a network of local mental health agencies that will be utilized to meet the mental health needs of Head Start children and families.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.24(a)(3)—*Mental health consultation*

1308.18(b)—*Coordination with disabilities services*

City of San Antonio Policies and Procedures:

WSS1- Identification and Intervention through Wellness Support Services

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
The City of San Antonio MH Coordinators direct the provision of all Mental Health services	Ongoing	<u>The City</u> MH Coordinators
School districts provide nurturing and supportive environments to encourage healthy socio-emotional functioning	Ongoing	<u>ISD</u> Teachers Behavior Specialists Education Specialists Disability Coordinators
ISD staff provide classroom support and consultation to address individual and classroom issues	Ongoing	<u>ISD</u> Teachers Behavior Specialists Education Specialists Disability Coordinators
ISD Mental Health Coordinators provide supportive mental health services and education to assist in the development and utilization of healthy social and coping skills in children and families and in identifying mental health concerns	Ongoing	<u>ISD</u> MH Coordinators Community Partners
The City of San Antonio Mental Health Coordinators develop a process to ensure children and families receive timely and effective counseling services and build and utilize a network of mental health professionals that includes City staff, ISD staff and community partners to serve the mental health needs of children and families	Ongoing	<u>The City</u> MH Coordinators <u>ISD</u> Behavior Specialists MH Coordinators Community Partners

H-2. MENTAL HEALTH MANAGEMENT, COACHING AND MONITORING

GENERAL PLAN / APPROACH:

The City of San Antonio has the highest standards for the quality of services to Head Start children and families. This means monitoring and supporting staff to ensure nurturing and supportive environments for Head Start children and their families.

The City of San Antonio and its Partners will:

- Engage in ongoing coordination and consultation between City and ISD staff to ensure teachers are effective in supporting children's social emotional development
- Conduct meaningful child observations
- Ensure individualized levels of support for children and families with identified concerns
- Educate staff and parents on mental health issues
- Provide opportunities for parents to gain advocacy skills and learn strategies to support the overall development of their children
- Build community partnerships to ensure the effective delivery of services to children and families

The City of San Antonio Mental Health Coordinators convene monthly Mental Health Coordinator Meetings that include the ISD's Education, Disability and Mental Health Coordinators and appropriate agency partners. The MH Coordinators evaluate the provision of Wellness Services provided to families and staff. During these meetings, the Coordinators:

- Review progress on mental health goals through data reports
- Discuss systemic issues/needs in Wellness Services
- Establish policies, procedures and protocols
- Plan and coordinate parent and staff trainings, activities and events

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.51(i)(2)—*Ongoing monitoring*

1304.24(a)(2)—*Identification of and intervention in mental health concerns*

City of San Antonio Policies and Procedures:

WSS1- Identification and Intervention through Wellness Support Services

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Mental Health Coordinator meetings to cover management of Wellness Services and plan training, activities and events	Monthly	The City MH Coordinators Family Support Staff ISD MH Coordinators Behavior Specialists Education Specialists Community Partners

H-3. MENTAL HEALTH EDUCATION FOR STAFF AND FAMILIES

GENERAL PLAN / APPROACH:

The City of San Antonio and its partners ensure the provision of training and educational materials to staff and parents on mental health issues throughout the year. Educational topics may include, but are not limited to, the following topics:

- Child development
- Autism, ADHD and other developmental conditions
- Behavioral Management
- Separation anxiety and attachment
- Depression and anxiety
- Child abuse and neglect
- Domestic violence
- Crisis Intervention
- Trauma Informed Care
- Assessment tools
- Substance abuse
- Transitioning children
- Compassion Fatigue

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.24(a)(3)— *Parent and staff education*
1304.40(b)(1)(ii)— *Parent education on adult mental health issues*

City of San Antonio Policies and Procedures:

WSS1- Identification and Intervention through Wellness Support Services

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Directly provide or coordinate mental health education to families through Parent Connection Committee Meetings and other venues	Ongoing	<u>The City</u> MH Coordinators Family Support Staff <u>ISD</u> MH Coordinators Community Partners
Provide or coordinate mental health education to City and ISD staff	Ongoing	<u>The City</u> MH Coordinators <u>ISD</u> MH Coordinators Community Partners

H-4. IDENTIFYING CHILDREN WITH MENTAL HEALTH CONCERNS: SCREENING, REFERRAL & EVALUATION

GENERAL PLAN / APPROACH:

The City of San Antonio and its partners utilize a tiered intervention process to identify and address mental health concerns or behavioral issues with Head Start children and families.

Our program uses the pyramid model for supporting social emotional competence in children. Parental consent, input and involvement is secured throughout assessment and service provision. In our program, the intervention process consists of the following:

- Behavioral screening by teachers of all newly-enrolled children within 45 days of program entry
- A second behavioral screening conducted by teachers of all children who have significantly elevated scores on their initial 45 day behavioral screening
- Observation and assessment of identified children by ISD Behavior Specialists, ISD Disabilities Coordinators, City and ISD Mental Health Coordinators or community mental health partners
- Referrals or development of individual action plans by City and ISD MH Coordinators to address concerns in the classroom and home
- Monthly Wellness Services staffings lead by City Mental Health Coordinators to coordinate services for new and ongoing referrals

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.24(a)(1)—*Soliciting parent input*
1308.18—*Coordination with disabilities services*

City of San Antonio Policies and Procedures:

WSS1- Identification and Intervention through Wellness Support Services

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Emotional/Behavioral screenings completed (ASQ-SE)	45 days after child's start date	Teachers
Emotional/Behavioral screenings completed (ASQ-SE) scored and entered into ChildPlus	Within 1 week of completion	Teachers
Review of Emotional/Behavioral screening results	Within 2 weeks of completion	Teachers
Teacher conducts behavioral screening for all children who have significantly elevated scores on initial social-emotional screening	Within 2 weeks of initial scoring or minimum of 30 days into program term	Teachers

ISD referrals to ISD Behavior Specialists, ISD Mental Health Coordinators or to Disability Coordinators for observation or consultation of children, per the Development and Behavior Screening process outlined in ISD policy	Ongoing	<u>ISD</u> MH Coordinators Behavior Specialists Education Specialists
Parent referrals to Family and Community Support staff or City Mental Health Coordinators and City staff referrals to City MH Coordinators for assessment	Ongoing	<u>The City</u> MH Coordinators Family Support Staff
Wellness Services staffings lead by City Mental Health Coordinators	Monthly	<u>The City</u> MH Coordinators Family Support Staff <u>ISD</u> MH Coordinators Behavior Specialists Education Specialists Community Partners
Monitoring of provision of services provided through referrals	Ongoing	<u>The City</u> MH Coordinators Family Support Staff <u>ISD</u> MH Coordinators

H-5. RECORD-KEEPING FOR MENTAL HEALTH SERVICES

GENERAL PLAN/APPROACH:

The City of San Antonio utilizes a system of record-keeping and reporting designed to easily monitor provision of mental health services and areas of concern. ChildPlus captures important data, including:

- Assessment scores
- Classroom observation notes
- Notes on meetings with parents and Head Start staff regarding individual children and family members
- Notes from Multi-Disciplinary Staffings
- Status of referrals generated and services accessed
- Status of Action Plans

Staff uses information captured in ChildPlus to monitor the services provided to children and families for whom concerns have been identified and observed. Staff also captures whether parents and staff have participated in group mental health educational opportunities by collecting sign-in sheets at all trainings and meetings. The City's Head Start program and its Partners will ensure compliance with all HIPAA, PHI, FERPA and other confidentiality policies, as required by law, including when documenting services, referrals and follow-up provided in all data management systems utilized by the City's Head Start program.

HEAD START PROGRAM PERFORMANCE STANDARD:

1304.51(g)—*Record-keeping and reporting*

City of San Antonio Policies and Procedures:

WSS1- Identification and Intervention through Wellness Support Services

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
ChildPlus updated after each assessment, observation, referral, mental health service provided and follow-up action completed	Ongoing	The City MH Coordinators Family Support Staff ISD MH Coordinators Behavior Specialists Education Specialists

M-1. RECRUITMENT

GENERAL PLAN/APPROACH:

The City of San Antonio actively recruits children and families throughout our service areas to ensure every slot is filled as soon as possible, within 30 days of becoming available; that 10% of slots are made available to children with disabilities; and no more than 10% of enrolled children are over 125% of Federal Poverty Guidelines. The City of San Antonio will always give priority to applicants who are income, categorically eligible or has a disability. Our programs can serve up to 35% of participants whose income falls between 101% and 125% of Federal Poverty Guidelines. Our goal is to actively inform all families with eligible children within the recruitment area of the availability of services, and encourage and assist them to apply for admission to the program, such that we maintain an active waitlist.

We utilize two instruments to ensure we identify and ultimately serve families with the highest need:

- 1) **Community Assessment:** We perform a detailed Community Assessment every three years and update it in the interim years. The Community Assessment is used to identify specific areas in our service areas with high concentrations of families in poverty as well as community-based agencies that can refer interested, income-eligible families. We also use the Community Assessment to adapt our recruitment strategies to address any gaps in our enrollment—i.e., a specific demographic, ethnicity or geography that is underrepresented.
- 2) **Selection Criteria:** The Selection Criteria, which is updated and approved by Policy Council annually, has been designed to ensure children and families of the highest need rise to the top of the waitlist. When we recruit, we target as wide a range of income-eligible families as possible; the Selection Criteria allows us to then prioritize those families according to need.

We recruit largely by partnering with our ISD service providers and community-based agencies that serve low-income children and families. In our program, we find it most effective to recruit in the following ways:

- Currently Enrolled Parents: referrals from enrolled parents to friends and family
- Door to Door Canvassing neighborhoods and High-Traffic Commercial Centers
- LEA and community partnerships
- Community events and activities
- Clinics/Hospitals/WIC office
- Other Child Care Providers

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.50(d)(vii)—*Policy Council approval of selection criteria*
1305.3(d)(3), (f), (g)—*Determining community strengths and needs*
1305.5—*Soliciting as many applications as possible*

City of San Antonio Policies and Procedures:

ERSEA 1- *Determining Community Strengths & Needs*
ERSEA 2- *Recruitment of Children*
ERSEA 3- *Eligibility*
ERSEA 4- *Selection*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Community outreach thorough community partners	Ongoing	All Staff
Enrollment opportunities filled within 30 days	Ongoing, as needed	Family & Community Support; ERSEA Coordinators

DRAFT

M-2. ELIGIBILITY AND SELECTION

GENERAL PLAN/APPROACH:

The City of San Antonio uses a consistent process to define, approve and implement a set of selection criteria that are consistent with all Head Start Performance Standards and ensure we are providing services to children and families most in need.

Our selection criteria is closely linked to the Community Assessment data as well as our strategic planning process. The City of San Antonio program staff revisits the selection criteria annually to ensure our criteria reflects the most recent information from the Community Assessment updates. The selection criteria is submitted to the Policy Council for review and approval. The City of San Antonio's selection criteria falls into the following categories:

- Income
- Age
- Parental Status: work/school/training, teenage parent or single-parent family
- Family Status: Child Protective Services (CPS) Safety Plan
- Child Disability: Individualized Education Program, Individualized Family Service Plan or Suspected Disability
- Child Status: returning child, LEP, transitioning, siblings in program

The Selection Criteria tool contains from one to seven descriptors in each of the categories above, with each descriptor assigned a point value. Point values are intended to reflect The City of San Antonio's enrollment priorities, and are updated at least annually to ensure they reflect any changes, e.g. in demographics. We utilize this tool to evaluate each application for the Head Start program.

Total point values on the selection criteria are used to rank applicants in order of priority for enrollment as well as to ensure 10% of total enrollment opportunities are given to children with disabilities.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.50(d)(1)(vii) - *Policy Council approval of selection criteria*
1305.3(d)(6) - *Using information from Community Assessment*
1305.4 - *Age of children & family income eligibility*
1305.6(a) - *Selection criteria*

City of San Antonio Policies and Procedures:

ERSEA 1- *Determining Community Strengths & Needs*
ERSEA 3- *Eligibility*
ERSEA 4- *Selection*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Revisit Selection Criteria, updating as needed to reflect most recent Community Assessment	Annually	ERSEA team
Selection Criteria approved by Policy Council	Annually	ERSEA team
Selection meetings to review waitlist and conduct application selections	Spring/ Summer	ERSEA team; Service Providers

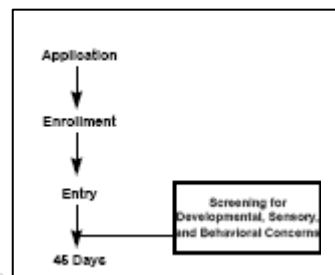
M-3. ENROLLMENT AND ENTRY

GENERAL PLAN/APPROACH:

The City of San Antonio is committed to ensuring that our program remains fully enrolled (as per Head Start Performance Standards) and new children and families begin receiving services as promptly and efficiently as possible. We accomplish this by implementing a clear process for enrolling children and documenting it in Child Plus.

Enrolled: according to the Head Start Performance Standards, means a child has been accepted and attended at least one class, has received at least one home visit, or has received at least one direct service while pending completion of necessary documentation for attendance in a center, based on state and local requirements.

Entry, according to the Head Start Performance Standards, is *the first day a child attends the Head Start program* . .



Head Start Performance Standard 1304.20

A child is enrolled through The City of San Antonio Head Start Program on the day that a parent is notified that his/her child has been awarded an available slot in the program. It is on this date that the child is assigned a classroom teacher and a Family Support Worker and can begin to receive services as appropriate; for example, a home visit or referral to community resources for emergency needs. To be chosen for enrollment, a child must have the highest score on the selection criteria among children on the waitlist for that specific program option, with income eligible children selected first. Ninety-percent of enrolled children must be income-eligible for our services, and 10% may be over-income. We always verify income eligibility before a child is enrolled in our program. On the date of enrollment, the ERSEA Coordinator re-categorizes the child's status as "Enrolled" in ChildPlus.

We, then, define the date of entry the following way:

- **Center-Based Program Option:** the first day the child participates in classroom activities in his/her designated classroom at the Head Start center

On that date, the ERSEA Coordinator captures the date of entry in ChildPlus, and the countdown begins to the 45- and 90-day deadlines.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1305.7—*Enrollment*

1304.20(a)(1)(i)—*Program "entry"*

City of San Antonio Policies and Procedures:

ERSEA 5- *Eligibility & Re-Enrollment*

ERSEA 6- *Attendance*

M-4. CHILD AND FAMILY INTAKE

GENERAL PLAN/APPROACH:

The City of San Antonio is committed to providing each child and family with the highest-quality services from the very beginning of their involvement with the Head Start program. To this end, as well as to ensure effective, efficient management and compliance with all Head Start Performance Standards, we use a clear, consistent process for intake of new children and families. While this process is primarily designed to complete all required paperwork for a new child and family, it also contributes to the broader goals of transition and relationship-building for new families into the HS program.

The intake process consists of the following basic steps:

- a) **Application.** The family completes the HS Application and submits several other key pieces of documentation, including income information and child's birth certificate or other documentation of the child's age to enable selection.
- b) **2nd Verification.** HS ERSEA 2nd Verification Team reviews applications for completeness and accuracy, assigns points based on the Selection Criteria Point Matrix System, approves the application and places the application on the waitlist.
- c) **Selections.** Selection Committee reviews waitlist, conducts formal selections and assigns children to classrooms. Families are then contacted to inform them of acceptance and to schedule a home visit/family meeting
- d) **Home Visit/Family Meeting.** In this important meeting, families are thoroughly briefed on HS program information and policies; ask any key questions; and complete a range of paperwork required by Head Start Performance Standards. In the center-based program, this typically takes place prior to the first day of the new program term in the fall, and in an individual meeting with the Family Support Worker.
- e) **Orientation.** During this step, we reinforce our shared commitment to engage families as partners in learning and development, review shared expectations and the importance of working together to achieve breakthrough outcomes.
- f) **Home Visit.** These visits are conducted by the child's classroom teacher. Home visits serve multiple purposes, including relationship building, communicating information about the center-based program, and beginning the developmental screening process.

Standardized tools and forms are used for each step outlined above. In addition, each component of this process is an opportunity for communication and collaboration with families, particularly those families whose children have diagnosed or suspected disabilities.

City of San Antonio Policies and Procedures:

ERSEA 1- *Determining Community Strengths & Needs*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Family Orientations for all new families entering the program	Fall	Family and Community Support
Home Visit/Family Meeting paperwork completed with new families	Ongoing	Family and Community Support

M-5. ERSEA RECORD-KEEPING AND MONITORING

GENERAL PLAN/APPROACH:

The City of San Antonio utilizes a record-keeping system designed to enable leadership and family services staff to easily monitor the status of eligibility, recruitment, selection, enrollment, and attendance. At the center of the City of San Antonio's data management system is Child Plus. All applications are captured in Child Plus including all family intake and enrollment documents which are scanned and attached to the child's file:

- **Income and Eligibility Status:** the family income from the previous 12 months or previous calendar year, the number of family members, as well as whether the family is categorically eligible under Foster/Kinship or Homelessness eligible via Public Assistance or foster care
- **Selection Points:** the score the child received on the Selection Criteria
- **Enrollment:** the date which a child enrolled and entered, the site, and the classroom

The child's attendance is capture by our partners in the state data management system iTCCS.

The information captured in ChildPlus is used to monitor key indicators in cluded in the PIR, such as whether we are fully enrolled and have a waitlist; whether we have made available ten percent of slots for children with disabilities; whether we are serving at least 90 percent income-eligible children; and when a slot must be filled to meet the 30-day requirement.

The City of San Antonio also utilizes standardized tools and forms to capture and organize ERSEA-related information program-wide.

- 1) **Children's Files.** Each child's file is managed utilizing Child Plus. All documentation related to enrollment is scanned and attached to the electronic child file. Examples of forms used consistently throughout the program include the Interview Worksheet, Income Eligibility Verification, Declaration of Income, Third Party Consent, Eligibility Determination Record, Student Residency Questionnaire, Home Language Survey, Permission for Services, Authorization for Release, Pick up Authorization

HEAD START PROGRAM PERFORMANCE STANDARD:

1304.51(g)— <i>Record keeping and reporting</i>

City of San Antonio Policies and Procedures:

ERSEA 9- <i>Eligibility and Determination Records</i>

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Child files completed and subsequently updated	Ongoing	Family and Community Support; Service Providers; City of San Antonio ERSEA Coordinator
ChildPlus updated with enrollment related information	Daily and as needed	Family and Community Support Service Providers; City of San Antonio ERSEA Coordinator
Attendance	Daily	Classroom Teacher; Service Providers; City of San Antonio ERSEA Coordinator

M-6. MAINTAINING ENROLLMENT AND WAITING LIST

GENERAL PLAN/APPROACH:

The City of San Antonio is committed to ensuring that our program remains fully enrolled and any vacancy is filled within 30 days of becoming available. We accomplish this by maintaining an up-to-date waiting list using Child Plus to monitor enrollment at all times.

In the event that our program has no available slots for an applicant who would otherwise be eligible for Head Start, that child is automatically put on the waiting list for the appropriate center. The waiting list is ranked in order of eligibility selection criteria points, to ensure that City of San Antonio is always serving children and families most in need of Head Start services: for example, income-eligible children will always be ahead of over-income children on the list unless diagnosed with a disability. Children may also be put on the waiting list at a family's request: for example, a family who is offered an enrollment opportunity at a center but declines.

The ERSEA Coordinators and verification staff update the waiting list throughout the year, as new applications are received.

When a child leaves the HS program for any reason, we immediately take steps to ensure that his/her slot is filled within 30 calendar days. Family Support Workers contact the first family on the waiting list; if that family accepts the enrollment opportunity, the child is enrolled in our data system and arrangements made for entry (*see also M-3*). If a waiting-list family chooses not to enroll in HS when given the opportunity, we contact the next-ranked family.

The City of San Antonio uses the weekly data reports based on data from ChildPlus, to monitor our enrollment, waiting list and 30-day turnover.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1305.6(d)—*Waiting list*
1305.7(b)—*Filling vacancies*

City of San Antonio Policies and Procedures:

ERSEA 5- *Enrollment & Re-Enrollment*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Enrollment opportunities filled within 30 days by contacting families on the waitlist	Ongoing, as needed	ERSEA Team; Family and Community Support; Service Providers; City of San Antonio ERSEA Coordinator
EOM report produced monthly	Monthly	ERSEA Coordinators
Follow-up on any enrollment issues	Weekly	ERSEA Team; Family and Community Support; Service Providers; City of San Antonio ERSEA Coordinator

M-7. MONITORING ATTENDANCE AND ABSENTEEISM

GENERAL PLAN/APPROACH:

The City of San Antonio is committed to maintaining full enrollment as well as ensuring children and families enrolled in all program options are receiving the full benefit of our services. For these reasons, we closely monitor attendance and absenteeism and implement any necessary steps to address problems on the individual, classroom or program level.

The Education Service Provider's staff will record daily attendance and absences in Child Plus or other approved data tracking system. If the absences are a result of illness or if they are well documented absences for other reasons, no special action is required. If the child has been absent 4 or more consecutive days without notification, a home visit and/or other direct contact with the family is made by the Family Support Worker to determine the cause and assist the family in removing barriers that prevent the child's attendance.

When direct contact with families such as by telephone or home visit are not successful, the program staff reaches out to families by use of other means, such as e-mail, postal mail, notes sent home with the child, or other method.

When absences result from temporary family situations that affect a child's regular attendance, Education Service Providers must initiate support procedures for the affected families.

In circumstances where chronic absenteeism persists and it does not seem feasible to include the child in either the same or a different program option, the child's slot is considered an enrollment vacancy or the child is placed back on the waiting list.

When the monthly average daily attendance rate falls below 85%, the Education Service Provider will analyze the causes of absenteeism and develop an action plan as needed to ensure average daily attendance is maintained at 85% or above. The analysis performed by the Education Service Provider will determine the causes of absenteeism to include a study of the pattern of absences for each child, including the reasons for absences as well as the number of absences that occur on consecutive days. The analysis, written explanation, and action plan will be provided to the City of San Antonio Head Start Program.

Education Service Provider and Family Support Workers will emphasize the benefits of regular attendance, provide incentives for regular attendance, and assist the family with referrals for services that will enhance attendance. Contact and if necessary, home visits will be made by a Family Support Worker and/or the education staff. Absences, contacts, and services provided to children/families will be well documented in Child Plus.

In situations where absenteeism is chronic; unrelated to illness, family hardship or similar reasons; or persists even after multiple attempts the City of San Antonio may terminate the child from the program or place the family on the waitlist. This step is a last resort, used only after HS staff has made every effort to keep the family engaged in and benefiting from the program.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1305.8(a)—*Average daily attendance*

1305.8(b)—*Unexcused absences*

City of San Antonio Policies and Procedures:
ERSEA 6- Attendance

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Attendance report produced and distributed	Weekly	ERSEA Team; Family and Community Support
Follow-up to address attendance issues identified in weekly attendance reports	Weekly	ERSEA Team; Family and Community Support; Service Providers; City of San Antonio ERSEA Coordinator
ChildPlus documentation	Ongoing, as needed	Family and Community Support; Service Providers; City of San Antonio ERSEA Coordinator

EDGEWOOD INDEPENDENT SCHOOL DISTRICT

F-1. SCHOOL READINESS GOALS & DATA

GENERAL PLAN/APPROACH:

The City of San Antonio Head Start Program is committed to closing the achievement gap for participating children. To this end, we have developed a set of school readiness goals, which, in addition to guiding curriculum and teaching, are used to track and analyze child outcomes. Edgewood ISD (EISD) staff develop and maintain a School Readiness Leadership Team in collaboration with Family Support Staff, parents, teachers and other members to develop and implement a School Readiness Plan of Action

Child outcome assessment data is aggregated, analyzed and used to revise the school readiness goals. Data is then analyzed and reported to the City using the Benchmark Due Dates. Data is reported to staff, parents and the community during PCC or parent events as they are planned.

Parents are involved in monitoring progress on school-readiness goals at multiple levels, including our Policy Council and Parent Connection Committee meetings. In addition, we educate all families about school readiness goals by connecting them to displays of children's work and learning in our centers – and help them to support their children's school readiness at home.

We develop plans to achieve school-readiness goals throughout the program year. Finally, a School Readiness Plan of Action is developed by the Edgewood ISD education team which includes major goals and strategies to improve the effectiveness and impact of our early child development services.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1307.2-1307.3—Requirements for school readiness goals & using school readiness data

City of San Antonio Policies and Procedures:

Education 2- School Readiness

KEY DATES & CALENDAR TASKS:

Activity	Timeframe	Staff Responsible
Complete assessment(s) for each child	Oct., Jan. April May	Teachers; Instructional Coach
School readiness action plan	August 2015 – June 2016	School Readiness Team
Review outcome reports with teachers in assessment work groups and/or individually	Three times/year	Center Director
Use school readiness data for self-assessment and to develop improvement plans	Annually	Leadership team

F-2. CLASSROOM CURRICULUM AND APPROACH

GENERAL PLAN/APPROACH:

The City of San Antonio Head Start Program is committed to providing the highest-quality services to children and families. Our vision for education services is that the children who transition out of our program will be fully prepared to succeed in school – with skills comparable to children from middle-class homes. In other words, the “achievement gap” will not exist for our children and families. Achieving this vision requires us to choose the educational approach(es), curriculum and teaching strategies that we believe will help children reach these desired outcomes.

We believe that all children learn, and we are committed to doing what it takes to help each individual child thrive. We strive to meet the needs of the “whole child” by fostering children’s social-emotional, physical, cognitive, language and literacy development, and integrating health, nutrition, mental health and family services. Our classrooms are inclusive of children with disabilities; respectful of differences in gender, culture, language, ethnicity and family composition; and welcoming to parents.

Our educational approach is based in widely-accepted theories of how children grow and learn, and draws from multiple sources of early childhood expertise:

- We know that children learn from active engagement with the world, so our classrooms have learning centers full of interesting, open-ended materials; opportunities for children to explore, create, and problem-solve; and in-depth studies on topics of interest to children.
- We know that adult involvement is crucial to children’s development, so our teachers converse frequently with children; support and extend their play; and use data about each child’s development to scaffold and individualize learning.
- We know that intentional teaching is necessary to help all children achieve school readiness, so we provide focused, developmentally-appropriate instruction related to literacy and cognitive development.

Parents are provided with information about the classroom curriculum both formally (e.g. in Family Handbook or Parent Connection Committee meetings) as well as through ongoing communication, and their observations of their own children are a valued source of information in planning curriculum.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.21(a)—*Child development & education approach for all children*
1304.21(c)—*Child development & education approach for preschoolers*
ACF-IM-HS-11-O2—*Physical health & development*

City of San Antonio Policies and Procedures:

Education 4- Indoor and Outdoor Environment
Education 5- Development and Behavior Screening
Education 6- Curriculum/Daily Schedule
Education 10- Lesson Plans
Education 16- Family Style Meals

KEY DATES & CALENDAR TASKS:

Activity	Timeframe	Staff Responsible
Complete Thematic lesson plans	Monthly	Teachers
Review and approve lesson plans	Weekly	Center Director
Training for all teachers in the fundamentals of our educational approach	Annually (pre-service); ongoing	Education team (City); Edgewood ISD
Review educational program model and relevant data, evaluate successes and challenges, plan for new/improved initiatives for the coming year	Annually (summer)	Education team (City); Edgewood ISD

HEAD START CURRICULUM MODELS

BACKGROUND & RESEARCH BASE:

There are two ways to think about evidence-based curriculum (Frede and Ackerman, 2007). The first is whether the developers were informed by the research literature in designing the curriculum model. The second is whether the enacted curriculum leads to better quality teaching and to more positive child outcomes. There is evidence that both of these statements are true for the curriculum models used by Edgewood ISD.

Edgewood Independent School District (EISD)

EISD's curriculum Scholastic / Big Day for PreK is research based and other classroom materials used on a daily basis provide developmental/educational opportunities for children at different developmental stages and cultural backgrounds to experience success.

Children are provided with authentic language experiences through daily activities such as vocabulary building, stories, nursery rhymes, finger plays, sounds and cooking experiences. The home languages of all children represented in the classroom is included both visually and orally. Instruction is aligned to the domains of the Head Start Child Development and Early Learning Outcomes Framework and the Texas Pre-Kindergarten Guidelines.

Approaches to learning through the curriculum include: making learning fun through a variety of teacher directed and child directed activities to build decision making skills from which the teachers can choose. By presenting the children with a variety of activities from which to choose, the teacher is building decision-making skills. The difficulty of the activities will progress from easy in the beginning of the year to more difficult often involving two and three-step directions later in the year.

Higher order thinking skills are promoted through the curriculum in a variety of ways. Teachers ask specific higher order thinking questions after sharing information or a story. A district initiative requires that teachers use Thinking Maps to provide visual representations that help students with a variety of

thinking activities. Hands-on science experiments encourage the children to actively participate as they make and test predictions.

Creative activities using art, music, movement, and conversation are included in the daily lesson plans. Students also benefit from planned activities provided by supplemental curriculums, including Cavity Free Kids, Be Choosy, Be Healthy and Transportation Safety Education.

Support for Social-Emotional Development

The City of San Antonio Head Start Program will ensure classrooms have a variety of materials and planned daily activities to meet the individual learning styles of each child by using the following assessments and classroom observations: the Ages and Stages Questionnaire (ASQ-3, ASQ-SE), Circle and Lap-3.

Support for Physical Health & Development

Due in part to concerns about obesity among the children served, Edgewood ISD has increased the focus on physical health and development by ensuring that all children have opportunities for movement activities and gross-motor play on a daily basis. In our classrooms, these activities are based on the I Am Moving, I Am Learning Obesity Prevention Program.

Edgewood ISD provides for the development of gross motor skills by providing daily opportunities for structured and unstructured gross motor skills times. Students are able to engage in free play daily on developmentally appropriate equipment. Students are also provided 45 minute gross motor skills time with an instructor certified in physical education on a daily basis.

Support for Dual Language Learners

The Edgewood ISD is committed to supporting “emerging bilingual” children to the fullest extent possible. We support continued use of the home language, and provide teachers with training to enable them to effectively scaffold children’s acquisition of English. Edgewood ISD provides a one-way dual language program in which students identified as English Language Learners are grouped with a certified bilingual teacher and paraprofessional. The instruction and assessment in the classroom are in the children’s first language. Literacy development is done in the children’s first language for 90% of the instructional day while English is used 10% of the time. English language development is monitored annually. In all classrooms where children speak Spanish as their home language we also consistently label classroom areas and materials in both Spanish and English. Our DLL support strategies include the following:

- When interacting with children, we use shorter and more explanatory language, narrate our own and the child’s actions, and refer to concrete materials and pictures to improve comprehension.
- Parents who speak the home language are encouraged to volunteer in the classroom.
- We ask parents to continue to speak their home language to their children especially if they are not very proficient in English. Good quality language models in any language are more beneficial to language development than poor quality English.

F-3. CLASSROOM STAFFING AND SUPERVISION OF CHILDREN

GENERAL PLAN/APPROACH:

At the City of San Antonio Head Start Program, safety and security for the children we serve is of the highest priority. For this reason, Edgewood ISD ensures consistent supervision of all participating children through an approach to classroom staffing that adheres to all Head Start Performance Standards as well as state regulations. Staff is trained on these requirements upon hiring.

Head Start classrooms are staffed by a teacher and assistant teacher. Full-day classrooms typically have 15-20 children as per state regulations and Head Start Performance Standards.

Consistent supervision of all children, both indoors and outdoors, is ensured through the environment as well as staff behavior. Arrangement of space and furniture ensures children are always in teachers' line of sight. In addition, teachers are always engaged with children, providing active supervision as well as stimulation and support whether indoors or outdoors. For outdoor play in particular, teachers are trained to provide even more active supervision.

Our program is vigilant about maintaining a staffed child-teacher ratio of no more than 10:1 for Head Start. In the event of teacher absences, and to cover teacher breaks, we use a combination of assistant teachers, substitute teachers, Family Support Workers, and HS leadership and administrative staff. At no time is any child ever left unsupervised.

Whenever possible, a bilingual Family Support Worker is assigned to assist in communicating with children and families.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.52(g)(2)-(5)—*Classroom staffing*
1304.52(h)(1)(iii)—*Standards of conduct*
1306.20(a)-(b)—*Program staffing patterns*
1306.32—*Center-based program option*

City of San Antonio Policies and Procedures:

Environmental Health and Safety 2- Staffing and Class Size Requirements

KEY DATES & CALENDAR TASKS:

Activity	Timeframe	Staff Responsible
Ensure appropriate daily staffing in event of teacher absences (e.g. contacting substitutes, reallocation of existing staff)	Daily	Center Director; Instructional Coach; admin assistants
Complete Transition Logs ongoing to ensure and document close supervision of all	Daily with each class	Teacher; Assistant teacher
Classroom staffing & supervision of children observed as part of Health & Safety Monitoring Checklist	Monthly	Monitor

F- 4. INDIVIDUALIZATION

GENERAL PLAN/ APPROACH

Individualization is at the core of the City of San Antonio Head Start Program's approach to working with children. We believe that each child develops as an individual within the context of a family and community. As part of our developmentally appropriate educational approach, Edgewood ISD is committed to working with all children in a way that recognizes and supports their individual development, interests, temperaments, languages, cultural backgrounds, and learning styles.

Information from the following will be used to plan individualized instruction and activities:

- 1) **Ongoing formal and informal child assessments.** Teachers record observations about each child, then map that child's progress on developmental objectives. This is an important source of information about each child's progress in age-appropriate areas of development and learning.
- 2) **Health screenings and ongoing care.** Developmental (ASQ 3), Behavioral (ASQ: SE) and Sensory (hearing and vision) screenings, medical/dental evaluations/treatments, and mental wellness referrals. By completing these screenings on each child within 45 days program entry, teachers have a rich source of information—both from parents and from their own observations—about that child's current development. They can thus ensure that their work with each child is individually and developmentally appropriate from the beginning.
- 3) **Family input.** Home visits and parent-teacher conferences, as well as ongoing communication with families, enable teachers to better understand children's interests, strengths and needs, as well as parents' goals for the child.
- 4) **IEP.** An Individualized Education Plan for children with disabilities.

Teachers utilize data from these sources to develop Individualized Goal Setting Plans (IGSPs) to address specific needs identified for each child. IGSP goals and activities are addressed throughout the school day as appropriate. Individualized support may be delivered during whole group instruction, small group instruction or individual instruction. Skills targeted through focused instruction will be monitored on a regular basis to consider the effectiveness of the intervention. Teachers and support staff meet at least three times per year as a Universal Review System (URS) Committee to review student performance and revise interventions and support as needed.

While individualization is important for all children, there are two specific groups of children who benefit from additional, more specialized strategies to ensure we are fully supporting their learning and development:

- **Children with disabilities.** Individualization is essential to ensuring that the Head Start program provides children with disabilities (and their families) services that enable the achievement of goals in the Individualized Education Plan (IEP). Teachers work closely with special education staff to ensure full understanding of a child's diagnoses and related IEP goals. Children with disabilities other than speech are placed in a PPCD classroom with a certified special education teacher who will ensure that the IEP is implemented appropriately.

Individualization for DLL children. Children who are dual language learners vary in their language backgrounds, exposure to English, and language ability. Some children are simultaneous bilinguals and others are sequential; some are exposed to multiple languages and others have only one language base; and in addition, the quality of the language support varies from home to home. To individualize for these children, the Woodcock Munoz (an Oral Language Proficiency Test) is given within 20 days of the child's entry and again at the end of the school year. A Language Proficiency Assessment Committee

(LPAC) meets twice annually to review the child's performance and English language development. The committee is able to make recommendations for program placement, assessment and supports, based on the child's language development. Teachers are able to use LPAC information to guide individualized instruction.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.20(f)—*Individualization of the program*

1304.21(a)(1)(i)—*Educational approach for all children: developmental appropriateness*

City of San Antonio Policies and Procedures:

Education 3- Individualization

KEY DATES & CALENDAR TASKS:

Activity	Timeframe	Staff Responsible
Developmental, social-emotional and health screenings completed	45 or 90 days after child's entry	Teachers, parents; Health Coordinators (varies)
Individualized Goal Setting Plans developed with activities/strategies to differentiate instruction for each child.	Created at least three times per year when student data indicates a need for individualized support	Teaching Team (reviewed by Center Directors Instructional Coach, support staff)
Small-group activities used for intentional, individualized teaching	Daily	Teachers; Assistant Teachers
Conduct Universal Review Services Committee meetings to review student needs and plan interventions.	September-ASQs October/November-BOY Circle January/February-MOY Circle May-EOY Circle	Administrative Team; Support Staff; Teachers
Language Proficiency Assessment Committee to review English development of English Language Learners.	First 20 days of the school year and May	Administrator/Designee; Bilingual Teachers; Parent Representative
ARD/IEP Committee Meeting held annually for all students with an identified disability to review and revise IEPs	Upon the child's admission to special education, and then annually.	Special Ed Facilitator; LSSP; Speech Therapists

F- 5. DEVELOPMENTAL AND SOCIAL-EMOTIONAL SCREENINGS

GENERAL PLAN/APPROACH:

All children enrolled in the City of San Antonio's Head Start Program receive comprehensive developmental and social-emotional screenings within 45 days of program entry. These screenings, by providing up-to-date information about all aspects of a child's development, support the program's efforts to provide the highest-quality services to children and families.

The Edgewood ISD uses the following screening tools:

- The **Ages and Stages Questionnaire–Social Emotional** (ASQ-SE) is completed via parent interview to collect developmental, behavioral, social and emotional skills information about each child. All children are screened within 45 days of program entry; returning children do not receive an additional screen in their second year.
- The **Ages and Stages Questionnaire** (ASQ-3) is completed via parent interview to collect information about children's physical, language, cognitive and perceptual development. The ASQ is completed for each child within 45 days of program entry.

Additional information to complement the developmental screening may be obtained from health care providers, parents or staff, and through completion of the health-related 45-day screening requirements (such as hearing and vision screenings).

Screening information, whether from the ASQ, ASQ-SE or other sources, is never used in isolation to determine that a child has a disability.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.20(b)(i) – *Screening for developmental, sensory, and behavioral concerns*
1304.8.6(b) – *Assessment of children: screening (the first step)*

City of San Antonio Policies and Procedures:

Education 5- Development and Behavior Screening

Activity	Timeframe	Staff Responsible
Developmental, social-emotional and health screenings completed	45 or 90 days after child's entry	Classroom Teachers; Instructional Coaches

F-6. ONGOING CHILD ASSESSMENT

GENERAL PLAN/APPROACH:

Edgewood ISD teachers conduct performance-based assessments of each child's development and learning throughout his or her participation in the Program. Our philosophy is that assessment should be ongoing; incorporate varied aspects of children's development; and focus on measures that truly capture children's school readiness, thus allowing teachers to better individualize and help each child reach desired outcomes.

- The LAP-3 and CIRCLE assessment is completed for each four year old child in accordance with the timeline established by the City. The LAP-3 assessment is completed for each three year old child.
- Edgewood ISD teachers will administer ongoing formal assessments that are research based and aligned with the Head Start Child Development and Early Learning Outcome Framework and Texas Prekindergarten Guidelines.
- The assessments will be conducted three times during the year and data will be aggregated, analyzed and reported according to the City's Data Entry Benchmark Due Date Guide.
- Edgewood ISD will be responsible for submitting requested reports and analysis on mandated outcomes.
- Edgewood ISD will utilize documented informal assessments conducted on an ongoing basis to inform instructional decision making.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.51(g) – *Record-keeping systems*
1308.6(a)(2), (d) – *Assessment of children: developmental assessment*

City of San Antonio Policies and Procedures:

Education 7- Ongoing Assessment Data

KEY DATES & CALENDAR TASKS:

Activity	Timeframe	Staff Responsible
Observe children's developmental progress and skills in course of daily classroom activities	Daily	Teachers; Assistant Teachers
Document observations of children	Weekly (or more frequently)	Teachers; Assistant Teachers
Review quality of anecdotal records and checkpoint ratings and provide specific feedback or individualized support to teachers	Approximately monthly (more often as needed)	Center Directors
Administer Circle and LAP-3 assessments at the beginning of the school year, middle of the year and end of the year.	Three time annually	Teachers; Assistant Teachers
Maintain a child file for each child with evidence of student work and assessment information	Monthly	Teachers; Assistant Teachers
Analyze all assessment results and develop individualized instructional plans based upon data	Three times a year	Teachers; Assistant Teachers

F-7. TEACHER PERFORMANCE

GENERAL PLAN/APPROACH:

The City of San Antonio Head Start Program is committed to providing our teaching staff with the guidance and support they need to provide the highest-quality services to children and families. The ultimate goal of this process is not only to serve children, but also to help all teachers reach their full potential as educators and professionals.

At a minimum, all Head Start employees are required to have an annual performance review conducted and on file. The results of these reviews will be used to identify staff training and professional development needs, modify staff performance agreements, as necessary, and assist each staff member in improving his or her skills and professional competencies.

Edgewood ISD staff conduct monthly classroom observations and review various areas that include teacher/child interactions and relationships. Service providers ensure that all applicable standards are in compliance. Classroom observation documentation is shared and used to guide professional development.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.21—*Education and early childhood development*
1304.3(a)(5)—*Curriculum*
1304.21(a)(2)(iii), 1304.40(e)(5)—*Home visits & parent conferences*
1304.51(h)(1), (i)(2)—*Monitoring*

City of San Antonio Policies and Procedures:

Education 13- Classroom Observations
PDM 4- Staff Performance appraisals

KEY DATES & CALENDAR TASKS:

Activity	Timeframe	Staff Responsible
Classroom observations	Monthly	Center Directors
Staff Performance Appraisals	Annually	Head Start Administrator; Center Directors

F- 8. CLASS™

GENERAL PLAN/APPROACH:

At the Edgewood ISD, we have many systems to ensure that the education our children receive will be effective. Wherever possible these systems rely on data to inform improvements and new initiatives. One tool we use to collect these data is the Classroom Assessment Scoring System (CLASS™).

CLASS™ is a widely used research and professional development tool that is used by the Office of Head Start as a measure of classroom quality.

Our Head Start Program strives for the following:

- Achieve minimum requirements on CLASS ratings, but strive for the standard of excellence of six across all domains.
 - Emotional Support-minimum of four
 - Classroom Organization-minimum of three
 - Instructional Support-minimum of two.
- Maintain one reliable observer for every 15 classrooms
- Make intentional efforts to incorporate NCQTL training suites into faculty meetings
- Make intentional choices for training and professional development that will support the CLASS concepts.
- Participate on the City CLASS Implementation teams
- Conduct monthly classroom observations to review environment, health and safety, curriculum, interactions and relationships, nutrition, individualization and family involvement.

Edgewood ISD's approach to CLASS™ observations is designed to ensure accuracy of administration and meaningfulness of data. Observers conduct two observation cycles on 60% of teachers randomly selected teachers.

Edgewood ISD utilizes CLASS scores for professional development planning.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1307.8—*Use of CLASS: Pre-K Instrument in the Designation Renewal System*
1304.51(h)(1), (i)(2)—*Monitoring*

City of San Antonio Policies and Procedures:

Education 12- Classroom Assessment Scoring System™ (CLASS)

KEY DATES & CALENDAR TASKS:

Activity	Timeframe	Staff Responsible
CLASS™ administration in all classrooms	Biannually	Site Managers; Instructional Coaches
Classroom observations	Once a year	Site Managers
Coaching of teachers to improve CLASS™ interactions in specific areas	Ongoing / as needed	Teaching staff ; Site Managers

F- 9. PROFESSIONAL LEARNING COMMUNITIES

GENERAL PLAN/APPROACH:

Professional Learning Communities (PLCs) are a fairly new but rapidly growing approach to improve teaching and learning by building on the collective knowledge of teachers and by developing a culture of inquiry and problem-solving about individual students and curriculum implementation. PLC meetings are on-going, collaborative gatherings of teachers and education leaders that recognize and seek to capitalize on the strengths and talents of the teaching staff. When PLCs are fully effective, the participants are willing and skilled at critically examining their practice.

At the Edgewood ISD, we regularly conduct the following two types of PLC meetings:

1. In **Assessment Workgroups**, teachers review children's work and their own documentation for the purpose of improving their:
 - Understanding of the developmental sequence delineated in the assessment system,
 - Collection of accurate and meaningful documentation (observations and work samples) that provide evidence for understanding the child's learning and for scoring the developmental assessment,
 - Understanding of how to use the information to inform instruction, and
 - Accuracy in scoring the developmental continuum.
2. In **Curriculum Collaboration Meetings**, teachers review the upcoming themes and discuss the major aims of the unit, issues in implementation and how to ensure that differentiated instruction will be implemented.

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Assessment Work Groups	Monthly (or more frequently)	Teaching staff; Site Managers
Curriculum Collaboration Meetings	Monthly (or more frequently)	Teaching staff; Site Managers

F- 10. EDUCATIONAL LEADERSHIP

GENERAL PLAN/APPROACH:

The success of the City of San Antonio Head Start Program's educational approach, and our effectiveness in closing the achievement gap, relies not only on teachers but also on the educational leadership staff who support them in providing the highest-quality services to children. In particular, Edgewood ISD Site Managers serve as the educational leaders of their centers, and that includes the following primary responsibilities:

1. Ensure full implementation of all aspects of the Edgewood ISD and City of San Antonio Head Start program's early learning system, policies/ procedures and tools, with the goal of supporting all children to achieve School Readiness Goals.
2. Provide on-boarding and ongoing coaching to teaching staff to support them in successfully fulfilling all aspects of their role, guided by the results of CLASS™ observations and other methods of classroom assessment.
3. Work with teachers to implement the curriculum with fidelity and the child assessment system reliably.
4. Facilitate monthly professional learning community meetings related to curriculum planning and assessment data, and provide other types of professional development as needed, such as model teaching, mini-workshops or establishing model classrooms for peer-to-peer coaching.

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Review and provide feedback on curriculum plans	Weekly	Center Directors; Early Learning & Disabilities Specialists
Curriculum Collaboration Meetings	Monthly/in advance of each theme, or more frequently	Teachers; Center Directors
Assessment Work Groups	Monthly or more frequently (<i>with exceptions permitted in July-August</i>)	Teachers; Center Directors

F-11. FAMILY ENGAGEMENT & HOME LEARNING

GENERAL PLAN/APPROACH:

The City of San Antonio Head Start Program is committed to engaging parents and other family members as true partners and working together to promote children's school readiness. To accomplish this, Edgewood ISD education staff (teachers, Site Managers) collaborate closely with Family & Community Support staff on a number of initiatives, including the following:

1. **Promoting learning at home.** Home-school activities will provide opportunities for families to share pictures, special occasions and events with their child's classroom. Families have access to Ready Rosie videos that provide an array of educational activities to complete at home.
2. **Supporting Family Life Practices.** A cornerstone of Edgewood ISD's family services approach is a set of "family life practices" (FLPs) that can help close the achievement gap. Teaching staff contribute to center-wide campaigns to promote these FLPs, and should be aware of the individual FLP goals that their classroom families have set. In addition, Family Support Workers work alongside teaching teams in the classroom at regularly-scheduled intervals to implement and practice FLP-related activities.
3. **Promoting attendance.** All staff have a role in encouraging children's consistent, on-time attendance. Teaching staff contribute to this by (among other things) creating a welcoming environment; consistently messaging the importance of attendance; and making follow-up phone calls to families of children with chronic absences.

In addition to these key collaborative efforts, expectations for how teaching staff work with families throughout the year including the following:

- Conducting meaningful home visits and parent-teacher conferences
- Seeking to make connections and have in-depth conversations
- Offering opportunities for families to share feedback and suggestions.
- Communicating City of San Antonio's school readiness goals
- Inviting families to share information about home experiences, culture, etc. (which teachers then integrate into the curriculum).
- Welcoming family members as classroom visitors, and encouraging them to volunteer

HEAD START PROGRAM PERFORMANCE STANDARD:
1304.21(a)(2) – *Educational approach: parent engagement*

City of San Antonio Policies and Procedures:
Education 1- Home Visits/Parent Conferences

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Communication and conversations with families	Ongoing, Informally	Teaching staff; Site Managers
Home Learning activities sent home and collected	Weekly	Teaching staff

F- 12. TEACHER HOME VISITS AND PARENT-TEACHER CONFERENCES

GENERAL PLAN/APPROACH:

The City of San Antonio Head Start Program values home visits and parent conferences as an essential component of building strong, respectful relationships between home and school and engaging parents as partners to support children's learning. In addition, these activities provide several important benefits:

- Deepening teachers' understanding of each individual child through more personal knowledge of his/her family and home, as well as a structured opportunity for family input;
- Deepening parents' knowledge about the curriculum and educational approach, and children's progress towards meeting school readiness goals;
- Encouraging parents to extend learning into the home;
- Facilitating smooth transitions for children into and out of the Head Start program.

Edgewood ISD Teachers will conduct two home visits per year and input data into ChildPlus. The first home visit is completed at the start of the program year (August or September); the remaining home visit and conferences are scheduled such that one occurs after each child assessment "checkpoint." (However, if a child enrolls on or after January 31, that family will have just one home visit and one teacher conference prior to the end of the program year.) In addition, families are included in case conferences with teachers as well as service-area coordinators whenever children have a special need or circumstance

Teachers schedule home visits and parent-teacher conferences in advance, accommodating family schedules to the extent possible. In rare cases, parents may refuse to have teachers visit the home; in these events we attempt to schedule the home visit in a neighborhood location such as the library.

Teachers bring child assessment information to share with parents during the conference, as well as learning-at-home resources whenever possible and transition resources (when appropriate).

HEAD START PROGRAM PERFORMANCE STANDARDS:

- 1304.21(a)(2)(iii) – *Educational approach: involving parents*
- 1304.40(e)(5) – *Parent involvement in child development & education*
- 1306.32(b)(8) – *Center-based program option requirements*
- 1304.40(h), 1304.41(c) – *Supporting children's transition into Head Start*

City of San Antonio Policies and Procedures:

Education 1- Home Visits/Parent Conferences

KEY DATES & CALENDAR TASKS:

Activity	Timeframe	Staff Responsible
Home visits scheduled and held with each family	Biannually	Teachers; Assistant Teachers
Parent-teacher conferences scheduled and held with each family	Biannually -in accordance with scheduled benchmarks.	Teachers; Assistant Teachers
Home Visit or Parent-Teacher Conference Tools completed and entered in Child Plus	Ongoing during home visit/ conference periods	Teachers
Home visit or parent-teacher conference documented in child/family data system	Ongoing as completed	Center Directors or teachers (varies by provider)

F- 13. TRANSITIONING INTO HEAD START

GENERAL PLAN/APPROACH:

The City of San Antonio Head Start Program takes a thoughtful, thorough approach to supporting families—including parent/guardian(s) as well as children—during their transition into the Head Start program.

Transition is partly an administrative process, ensuring that Edgewood ISD has information about children and families to support high-quality services (and meet Performance Standards). Transition is a process of building relationships: launching a home-school partnership that will continue throughout a family's enrollment; strengthening parents' role as both teacher of and advocate for their children; and helping children adjust to a new environment and teacher. This takes place through several mechanisms:

1. Each family meets with the Family Support Worker shortly after re-enrollment or acceptance to receive information about the program, have questions answered and complete required paperwork, such as documentation of physician's exam.
2. **Home Visit.** All new families in the center-based program receive a home visit from the classroom teacher at the start of the school year. While the home visit is primarily a conversation between teacher and parent, it also serves to begin familiarizing the child with his/her new caregiver.
3. **Parent Orientation**

For children with known or suspected disabilities, all transition activities are important opportunities for Edgewood ISD to communicate and share information with parents about IEPs or any other disabilities concerns.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.40(h)(1) – *Parent involvement in transition activities*
1304.52(k)(3)(ii) – *Staff training: planning for transitions*

City of San Antonio Policies and Procedures:

Education 15- Transitions

KEY DATES & CALENDAR TASKS:

Activity	Timeframe	Staff Responsible
Transitions	Ongoing	Head Start Administrator; Site Managers

F-14. TRANSITIONING OUT OF HEAD START

GENERAL PLAN/APPROACH:

Transition is an ongoing process to ensure that children and families have appropriate information and support whenever there is a change in a child's placement:

- Our Head Start program plans for and implements transition-to-kindergarten activities, typically in the spring, for children who will attend kindergarten in the fall.
- Transition activities also occur whenever children leave the Head Start program for another preschool placement of any kind.

The transition process is planned and coordinated by the child's Family Support Worker, with every effort made to communicate appropriately with, and encourage to participate, all collaborating parties, including the family, the receiving placement team, and any other community agency involved in the child's and/or family's life. For children with IEPs or other behavioral concerns, the Disabilities/Mental Health Coordinator (or Early Learning & Disabilities Specialist) will be involved in the transition process to ensure the continuity and coordination of services. Transition-to- kindergarten activities are also coordinated with the receiving elementary campuses.

For children transitioning out of EHS programs, we make every effort to ensure continuity of services for children and families by transitioning them into our own Head Start program. In some locations, however, this is not possible, because children's Head Start eligibility is subject to the local school district's age cut-off.

A central goal of transition planning is to involve and empower parents, to ensure their comfort and capacity to advocate for their children in the next service setting. In addition, transition procedures should ensure a smooth transfer of all necessary information and records between current and future placements.

HEAD START PROGRAM PERFORMANCE STANDARD:

1304.41(c)–*Transition services*

City of San Antonio Policies and Procedures:

Education 15- Transitions

KEY DATES & CALENDAR TASKS:

Activity	Timeframe	Staff Responsible
Transitions	Ongoing	Head Start Administrator; Site Managers

F- 15. RECORD-KEEPING & ONGOING MONITORING FOR EDUCATION

GENERAL PLAN/APPROACH:

The City of San Antonio Head Start program trains and supports Family Support Workers and staff to use a comprehensive record-keeping and reporting system, designed to support efficient, effective management by ensuring the availability of accurate, timely, and confidential information.

ChildPlus is used to track completion of developmental screenings, home visits and parent-teacher conferences.

Edgewood ISD utilizes standardized tools and forms to capture and organize educational information program-wide, including the following:

- 1) **Child Information in Classrooms.** Class lists and emergency information forms are kept in classrooms for easy reference, updated by administrative staff whenever changes submitted.
- 2) **Attendance.** These forms are used daily to ensure safety and supervision of every child.
- 3) **Children's Files/portfolios.** Each child's file/portfolio is located in teacher's classroom and is secured and kept confidential. The file includes documentation of developmental screening, assessment, home visits and parent-teacher conferences. Teachers keep portfolios of children's work through ongoing collection of art work and writing samples, which then contribute to developmental assessment and can be shared with parents.

Edgewood ISD uses the appropriate reports to monitor key educational indicators; for example, completion of quarterly child assessments; whether children are on pace to have the required two home visits per year; and timely completion of teacher coaching cycles.

HEAD START PROGRAM PERFORMANCE STANDARD:

1304.51(g)—*Record keeping and reporting*

City of San Antonio Policies and Procedures:

Education 8: Child's Classroom File
Education 9- Multidisciplinary Staffing

KEY DATES & CALENDAR TASKS:

Activity	Timeframe	Staff Responsible
Child files and ChildPlus updated with documentation of education-related activities	Ongoing, as activities completed	Teachers, Family Support Workers; Site Managers
Attendance forms completed	Daily	Classroom Teachers
Classroom walk-through to ensure smooth operations and problem-solve as needed	Daily	Site Managers
Follow-up on any education issues identified	Weekly	Site Managers; Universal Review System Committee members (URS)

G- 1. DISABILITIES SERVICES

GENERAL PLAN/APPROACH:

The City of San Antonio Head Start Program is committed to serving children with any and all suspected or diagnosed disabilities, to the fullest extent possible. Edgewood ISD provides special education services to eligible children, including children identified with health impairments, emotional/behavioral disorders, speech/language impairments, intellectual disabilities hearing or vision impairments, orthopedic impairments, learning disabilities, autism, and traumatic brain injury.

Our Disabilities Services Plan guides the work of the Early Learning and Disabilities Specialist or Disabilities & Mental Health Coordinator in overseeing implementation of all disabilities services in the program. All personnel providing special education and related services to children with disabilities must meet state certification standards and/or licensing requirements in the provision of services to children with disabilities, and college-level educational coursework in individualizing services for children

The Disabilities Services Plan addresses each aspect of the services we provide, including:

- **Provision for Disabilities Services:** Strategies for addressing individualized needs, including the modification of group activities
- **Interagency Coordination:** Nature of LEA agreements
- **Disabilities Screening, Referral and Evaluation:** Process for identifying, referring, and evaluating children for special education services. (IEPs)
- **Disabilities Budgeting**
- **Disabilities Recruitment, Enrollment, and Transition**
- **Implementing IEPs**
- **Record-Keeping Database for Disabilities:** Our system for documenting the identification of a child with an IEP.
- **Disabilities Monitoring**
- **Disabilities – Parent Involvement**
- **Disabilities – Transportation(when applicable)**

HEAD START PROGRAM PERFORMANCE STANDARDS:

1308.4, (k) —*Purposes and scope of disabilities services plan*

1304.52(d)(7) —*Qualifications of content area experts*

City of San Antonio Policies and Procedures:

Disabilities 1- *Individualized Education Program (IEP) for children with Disabilities*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Update Disabilities Services plan to account for any changes needed to address children's needs	Annually, after Policy Council Approval	Classroom Teacher; PPCD Teacher; Special Education Support Personnel; Disability Coordinator; Education Specialists
Integrated Service Plan, including Disabilities Services plan, reviewed and approved by Head Start Policy Council	Annually	Head Start Administrator

G- 2. PROVISION OF DISABILITY SERVICES

GENERAL PLAN/APPROACH:

The City of San Antonio Head Start Program collaborates with Local Educational Agencies (LEAs) to ensure that special education services are individualized to each child and family. Edgewood ISD has Disabilities and Education Coordinators and teachers who work with parents to identify the child's strengths and closely monitor the child's progress. Coordinators from each of the content areas are involved in integrating their area services into the disability plan to ensure that children with disabilities have full access to resources and that they are used efficiently. All special education services are provided through the Edgewood ISD Special Education Department. These services may include audiology, physical therapy, occupational therapy, speech and language services, psychological services, transportation, and assistive technology services. Key elements of our approach are as follows:

- **Philosophy of Inclusion:** The City of San Antonio Head Start Program believes that it is our responsibility to provide inclusive care for children with disabilities in the least restrictive environment possible. PPCD classrooms are taught by dual certified teachers and half or more of the enrolled students are general education students. Edgewood ISD does offer a self-contained PPCD setting for students with severe disabilities. The Disabilities Facilitator and special education staff will work with teachers to integrate a services or program modifications into group activities otherwise occurring in the classroom.
- **Appropriate Materials and Equipment:** The City of San Antonio Head Start Program works with Edgewood ISD to ensure, within the Americans with Disabilities Act (ADA) requirements, that our facilities are accessible to individuals with disabilities. If an ARD calls for adaptive furniture, equipment or materials, those items are provided. Room arrangement will allow for adequate accommodations of the environment both in the classroom and outdoors.
- **Modification of Group Activities:** The Disabilities Facilitator, parents, and teaching staff, work in collaboration with the LEA to modify the general education setting to ensure that children with special needs can participate in the full range of program activities. All teachers will modify instruction and individualize instruction based on the IEP.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1308.4, (a)(1), (c)-(e), (f)(3)-(f)(4), (h), (J)—*Purposes and scope of disabilities services plan*
1308.7-.17—*Eligibility criteria*

City of San Antonio Policies and Procedures:

Disabilities 3- *Children with developmental delays who do not qualify for
Special Education Services*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Modify group lesson plans and create individual plans to ensure full participation of children with disabilities	August 25, 2015 –ongoing	Classroom Teacher; PPCD Teacher; Special Education Support Personnel; Disability Coordinator; Education Specialists
Monthly service coordination meetings held at each center to ensure appropriate support for all children with disabilities	Monthly, or more often as needed	Teachers; Family Support Workers; Coordinators
Provision of adaptive furniture, equipment or materials	As needed	Head Start Administrator; Center Director; Special Education Department Staff
Provision of necessary services	Ongoing	Head Start Administrator; Center Director; Special Education Department Staff

G- 3. INTERAGENCY COLLABORATION WITH LEA's

GENERAL PLAN/APPROACH:

In order to meet the individualized needs of children with a suspected or identified disability, the City of San Antonio Head Start Program collaborates with local LEA's to serve children in San Antonio. The agreements with these agencies include the following information:

- Head Start participation in recruitment efforts and identification of children with disabilities in collaboration with the LEA
- Opportunities for joint training of staff and parents when available
- Procedures for referral evaluations, IEP meetings and placement decisions
- Policies for transition of children with IEPs both into and out of Head Start
- Provisions for resource sharing with (Early)Head Start staff and families of children with IEPs
- Confirmation of Head Start commitment to provide the number of children receiving services under IEPs to the LEA and/or Part C, as requested

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.41(a)(2)—*Community partnerships*

1308.4(l)—*Interagency agreements*

City of San Antonio Policies and Procedures:

Disabilities 3- *Children with developmental delays who do not qualify for Special Education Services*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Update and renew collaborative agreement with all participating LEAs, record all notes and file signed copies	Annually	DHS Director

G- 4. IDENTIFYING CHILDREN WITH DISABILITIES: SCREENING, REFERRAL AND EVALUATION

GENERAL PLAN/APPROACH:

To identify and follow-up on suspected disabilities of the children we serve, the Edgewood ISD uses a consistent, well-coordinated, clearly-documented process that consists of the following:

- a) Developmental *screening* of all children within 45 days of program entry; behavioral *screenings* for all children within 45 days of program entry. The only children that will not receive a developmental screening within the 45 days of program entry are those children with current IEPs. Children with IEPs do receive an initial behavioral screening within 45 days of program entry.
- b) *Referrals* of children whose screening scores indicate possible concerns, and development of short-term action plans to address these concerns.
- c) Formal *evaluation*, of children whose suspected disabilities are clear, extreme, and/or persist after implementation of in-house action plans.

The Disabilities Facilitator works closely with the Center Directors and other staff on (a) and (b), and has primary responsibility for (c). Tools to support this process include the Referral Action Plan and the Request for Evaluation.

No screening instrument or process is ever used in isolation to determine that a child has a disability. Indeed, our process for identifying disabilities does not occur in isolation, but rather is part of a comprehensive approach to assessment implemented throughout the year. We believe assessment should be authentic and ongoing; reflect all aspects of children's development; include measures that are developmentally and culturally appropriate; linked to curriculum wherever possible; incorporate input from multidisciplinary staff teams; and involve parents as partners throughout the process.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1308.4(f)(1)-(2)—*Scope of disabilities service plan*
1308.6(a), (b), (c) (e)—*Assessment of children*
1308.7 - 1308.17—*Eligibility criteria*

City of San Antonio Policies and Procedures:

Disabilities 2- *Timely Referrals*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
45-day developmental/behavioral screening completed, letter sent home/discussion of results	Within 45 days of child's entry	Teachers
Review of 45-day screening results	Within 2 weeks of completion	Education Coordinator; Disabilities Coordinator; Mental Health Coordinator; Health Coordinator
Referral completed as appropriate	Ongoing, as concerns identified	Teachers; Center Directors
Referral Review Meeting to discuss all referrals, observations completed as needed and create Referral Action Plans Assigned assessment staff observes and Center Director or designated staff rescreens	Within 14 days of referral for children scoring at bottom of scale; 30 days for children scoring on border of rescreen/refer;	Multidisciplinary team
Referral Action Plans reviewed in follow-up meeting; revised if needed; extended for 8 weeks.	At a minimum, 8 weeks after referral review meeting	Assessment staff, Teacher(s); guardians
If second implementation of Referral Action Plan ineffective: Parent/guardian(s) supported in submitting Request for Evaluation to LEA	8 weeks after follow-up meeting	Family Support Workers; Teacher; Disabilities Facilitator

G- 5. DISABILITIES BUDGETING

GENERAL PLAN/APPROACH:

The City of San Antonio Head Start Program implements a clear process for budgeting which ensures that adequate resources are allocated to meet the needs of children with suspected and identified disabilities. In the Disabilities service area, this may include any of the following budget items, based on the needs of children and families:

- Changes required to the physical environment of our program
- Additional or significantly different classroom materials
- Staffing or consulting to provide evaluations or services
- Training and technical assistance for staff
- Transportation for children and/or families with IEPs
- Policies for transition of children with IEPs out of (Early)Head Start and into school or next placement

During the annual process to prepare the Head Start budget for the following program year, the Head Start Director, Director of Education, Disabilities & Mental Health Coordinator, and Head Start Budget Analyst collaborate to ensure that the disabilities budget includes sufficient resources to meet the program needs.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1308.4(m)—*Budgeting*
1308.4(n)—*Adequate resources*
1308.4(o)—*Allowable expenses*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Meeting(s) between the Director and Disabilities & Mental Health Director/Manager to review previous year's disabilities expenditures and provide input into following year's budget.	Annually	Director of Education, Disabilities & Mental Health Director
Policy Council and Governing Body approve final budget for grant submission	November/December	Director

G- 6. DISABILITIES RECRUITMENT AND ENROLLMENT

GENERAL PLAN/APPROACH:

Edgewood ISD ensures that at least ten percent of our enrollment slots are reserved for children with disabilities. We strive to achieve this enrollment goal by collaborating closely with community partners throughout the process of recruitment, enrollment, and transition into the program. By building and maintaining strong community partnerships, we seek to be recognized and recommended to families of children with suspected disabilities in this community.

To recruit and enroll children we work with community partners and families to complete two distinct sets of activities: *Recruitment* and *Enrollment*.

- 1) **Recruitment:** Edgewood ISD will actively recruit children with disabilities, including children with significant disabilities, through a variety of activities:
 - The program will develop recruitment materials which indicate that all children with disabilities including severe disabilities are welcome to apply. Head Start staff will post Child Find Posters regarding identification of disabilities, community resources, informational meetings, and District Child Find contact person on bulletin boards in Early Childhood Centers.
 - Identify children in Preschool Programs for Children with Disabilities (PPCD) classrooms that qualify for Head Start.
 - Develop MOUs with the ECI programs in the service area.
- 2) **Enrollment:**
 - Edgewood ISD ensures that no less than ten percent of enrollment slots are for children with identified disabilities. During the enrollment process, family support workers share with the Disabilities Facilitator any information – from a doctor’s visit, the child’s application, or a conversation with a parent – that suggests an existing concern or IEP / IFSP.
 - Head Start staff along with the ARD committee will decide the appropriate placement for children with disabilities. The ARD will be written to support the decision, however, children with disabilities will not be denied placement in Head Start on the basis of the type of disability or its severity. The IEP will specify services for the child.
 - The Office of Head Start has directed that any program that cannot meet the 10% disabilities requirement must complete a waiver. This waiver outlines the specific steps that the program has taken to meet this requirement, written confirmation of all our efforts, and our proposed strategies to ensure that we will meet the requirement of serving 10 % of children with disabilities in the program year.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1305.6(c)—*Ten percent enrollment of children with disabilities*

1308.5(a-f)—*Outreach*

City of San Antonio Policies and Procedures:

ERSEA 2- *Recruitment of Children*

ERSEA 3- *Enrollment & Re-Enrollment*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Recruitment and Enrollment	Ongoing	Head Start Administrator; Staff
Training on related regulations regarding children with disabilities (ADA, etc.)	Ongoing	Head Start Administrator; Center Directors

G- 7. DISABILITIES TRANSITION

GENERAL PLAN/APPROACH:

The transition of children is an integral component of the child's experience in the Head Start program. Edgewood ISD has developed effective transition practices that focus on the individual needs of all children and families, keeping in mind the developmental, social, physical, and emotional differences of those children and families within our community.

To recruit and enroll children and ultimately transition children in and out of the program, we work with community partners and families to complete two more distinct sets of activities: Transition-in and Transition-out of the program.

- 1) **Transition-In:** Prior to the child's entry into the program, the Disability Facilitator assigned assessment staff meets with the child's parent and teacher to review the child's special needs. With the parent's permission, (Early) Head Start staff also communicates with the referring agency, if one exists, to share any relevant treatment or additional details. This ensures that all modifications and special accommodations are made for the child in preparation for a successful transition. Modifications and/or accommodations may include; medical needs and care plans, dietary restrictions, emergency plans, teacher training, additional support staff, facility changes, and purchasing specialized equipment and materials. In rare circumstances, when a parent has been notified and is unavailable or unwilling to participate, this meeting will be held with the teacher and Disability Facilitator/assigned assessment staff to ensure all necessary modifications and accommodations are made. Children with disabilities from Early Head Start programs and other child care and home health care programs are transitioned into the Head Start program by their third birthday at their parent's wish and if there is a vacancy.
- 2) **Transition-Out:** If parents provide permission when their child leaves the program, we share information (such as child outcome results over time) with the school to which she/he is transitioning to ensure that services are continuous and informed by available data. At the parent's discretion, Head Start staff is also available to discuss the details of a specific child upon request and to participate in the creation of an IEP.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1305.6(c)—*Ten percent enrollment of children with disabilities*
1308.4(g)—*Transition*

City of San Antonio Policies and Procedures:

Education 15- *Individualized Education Program (IEP) for Children with Disabilities*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Transition meetings with families of children with disabilities as they enter or leave the program	Ongoing	Early Learning and Disabilities Specialist or Disabilities & Mental Health Coordinator, with teacher/family support worker

G- 8. DEVELOPING IEPs

GENERAL PLAN/APPROACH:

Edgewood ISD develops and implements Individualized Education Plans (IEPs). The Disability Facilitator, Teachers, and Family Support Workers are integrally involved with parents in navigating this process.

Head Start staff contributes to the development of IEPs by participating in the multidisciplinary team's deliberations on the child's specific conditions and the desired outcomes of the plan. The written plan must be developed with the cooperation of child's parents or guardians and the LEA. The IEP must contain:

- A statement of the child's present development in the areas of physical, sensory, cognitive, language, speech, psycho-social and self-help skills;
- Specific services required to carry out the IEP, including projected start and end dates;
- A designated IEP case manager for the LEA ; and
- Transition plan to support the child's transition to school or next placement.

Head Start staff contributes to the implementation of IEPs by participating directly in all relevant meetings of the multidisciplinary team. The Disabilities Facilitator and Family Support Workers support parents in becoming advocates for their children by:

- Helping parents to understand their rights, including their right to reject an IEP
- Gathering information that might assist parents in the process
- Understanding, clarifying, and articulating the assessment and identified disability, as well as the strategies to be carried out at home and in the HS program
- Addressing fears and concerns the family may have
- Identifying and coordinating with each possible community agency that could assist the family in addressing the child's individual needs
- Working closely with center and to ensure that the strategies laid out in the IEP/ are being effectively implemented in HS settings as soon as possible.

HEAD START PROGRAM PERFORMANCE STANDARD:

1308.19—Individual Education Plans (IEPs)

City of San Antonio Policies and Procedures:

*Disabilities 1- Individualized Education Program (IEP) for Children
with Disabilities*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Participate in multidisciplinary team meetings	As needed basis per needs of individual child	Center Director; Disabilities Facilitator ; teacher, Family Support Workers, LEA
Meet to plan for implementation of children's IEPs / IFSPs	Ongoing (as new disabilities identified/IEPs/IFSPs developed)	Center Director; Disabilities Facilitator; teacher; Family Support Workers; LEA

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G- 9. COMMUNICATION AND SERVICE COORDINATION TO SERVE CHILDREN WITH DISABILITIES

In order to provide a full range of services and to ensure positive outcomes for children with suspected or identified disabilities, the Edgewood ISD Facilitators communicate with, solicit input from, and otherwise involve staff from other service areas in a variety of ways.

The Disabilities Facilitator and assigned assessment staff will coordinate with his/her colleagues in, at minimum, the following ways:

- S/he works with the **Health Coordinator** to follow-up on concerns identified in 45- and 90-day health screenings; to meet needs of children with health and mental health-related concerns or disabilities.
- S/he works with **Center Directors and Director of Education and Disabilities/MH** to follow-up on concerns identified in developmental/behavioral screenings; to support teachers in working with children with disabilities.
- S/he works with the **Nutrition Coordinator/Consultant** to meet the needs of children with nutrition- or feeding-related disabilities.
- S/he works with **Family Support Workers** to involve family in developing the Individualized Education Plan (IEP); to keep family updated on referral/evaluation process and services to child, and to develop family goals to support achievement of IEP goals.
- S/he works with **teachers** to ensure IEP is fully implemented and child is integrated into classroom community in the least restrictive way.
- S/he participates in regular **Service Coordination Meetings** to share information with all service areas.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.51(e)—*Communication among staff—general*
1308.4(a)(1)—*Appropriate involvement of all components of Head Start*
1308.18—*Coordination between disabilities & health services*
1308.20—*Coordination between disabilities & nutrition services*

City of San Antonio Policies and Procedures:

Education 9- Multidisciplinary Staffing

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Service Coordination Meetings scheduled to ensure appropriate support for all children with disabilities	Monthly at each center, or more often, as needed	Disabilities; Health/Safety/Family Services; Mental Health
Participate in Assessment Workgroup with teachers to support individualization for all children	Quarterly or, more often, as needed	Early Learning and Disabilities Specialist or Disabilities/ Mental Health Coordinator
Meet with teaching teams to provide orientation on children's IEPs	Ongoing (as new disabilities identified or IEPs developed)	Early Learning and Disabilities Specialist or Disabilities/ Mental Health Coordinator

G- 10. RECORD-KEEPING FOR DISABILITIES

GENERAL PLAN/APPROACH:

Edgewood ISD utilizes a system of record-keeping and reporting designed to allow the Disabilities Facilitator to easily monitor the status of children with suspected or identified disabilities and Individualized Education Plans (IEPs). At the center of our system is the data system, ChildPlus, which allows us to capture pertinent information on disabilities, including:

- **Status of Concern:** the date a concern was identified; the status of that concern; to whom the child has been referred; and any pertinent notes over time
- **Identification/Diagnosis:** Identification of a disability made by the LEA or health care provider; identification of the primary diagnosis; and the current status
- **IEP:** any identification of a disability, made by the LEA; identification of the primary diagnosis; and the current status, including whether services are no longer needed
- **Concern:** any determination of a concern, made by the parent, Head Start staff, Part C or any health care provider; and the current status, including whether the condition has been resolved
- **Details on Services Provided:** any meetings with parents on concerns or identified disabilities; and the amount of services currently being provided

We use this information captured in ChildPlus to monitor the status of and services provided to children for whom there are concerns or diagnoses.

The Edgewood ISD also utilizes standardized tools and forms to capture and organize disabilities information program-wide. This is evidenced in two places:

- 1) **Children's Files:** A copy of the most current IEP is kept in the Child's Classroom File or other identified location.
- 2) **ChildPlus.** A copy of the child's IEP is scanned into ChildPlus.

HEAD START PROGRAM PERFORMANCE STANDARD:

1304.51(g)—*Record keeping and reporting*

City of San Antonio Policies and Procedures:

ERSEA 9- Eligibility and Determination Records

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Child files completed and subsequently updated	Ongoing as per individual children's start dates	DF; Family Support Worker; teachers
Child files audited for completion	Quarterly	Family Support Workers with leadership team
DF Binder updated for completion	Monthly (or more often if needed)	DF

G- 11. DISABILITIES SUPERVISION, COACHING AND MONITORING

GENERAL PLAN/APPROACH:

The City of San Antonio Head Start Program has the highest standards for the quality of services to children and families. At Edgewood ISD, monitoring and supporting the provision of Disabilities Services occurs in the following areas:

- Coordination and consultation with education and family services to ensure teachers are effective in supporting children with disabilities and that parents gain advocacy skills and strategies to support the development of their children
- Differentiating levels of support for individual issues of children and families with suspected or identified disabilities
- Group and individual parent and staff education on disabilities issues
- Collaboration with the LEA in the process of developing and implementing Individualized Education Plans (IEP)
- Collaboration with child care providers and community partners to recruit, enroll, and transition children with disabilities into and out of HS
- Monitoring reliability and compliance of developmental screenings

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.51(i)(2)—*Ongoing monitoring*
1308.4(h)—*Service delivery to children with disabilities*
1308.5—*Ten percent enrollment of children with disabilities*

City of San Antonio Policies and Procedures

PDM 1- *Monitoring*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Center based team meets to discuss active cases, new concerns, and any other activities necessary to ensure full compliance and quality services.	Monthly/center	Early Learning and Disabilities Specialist or; DMH Coordinator(s); Center Director; others (as needed)
Review DF success rubric and set relevant coaching goals for the month	Monthly	Director of Education and Disabilities/MH; Early Learning and Disabilities Specialist; or DMH Coordinator
Disabilities Facilitator with other leadership to discuss coordination needed from other service areas	Monthly (during leadership meetings)	Early Learning and Disabilities Specialist or DMH Coordinator; Provider leadership team
Communication of caseload progress or concerns to Director of Education and Disabilities /MH	Bi-Weekly	Early Learning and Disabilities Specialist or DMH Coordinator

G- 12. DISABILITIES—PARENT INVOLVEMENT

GENERAL PLAN/APPROACH:

In every aspect of serving children with disabilities – from referral to identification to implementation of Individualized Education Plans (IEPs)– Edgewood ISD works collaboratively with parents to ensure that they are not only involved, but guiding the process of meeting the unique needs of their child. This occurs in many formats:

- Discussion at intake meeting of any disabilities concerns or existing IEPs.
- Distribution of ECI contact and information brochures through ARD meetings, Family Support Workers, presentations, Parent Leadership, & Parent Support group meetings as appropriate.
- Provision of information regarding appropriate developmental milestones, location of Head Start sites and offices, as well as contact names and numbers are distributed at every ECI Face-to-Face meeting (English & Spanish)
- Provision of information regarding the parent meetings on various disabilities, parent support groups, and community resources available through the Special Education Department.
- Assisting and empowering parents in becoming advocates for their children in a variety of educational and community settings
- Orientation to parents through an initial interview, at a parent center committee meeting, home visit and or parent / teacher conferences, which will include information about the parent's active involvement in their child's education.
- Assist parents in developing partnerships with the agencies serving their children
- Promote continued parent involvement in the education and development of their children upon transition to kindergarten.
- Service Coordination Meetings

Specific to **transitioning-out** of HS and into kindergarten or out of EHS and into HS or another placement, there are specific family communications that take place between the Head Start Program staff and parents:

- As a transition activity, parents will be given information on how to find the support groups of other families who have children with disabilities. Web site addresses of specific disability support groups will also be provided to parents. Each center will have Internet capability so parents can access the Internet.
- Parents also will be given information regarding other agencies in San Antonio and Bexar County providing services for other members of the family, which might have a suspected or diagnosed disability.

HEAD START PROGRAM PERFORMANCE STANDARD:
1308.19, 1308.21- *Parent Involvement in IEP, Transition*

City of San Antonio Policies and Procedures
Family 2- Building Partnerships with Families

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Family Transition Meeting	1-3 months before child's transition	Family Support Workers, DF and Teacher.
Parent communication re: referrals, IEPs, multidisciplinary team meetings, child status	Ongoing	DF
Parent training and education	Ongoing	DF

G- 13. DISABILITIES—TRANSPORTATION

GENERAL PLAN/APPROACH:

The City of San Antonio Head Start Program is committed to providing services that are accessible to all children enrolled with Individualized Education Plans (IEPs). When the disability of an enrolled child inhibits participation in the center based Head Start program option as a direct result of transportation limitations, Edgewood ISD staff works closely with the family to design a solution which facilitates participation in all elements of the program.

HEAD START PROGRAM PERFORMANCE STANDARD:
1310.22—*Transportation for children with disabilities*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Review transportation needs of children with IEPs to ensure accessibility for all enrolled families	Ongoing	Head Start Administrator; Early Learning and Disabilities Specialist; or Disabilities & Mental Health Coordinator

H-1. MENTAL HEALTH SERVICES

GENERAL PLAN / APPROACH:

The City of San Antonio Head Start Program seeks to ensure high quality mental health services to families and children and to comply with all Mental Health Head Start Performance Standards. The City of San Antonio's Mental Health Coordinators, who have clinical expertise with children ages 2-5 years old, direct the provision of all mental health services. Teachers will provide a nurturing and supportive classroom environment. The Edgewood ISD Behavior Specialist, and Education and Disability Coordinators and Specialists provide classroom coaching, interventions, and staff development. The City of San Antonio's Mental Health Coordinators have developed a process to ensure children and families receive timely and effective counseling services and build a network of local mental health agencies that will be utilized to meet the mental health needs of Head Start children and families.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.24(a)(3)—*Mental health consultation*
1308.18(b)—*Coordination with disabilities services*

City of San Antonio Policies and Procedures:

WSS1- Identification and Intervention through Wellness Support Services

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
The City of San Antonio MH Coordinators direct the provision of all Mental Health services	Ongoing	City MH Coordinators
School districts provide nurturing and supportive environments to encourage healthy socio-emotional functioning	Ongoing	EISD Teachers; Behavior Specialist; Education Specialists; Disability Coordinator
ISD staff provide classroom support and consultation to address individual and classroom issues	Ongoing	EISD Teachers; Behavior Specialist; Education Specialists; Disability Coordinator
ISD Mental Health Coordinators provide supportive mental health services and education to assist in the development and utilization of healthy social and coping skills in children and families and in identifying mental health concerns	Ongoing	EISD; MH Coordinator; Community Partners
The City of San Antonio Mental Health Coordinators develop a process to ensure children and families receive timely and effective counseling services and build and utilize a network of mental health professionals that includes CITY staff, EISD staff and community partners to serve the mental health needs of children and families	Ongoing	City MH Coordinators EISD Behavior Specialist; MH Coordinators; Community Partners

H-2. MENTAL HEALTH MANAGEMENT, COACHING AND MONITORING

GENERAL PLAN / APPROACH:

The City of San Antonio Head Start Program has the highest standards for the quality of services to Head Start children and families. This means monitoring and supporting staff to ensure nurturing and supportive environments for Head Start children and their families.

The City of San Antonio and Edgewood ISD will:

- Engage in ongoing coordination and consultation between City and ISD staff to ensure teachers are effective in supporting children's social emotional development
- Conduct meaningful child observations
- Ensure individualized levels of support for children and families with identified concerns
- Educate staff and parents on mental health issues
- Provide opportunities for parents to gain advocacy skills and learn strategies to support the overall development of their children
- Build community partnerships to ensure the effective delivery of services to children and families

The City of San Antonio Mental Health Coordinators convene monthly Mental Health Coordinator Meetings that include the EISD's Education, Disability and Mental Health Coordinators and appropriate agency partners. The MH Coordinators evaluate the provision of Wellness Services provided to families and staff. During these meetings, the Coordinators:

- Review progress on mental health goals through data reports
- Discuss systemic issues/needs in Wellness Services
- Establish policies, procedures and protocols
- Plan and coordinate parent and staff trainings, activities and events

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.51(i)(2)—*Ongoing monitoring*

1304.24(a)(2)—*Identification of and intervention in mental health concerns*

City of San Antonio Policies and Procedures:

WSS1- Identification and Intervention through Wellness Support Services

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Mental Health Coordinator meetings to cover management of Wellness Services and plan training, activities and events	Monthly	City MH Coordinators and Family Support Staff; EISD MH Coordinators, Behavior Specialist, Education Specialists ; Community Partners

H-3. MENTAL HEALTH EDUCATION FOR STAFF AND FAMILIES

GENERAL PLAN / APPROACH:

The City of San Antonio and Edgewood ISD ensure the provision of training and educational materials to staff and parents on mental health issues throughout the year. Educational topics may include, but are not limited to, the following topics:

- Child development
- Autism, ADHD and other developmental conditions
- Behavioral Management
- Separation anxiety and attachment
- Depression and anxiety
- Child abuse and neglect
- Domestic violence
- Crisis Intervention
- Trauma Informed Care
- Assessment tools
- Substance abuse
- Transitioning children
- Compassion Fatigue

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.24(a)(3)— *Parent and staff education*
1304.40(b)(1)(ii)— *Parent education on adult mental health issues*

City of San Antonio Policies and Procedures:

WSS1- Identification and Intervention through Wellness Support Services

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Directly provide or coordinate mental health education to families through Parent Connection Committee Meetings and other venues	Ongoing	City MH Coordinators and Family Support Staff; EISD MH Coordinators ; Community Partners
Provide or coordinate mental health education to City and EISD staff	Ongoing	City MH Coordinators; EISD MH Coordinator; Community Partners

H-4. IDENTIFYING CHILDREN WITH MENTAL HEALTH CONCERNS: SCREENING, REFERRAL & EVALUATION

GENERAL PLAN / APPROACH:

The City of San Antonio and Edgewood ISD utilize a tiered intervention process to identify and address mental health concerns or behavioral issues with Head Start children and families.

Our program uses the pyramid model for supporting social emotional competence in children. Parental consent, input and involvement is secured throughout assessment and service provision. In our program, the intervention process consists of the following:

- Behavioral screening by teachers of all newly-enrolled children within 45 days of program entry
- A second behavioral screening conducted by teachers of all children who have significantly elevated scores on their initial 45 day behavioral screening
- Observation and assessment of identified children by EISD Behavior Specialist, EISD Disabilities Coordinators, City and EISD Mental Health Coordinators or community mental health partners
- Referrals or development of individual action plans by the City and EISD MH Coordinators to address concerns in the classroom and home
- Monthly Wellness Services staffings lead by the City Mental Health Coordinators to coordinate services for new and ongoing referrals

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.24(a)(1)—*Soliciting parent input*
1308.18—*Coordination with disabilities services*

City of San Antonio Policies and Procedures:

WSS1- Identification and Intervention through Wellness Support Services

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Emotional/Behavioral screenings completed (ASQ-SE)	45 days after child's start date	Teachers
Emotional/Behavioral screenings completed (ASQ-SE) scored and entered into ChildPlus	Within 1 week of completion	Teachers
Review of Emotional/Behavioral screening results	Within 2 weeks of completion	Teachers
Teacher conducts behavioral screening for all children who have significantly elevated scores on initial social-	Within 2 weeks of initial scoring or minimum of 30	Teachers

emotional screening	days into program term	
EISD referrals to EISD Behavior Specialist, EISD Mental Health Coordinators or to Disability Coordinators for observation or consultation of children, per the Development and Behavior Screening process outlined in EISD policy	Ongoing	EISD MH Coordinators; Behavior Specialist; Education Specialists
Parent referrals to Family and Community Support staff or City Mental Health Coordinators and City staff referrals to City MH Coordinators for assessment	Ongoing	City MH Coordinators; Family Support Staff;
Wellness Services staffings lead by City Mental Health Coordinators	Monthly	City MH Coordinators; Family Support Staff; EISD MH Coordinators; Behavior specialist; Education Specialists ; Community Partners
Monitoring of provision of services provided through referrals	Ongoing	City MH Coordinators; Family Support Staff; EISD MH Coordinators

H-5. RECORD-KEEPING FOR MENTAL HEALTH SERVICES

GENERAL PLAN/APPROACH:

The City of San Antonio and Edgewood ISD utilize a system of record-keeping and reporting designed to easily monitor provision of mental health services and areas of concern. ChildPlus captures important data, including:

- Assessment scores
- Classroom observation notes
- Notes on meetings with parents and Head Start staff regarding individual children and family members
- Notes from Multi-Disciplinary Staffings
- Status of referrals generated and services accessed
- Status of Action Plans

Staff uses information captured in ChildPlus to monitor the services provided to children and families for whom concerns have been identified and observed. Staff also captures whether parents and staff have participated in group mental health educational opportunities by collecting sign-in sheets at all trainings and meetings. The City and EISD will ensure compliance with all HIPAA, PHI, FERPA and other confidentiality policies, as required by law, including when documenting services, referrals and follow-up provided in all data management systems utilized by the City's Head Start program.

HEAD START PROGRAM PERFORMANCE STANDARD:

1304.51(g)—*Record-keeping and reporting*

City of San Antonio Policies and Procedures:

WSS1- Identification and Intervention through Wellness Support Services

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
ChildPlus updated after each assessment, observation, referral, mental health service provided and follow-up action completed	Ongoing	City MH Coordinators; Family Support Staff EISD MH Coordinators; Behavior specialist; Education Specialists

I-1. FAMILY SERVICES PRACTICE APPROACH

GENERAL APPROACH:

The City of San Antonio and Edgewood ISD's Family and Community Support Services are organized around building positive goal oriented partnerships with families to maximize efforts to reach positive child outcomes. Areas of concentration include the following:

1. Family Life Practices that can help close the achievement gap including:
 - a. Establishing stable family routines
 - b. Promoting positive discipline
 - c. Creating an experience and language rich home environment
 - d. Reading or engaging in other literacy based activities every day
2. Support for Families with Children with Chronic Health Conditions or Special Needs
3. Family Self-Sufficiency
4. Support for Families Impacted by High Risk Behaviors

Activities and services are developed to provide opportunities which allow our Family and Community Support staff to focus on their work and develop interventions of sufficient intensity and duration to help families see the direct impact of their engagement in the program on their children's healthy development and school readiness. This approach promotes the idea that parents are partners in the well-being and education of their children. Family partnership-building is a process that will continue until the child and family transition out of Head Start. Head Start staff and parents work collaboratively to close the achievement gap and ensure that their children are ready for Kindergarten.

This partnership begins during the Family Meeting/Home Visit, when parents are asked to sign a **Family Partnership Agreement** that secures their commitment to:

- Bring their children to school on time every day;
- Participate in parent programs and educational activities
- Attend two parent conferences, participate in two home visits and work with the child's teacher to develop and support their child's educational goals
- Volunteer; and
- Read to their children every night.

The importance of the partnership is also reinforced during Parent Orientation at the beginning of each program year and continues to be emphasized throughout the year during individual and group activities.

Edgewood ISD agrees to provide a high quality educational environment with qualified and nurturing staff who:

- Welcomes all families as partners, communicate in ways that all families can understand;
- Works with families to set goals to support their children's education at home; and
- Helps families to identify strengths and skills to achieve their own goals, and offer a variety of different opportunities to participate and volunteer in our program and build trusting relationships.

Head Start Family and Community Support staff adhere to confidentiality policies and secure sensitive family information.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.40(a)(1)(2)- *Family goal setting*

1304.40(a)(4)-(5)—*Multiple, respectful parent interactions*

1304.40(d)—*Parent involvement, accessibility, opportunities*

1304.40(g)(1)—*Parent involvement in community advocacy*

1304.41(c) – *Transition services*

City of San Antonio Policies and Procedures:

FCS 1- Parent, Family and Community Engagement Framework (PFCE)

Plan of Action and Parent Activity Calendar

FCS 2- Building Partnerships with Families

FCS 3- Community Partnerships

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Parent Handbook Distributed	During Family Meeting/Home Visit	Family and Community Support
Parent Orientation	BOY	Family and Community Support
Policy Council Meetings	Monthly	Family and Community Support; EISD Administration Staff
Health Advisory Committee	Twice a year	Health Content Team
Education Advisory Committee	Twice a year	Education Content Team

I-2. FAMILY ASSESSMENT AND GOAL SETTING PROCESS: ASSESSING NEEDS, SETTING GOALS, AND FOLLOWING UP

GENERAL PLAN/APPROACH:

Overview of the Family Assessment and Goal Setting Process:

The City of San Antonio and Edgewood ISD's work with families is shaped by our mission to close the achievement gap so that all children, regardless of family or community background, enter Kindergarten ready to learn. In order to accomplish this, the City of San Antonio and Edgewood ISD focuses on our Family Assessment to gain information about family practices/circumstances that the research consistently links with child outcomes.

The City of San Antonio's Family Assessment tool is organized to capture information on each family's individual strengths and needs. Through the use of an electronic assessment built into ChildPlus each family is assigned an assessment score. The scoring is not intended to label families, but rather, to provide us with an outcome-based method to track progress and to assess a family's level of need. By assigning families to a level of need, Family and Community Support staff can prioritize families in need of higher levels of contact and support, and work to assure that family circumstances that could put children at risk are immediately addressed.

The tiered scoring also provides specific guidance regarding **meeting family needs**. Families scoring at levels 1 and 0 in key areas of their lives often have significant or immediate needs which must be addressed regardless of whether a family sets a goal in these areas; these are discussed with the Family Support Worker and follow-up actions are taken as appropriate. Head Start staff will form collaborative partnerships with local community agencies to better communicate and advocate for Head Start families' needs and to approach concerns in a holistic, comprehensive manner. Finally, due to the clear research linking stable family life practices with positive child outcomes, staff encourages families to set goals in this area as families. To document family goals, the City of San Antonio uses several goal sheets, Goals emerge directly from the discussion of the Family Assessment. The goal sheets are signed by staff and family.

At the end of the program year, Family Support Workers evaluates each family's level of need compared to that noted at the beginning of the year. This information allows staff to track the progress our families have made on goals, as well as to monitor the impact of our work in Family and Community Support.

TIMEFRAMES FOR COMPLETING THE FAMILY ASSESSMENT AND GOAL SETTING PROCESS:

- The Family Assessment (FA) and Goal Sheets are completed according to the City of San Antonio Benchmark Data Entry Guide.
- If a family declines to participate in the Goal Setting process, staff continues to follow up monthly with families. Family Support Workers will discuss the importance of goal setting with the family and may offer opportunities to set smaller more obtainable goals.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.40(a)-(b)—*Family goal setting, partnership agreements and access to community resources*

1304.40(a)(3)- *Family goal setting*

1304.51(g), (h)(1), (i)(2)—*Record-keeping and monitoring*

1304.51(e), 1304.52(k)(2)-(3)—*Staff communication and development*

City of San Antonio Policies and Procedures:

FCS 1- Parent, Family and Community Engagement Framework (PFCE)

Plan of Action and Parent Activity Calendar

FCS 2- Building Partnerships with Families

FCS 3- Community Partnerships

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Time Frame	Staff Responsible
FA and Goal Setting Training for Family Support Worker	Summer Training	Family and Community Support; EISD Compliance Team
Begin FA and Goal Setting with Families	Refer to benchmarks	Family and Community Support; EISD Compliance Team
BOY FA with Families	Refer to benchmarks	Family and Community Support; EISD Compliance Team
Begin Goal Setting with Families	After start date	Family and Community Support; EISD Compliance Team
EOY FA with Families	Review, ongoing	Family and Community Support; EISD Compliance Team
Refer families to outside agencies	As needed	Family and Community Support; EISD Compliance Team
Follow up on Goal Setting	As needed, ongoing	Family and Community Support; EISD Compliance Team
Data Entry in Child Plus, (attendance, needs, goals, referrals, health events)	Weekly, ongoing	Family and Community Support; EISD Compliance Team
Update Child Plus with follow up progress on the families	Monthly, ongoing	Family and Community Support; EISD Compliance Team
Parent Board	Weekly, ongoing	Family and Community Support; EISD Compliance Team

I-3. REFERRALS TO COMMUNITY RESOURCES

GENERAL PLAN/APPROACH:

The City of San Antonio and Edgewood ISD provides the highest quality family services by providing referrals to local service agencies that have the resources necessary to meet the family's unique needs. Edgewood ISD will develop strong working relationships within the community that will strengthen the lives of Head Start families. Family Support Workers make referrals based on the needs identified in the Family Assessment and the identified goals. Edgewood ISD and Family Support Workers provide access to updated community resources to parents/guardians. Family Support Workers and Edgewood ISD staff initiate referrals for a wide range of family service needs, including the following:

- **Crisis Management:** in cases of immediate, short-term housing, food, clothing, medical, or mental health needs
- **Health Care:** in cases where families are seeking to establish a medical or dental home, and follow-up care
- **Mental Health and Disabilities Services:** in cases of suspected or diagnosed mental health or disabilities issues requiring therapy or ongoing professional counseling, including parental depression, substance abuse, or domestic abuse
- **Nutrition:** in cases of malnutrition, elevated lead levels, hemoglobin/hematocrit levels indicating health concerns, obesity, or underweight children
- **Family Preservation and Support:** in cases of family issues, including long-term housing, marital concerns, family planning
- **Child Protective Services:** in cases of suspected child abuse or neglect
- **Local Schools, Educational and Cultural Institutions:** in cases of educational or employment goals and opportunities
- **Providers of Child Care Services:** in cases of subsequent transition-out of Head Start or a change of family circumstance requiring modified child care arrangements

With each community referral, staff diligently documents subsequent progress in ChildPlus, including the family's success in accessing the desired resource and any steps Head Start staff takes to assist.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.23(d)–*Nutrition*
1304.24(a)(1) - *Mental health for parents* 1304.40(b)(1)-
(2) - *Family services*
1304.40(g)(1) - *Community resources*
1304.41- *Community partnerships*
1304.41(c) – *Transition services*

City of San Antonio Policies and Procedures:

FCS 1- *Parent, Family and Community Engagement Framework (PFCE) Plan
of Action and Parent Activity Calendar*
FCS 2- *Building Partnerships with Families*
FCS 3- *Community Partnerships*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Time Frame	Staff Responsible
Referrals to community resources documented in Child Plus	Ongoing	Family and Community Support and EISD staff
Community Resource Binder	Ongoing	Family and Community Support

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I-4. COMMUNICATION AND SERVICE COORDINATION FOR FAMILY SERVICES

GENERAL PLAN/APPROACH:

At Edgewood ISD Head Start Program, the effective delivery of family services depends upon communication and service coordination between multiple staff. Regular communication takes place throughout the year in a variety of ways, both formal and informal: team meetings, emails, individual conversations and 1-1 supervision.

Universal Review System (URS)/ Multi-Disciplinary Staffings (MDSs) are an essential component of service coordination in a center-based program. At a minimum, URSs are held two times per year and must include the Site Manager, Teacher and Family Support Worker.

Additional case staffings may also occur for children entering our program with chronic health conditions, special nutritional needs, with Mental Health/Disabilities diagnoses or concerns, or to support high need children or families. When the staffing has been convened for broader service coordination and planning, staff tracks and documents action steps to be taken..

Family Support Worker will involve the appropriate service area manager(s) to coordinate services:

- **Health:** Whenever a severe or specific health concern has been identified by the staff or raised by a parent/guardian, the issue is discussed by the Family Support Worker with the appropriate staff. Depending on specific circumstances, the appropriate staff either follows up directly with the family or coaches Family Support Worker to address the concern..
- **Mental Health/Disabilities:** If a Teacher or Family Support Worker has a concern about a child's development, the concern is brought to the Disabilities Coordinator and/or Mental Health Coordinator through referrals. In cooperation with the child's parent/guardian, this team creates a plan of action and reviews the plan regularly to ensure that the plan is being executed effectively. The plan is revised on an ongoing basis, as needed.
- **Nutritional Services:** On an as-needed basis, Family Support Workers confer with EISD Health Team regarding concerns raised by the results of 45- and 90-day screenings, information provided directly by families, or staff observations, the Health or Nutrition Coordinator provides the Family Support Worker the coaching and support.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.51(e) - *Regular staff communication*

City of San Antonio Policies and Procedures:

FCS 1- *Parent, Family and Community Engagement Framework (PFCE)*

Plan of Action and Parent Activity Calendar

FCS 2- *Building Partnerships with Families*

FCS 3- *Community Partnerships*

Education 9 – *Multidisciplinary Staffing*

WSS1- *Identification and Intervention through Wellness Support Services*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
URS	Two times a year	Site Manager, Teacher and Family Support Staff

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I- 5. RECORD-KEEPING FOR FAMILY SERVICES

GENERAL PLAN/APPROACH:

The City of San Antonio and Edgewood ISD utilizes a system of record-keeping and reporting to document and assess the status and progress of enrolled families. The system is designed to enable Family Support Workers and other staff to easily monitor the provision of all family services to individual families. Child Plus is the technology application used by the City of San Antonio Head Start program which allows staff to capture the date and key details of each meaningful contact with families:

- **Family Partnership Agreements:** Upon completion of the Family Partnership Agreement is entered in ChildPlus as an Event.
- **Family Assessments:** This assessment is completed in the ChildPlus system at the beginning and end of the school year. The ChildPlus system scores the assessment to help Family Support Workers quickly identify areas and intensity of family needs. The online assessment tool also reflects the progress made from the beginning of the year to the end of the year.
 - **Needs Identified** - Areas that emerge during the Family Assessment or during other family interaction that requires follow-up and ongoing support
 - **Emergency/Crisis** - Areas where immediate support is required to assist a family with a crisis, such as lack of food; housing; utilities; domestic violence
- **Family Goals:** the specific goals established and the steps/strategies and timelines toward goal completion are captured on Goal Setting forms
- **Family Contacts:** meaningful contacts with families, including home visits, significant changes in family's situation (including incarceration, change in marital status, moving, etc.) are recorded as case notes in ChildPlus.
- **Health:** Communication that occurs to ensure completion of Early and Periodic Screening, Diagnostic and Treatment (EPSDT) procedures and on identified acute and chronic health needs is recorded in ChildPlus under the appropriate tabs as case notes.
- **Attendance:** Communication on instances of four unexcused consecutive absences, as well as patterns of inconsistent attendance and tardiness, recorded in ChildPlus under the appropriate tabs as case notes.

The program uses the data and information captured in the system to monitor the delivery of services to every family in the program.

The City and EISD also utilize standardized tools and forms to capture and organize family services information program-wide.

HEAD START PROGRAM PERFORMANCE STANDARDS:
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1304.51(g)— <i>Record keeping and reporting</i>

<p align="center">City of San Antonio Policies and Procedures:</p> <p align="center">FCS 1- <i>Parent, Family and Community Engagement Framework (PFCE)</i></p> <p align="center"><i>Plan of Action and Parent Activity Calendar</i></p> <p align="center">FCS 2- <i>Building Partnerships with Families</i></p> <p align="center">FCS 3- <i>Community Partnerships</i></p>
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KEY DATES & CALENDAR TASKS

Tasks & Activities	Timeframe	Staff Responsible
Events entered in Child Plus	Ongoing	Family and Community Support; EISD Compliance Team; City of San Antonio ERSEA Coordinator
Monitor of Child Plus	Ongoing	Family and Community Support; EISD Compliance Team; City of San Antonio ERSEA Coordinator
Parent Involvement Binders	Monthly, Ongoing	Family and Community Support and EISD Compliance Team

I-6. FAMILY SERVICES SUPERVISION, MONITORING AND SUPPORT

GENERAL PLAN/APPROACH:

The City of San Antonio and Edgewood ISD have the highest standards for the quality of services to children and families. In the family services area, this means supervising and assisting Family Support Workers in a number of areas:

- Recruiting families, guiding them through the application, selection and intake process; transitioning them into the program, and eventually transitioning them from Head Start to kindergarten
- Monitoring and follow-up on Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) related requirements
- Development of, and follow-up on family goals that strengthen family life practices, enhance self-sufficiency, support children with special needs or chronic health conditions, and support families experiencing significant need
- Follow-up on missing medical(per the Early and Periodic Diagnostic and Screening requirements) , dental and nutrition events
- Referrals to appropriate community agencies
- Building strong, positive relationships and having meaningful contacts with families
- Parent participation in Parent Connection Committee meetings, Family Engagement activities and workshops, Policy Council meetings, Health Advisory Committee meetings, and volunteer opportunities
- Completion and monitoring of files and ChildPlus data entry

The Family Support management/supervisory staff, with the assistance of the Health/Dental/Nutrition Coordinators, is responsible for supervising, monitoring and supporting Family Support Workers in the above areas, both through regular team meetings and individual monitoring and supervision , as needed. The Family and Community Special Projects Manager will assist the Family Support supervisory team in assisting Family Support Workers.

The primary mechanism for monitoring family services is the designated ChildPlus report. PIR reports are also used to account for needed services received. In addition, the Family Support management/supervisory team conducts more in-depth quantitative and qualitative monitoring on a regular basis. This includes review of documentation such as case notes from the program data system and case staffing documentation.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.51(h)(1),(i)(2)—*Monitoring*

1304.41(c) – *Transition services*

City of San Antonio Policies and Procedures:

PDM 1- *Program Monitoring*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe
Follow-up to address issues identified in PIR report	Monthly
Develop schedule rotation for supervision for (first half of)year	Bi-Annual
Individual supervision of Family Support Workers using Supervision Agenda	Quarterly

I-7. FAMILY ENGAGEMENT – GENERAL

GENERAL PLAN/APPROACH:

Parents/guardians are the driving force behind the City of San Antonio Head Start Program. Their involvement and input is encouraged in all aspects of the Head Start program, including the following:

- Policy Council: Monthly meetings of the governing body, made up of majority parents/guardians
- Parent Connection Committee: Monthly parent meetings for families
- Advisory Committees: Committees which guide services in a specific area
- Home Visits: Twice annually
- Parent-Teacher Conferences: Twice annually for each family
- Self-Assessment: Annual process to evaluate each component of program
- Volunteering: In the classroom and providing general program support
- Wellness Support Program: Supports parents' and children's' individualized needs
- Surveys: To gather general feedback or to inform specific program decisions

While parent input is valued in every element of program implementation, it is particularly sought to inform several aspects of our program:

- **Curriculum and Approach to Child Development:** During home visits and parent/teacher conferences, parents/guardians receive valuable information about their child's development. Home visit are an opportunity to hear suggestions from parents/guardians that can be applied in the classroom or home visits, particularly insights about their child's interests and ways to encourage families to participate in home visits for the benefit of the child and family.
- **Nutritional Services:** To ensure our meals are reflective of the cultural makeup of the children and families we serve, efforts are made to include input from families.
- **Parental Workshops and Enrichment Activities:** Parent trainings are informed by the interests and needs of parents/guardians as well as the Head Start Performance Standards.
- **Services for Children with Disabilities:** Parents/guardians of children with suspected or diagnosed disabilities guide each element of their child's experience in the Head Start program.

HEAD START PROGRAM PERFORMANCE STANDARDS:

- 1304.21(a)(2)—*Curriculum and approach to child development*
- 1304.23(b)(4)—*Nutritional services*
- 1304.40(d)—*Responsiveness to parents/guardians' expressed needs*
- 1304.40(f)- *Parent involvement in health, nutrition, and mental health education*
- 1308.21—*Parent participation with children with disabilities*
- 1304.40(i)(1)-(3)- *Parent involvement in home visits*

City of San Antonio Policies and Procedures:

- FCS 2 – *Building Partnerships with Families*

KEY DATES & CALENDAR TASKS

Tasks & Activities	Timeframe	Staff Responsible
Policy Council Meetings	Monthly	Head Start Administrator
Parent Connection Meetings	Monthly	Family and Community Support
Education Advisory Committee	Twice a year	Education Content Team
Health Advisory Committee	Twice a year	Health Content Team
Home Visits	Ongoing	Family and Community Support

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I-8. FAMILY ENGAGEMENT – EVENTS AND FUNDING

GENERAL PLAN/APPROACH:

Family Engagement at Edgewood ISD is central to achieving the program’s mission to close the achievement gap for low-income families and children. The program will accommodate family’s cultural and linguistic preferences and provide bilingual staff and/or translators. In addition to the work that we do with families individually, we facilitates group activities/events to bring parents/guardians together with each other and Head Start employees throughout the year, including Parent Connection Committee Meetings, parent workshops, and, occasionally, social events or celebrations that include culturally relevant activities. Activities are scheduled at varying times of the day and week, such as at breakfast or at the end of the day or on weekends, to encourage the participation of as many parents as possible.

Edgewood ISD ensures that our engagement of families, whenever feasible, is parent-initiated and parent-directed, and focused on programmatic content, such as education, exchange of ideas or supporting family transitions, rather than primarily social or ceremonial in nature.

Money is allocated for the Parent Activity Fund in order to support parents/guardians in planning, developing and implementing events, activities, or other projects of interest. These funds can be used for any activity in which entertainment is an incidental part of the event, rather than its sole purpose.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.40(g)(2)—*Parent involvement: working together on activities of interest*

1304.40(a)(4)(5)- *Family goal setting*

City of San Antonio Policies and Procedures:

FCS 1- *Parent, Family and Community Engagement Framework (PFCE)*

Plan of Action and Parent Activity Calendar

FCS 2- *Building Partnerships with Families*

FCS 3- *Community Partnerships*

I-9. PARENT EDUCATION

GENERAL PLAN/APPROACH:

The City of San Antonio and Edgewood ISD are committed to providing parents/guardians with educational opportunities that promote nurturing, loving parenting and encourage self-sufficiency and that empower parents in advocating for their families and within the local community. Throughout the year, we provide workshops and educational materials designed to address parents/guardians' preferences, meet Head Start Performance Standards, and educate parents and guardians on how to embrace their role as their child's first teacher and advocate for their child.

Parent training and education take place every day in different formats, including daily conversations between Teachers and parents/guardians, home visits, parent/teacher conferences, workshops, materials sent home, or newsletters. During the course of the year, educational content for parents/guardians covers a range of topics:

- **Achievement Gap Workshops:** Understanding how parents can establish family environments that promote their child's school readiness
- **Curriculum and Approach to Child Development:** Understanding child development and how curriculum supports growth and development
- **Child Observation Skills:** Observing your child and learning developmental milestones
- **Educational and Developmental Needs of Children:** Learning activities to promote your child's educational success
- **Health Needs:** Understanding principles of preventive medical and dental health, emergency first aid, occupational and environmental hazards; and safety practices in the classroom and at home
- **Services for Children with Disabilities:** Learning how to support a child with disabilities
- **Adult Mental Health/Wellness Issues:** Learning about the impact of depression and domestic violence on your children
- **Child Mental Health:** Learning about child behaviors and mental health
- **Pedestrian Safety:** Exploring general safety for young children
- **Food Preparation and Nutritional Skills to Meet Family Needs:** Managing food budgets and selecting and preparing foods
- **Family Literacy:** Recognizing and addressing literacy goals
- **Parenting Skills and Knowledge:** Learning effective parenting practices, including fatherhood activities
- **Leadership and Advocacy:** Leadership development and learning how to advocate for child's learning and development

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.23(d)—*Nutrition*
1304.24(a)(3)—*Mental health/wellness*
1304.40(e)(3-4)—*Education and literacy*
1304.40(f)—*Health, mental health, family services*
1304.40(g)(1) & (2)- *Parent involvement in community advocacy*
1304.40(h)(1-4)- *Parent Involvement in transition activities*

City of San Antonio Policies and Procedures:

FCS 1- Parent, Family and Community Engagement Framework (PFCE)

Plan of Action and Parent Activity Calendar

FCS 2- Building Partnerships with Families

FCS 3- Community Partnerships

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Parent education provided through Parent Committee Meetings, group socialization, and education through distribution of materials	Monthly	Family and Community Support; EISD staff
Annual Head Start Parent Conference	Annually	Family and Community Support ; EISD staff

I-10. FAMILY COMMUNICATION

GENERAL PLAN/APPROACH:

At the City of San Antonio and Edgewood ISD, we believe that ongoing, open communication between and among staff, families and other stakeholders is fundamental to our effective operations and the provision of high-quality services. In particular, we focus on building the systems and staff capacity for ongoing, meaningful two-way communication with families.

In our Head Start Program, family communication occurs in a variety of formal and informal ways:

- **Drop-off and pick-up:** Provide chances for informal daily staff-parent conversations
- **Home Visits and Parent Conferences:** Provide important information about student's current level of development and individual student goals within the classroom. Furthermore, the home visits and parent conferences provides opportunities for substantive two-way communication between center-based Teachers, Family Support Workers and families.

In all of the above efforts, communication is carried out in the parents'/guardians' primary or preferred language whenever possible. The bilingual skills of many of our staff are essential to this effort. We also translate materials into Spanish whenever possible, and for families who speak a primary language other than English or Spanish, we interpret to the extent feasible.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.51(c)—*Communication with families*

1306.20(e)—*Program staffing patterns*

City of San Antonio Policies and Procedures:

FCS 1- *Parent, Family and Community Engagement Framework (PFCE)*

Plan of Action and Parent Activity Calendar

FCS 2- *Building Partnerships with Families*

FCS 3- *Community Partnerships*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Parents/guardians, Teachers and Family Support Workers share information during daily drop-off and pickup	Daily	Family and Community Support; Service Provider; and EISD staff
Home Visits	Ongoing	Family and Community Support; Service Provider; and EISD Staff
Parent/Teacher Conferences	Ongoing	Teachers

I-11. COMMUNITY PARTNERSHIPS

GENERAL PLAN/APPROACH:

The City of San Antonio and Edgewood ISD can only succeed in providing the highest quality services to families by partnering with local service agencies that have the specialized capabilities necessary to meet the unique needs of families we serve. The recruitment of families, as well as the delivery of effective family services, is dependent upon developing and maintaining relationships with local providers.

Our Head Start Program works with a broad range of community partners. The following is a sample of the types of organizations in different service areas that we partner with:

- Crisis Management Services
- Clothing Services
- Child Protective Services
- Childcare Services
- Continuing Education and Employment Services
- Disabilities Services
- Family Literacy Services
- Family Preservation and Support Services
- Health Care Providers
- Housing Services
- Local Schools, Educational and Cultural Institutions
- Mental Health Services
- Nutritional Services
- Transportation Services

With each community partner, we work diligently to maintain and establish professional working relationships that benefit the needs of Head Start families. Emergency or crisis assistance will be made available through Family Support Workers and Wellness Services.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.41(a)(2)—*Collaborative community relationships*

1304.40(b)- *Accessing community services*

City of San Antonio Policies and Procedures:

Family 3- Community Partnerships

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Community partnership letters of agreement updated to confirm collaborations and reflect any changes	Annually	Family and Community Support Staff and EISD Staff

I-12. PARENT AND COMMUNITY VOLUNTEERS

GENERAL PLAN/APPROACH:

The City of San Antonio and Edgewood ISD believe that utilizing parents/guardians as volunteers enriches the Head Start experience for all participants. Volunteer work within the volunteer guidelines set by the providers. We also seek to engage community volunteers whose interests and abilities support or augment our program's services.

Parent volunteers: A child's or family's participation in the program is never contingent upon any specific level of involvement. It is important that we ensure parents feel welcome to participate in the program as volunteers, and/or as potential employees. Center-based parents/guardians may contribute classroom volunteer hours and support their children's learning by reading and participating in a diverse range of developmentally appropriate parent/child activities regularly at home. Edgewood ISD will provide opportunities to include parents in curriculum development, and the program provides opportunities for parents to enhance their parenting skills and to share concerns about their children with program staff.

Community volunteers: The most significant source of community service is the volunteer hours contributed by our Policy Council and governing body members. In addition, Head Start leadership staff work with the Policy Council, governing body and community partners to identify appropriate community volunteers for our program.

HEAD START PROGRAM PERFORMANCE STANDARDS:

- 1304.40(d)(3)—*Parent opportunities to volunteer*
- 1304.40(e)(3)- *Parent Involvement in child development and education*
- 1304.41(a)(3)—*Outreach to encourage community volunteers*
- 1304.51(d)(2)(iv)—*Policy Council assistance in recruiting volunteer services*
- 1304.52(j)(2)—*Health requirements for regular volunteers*
- 1306.22(a)-(b)—*Volunteers*

City of San Antonio Policies and Procedures:

FCS 2- Building Partnerships with Families

FCS 3- Community Partnerships

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Parents/guardians receive information about and sign up for volunteer program, as desired	Ongoing	Family and Community Support; Service Provider; and EISD Staff
Parent/guardian and community volunteers provided with orientation	Ongoing	EISD Administration
Policy Council Meetings	Monthly	Head Start Administrator
Governing Body Meetings	Monthly	DHS Director

I-13. PARENT CONNECTION COMMITTEE

GENERAL PLAN/APPROACH:

Parents are the driving forces behind The City of San Antonio a Head Start Program and Edgewood ISD. Every parent of a child enrolled in our program is a member of the Parent Connection Committee, which meets on a monthly basis at the various campuses. The Parent Committee is responsible for carrying out the following functions in our program:

- **Providing input and feedback to Policy Committee members**

Parent Committee members are encouraged to share their feedback or input with Policy Council members if there are programmatic issues they would like this governing body to discuss and share with program leadership. This coordination ensures that Policy Council members can effectively represent the views of program stakeholders.

- **Advising staff in developing and implementing local program policies, activities and services**

At Parent Connection Committee meetings, parents have the opportunity to discuss issues that they believe have an impact on program operations. During these meetings, which are typically structured as workshops and opportunities to spend time with other parents, staff is available to answer questions, and, if issues arise, to follow up with the appropriate manager.

- **Planning, conducting, and/or participating in informal and formal programs and activities for parents and staff**

Activities at Parent Connection Committee meetings reflect needs or interests identified by parents. Parents provide input as to what they would find most useful or interesting, and staff work with them to coordinate trainings and activities accordingly.

- **Participating in the recruitment of program employees**

All parents are encouraged to apply for available positions with Edgewood ISD which they are qualified. Parents who serve on the Policy Council (and are members of the Parent Connection Committee) participate in staff interviews, and the Policy Council approves all hires before they are official.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.50(a)—*Parent Committee structure*

1304.50(d)(2)—*Parent Committee interactions with Policy Council*

1304.50(e)—*Parent Committee scope and responsibilities*

City of San Antonio Policies and Procedures:

FCS 2 – Building Partnerships with Families

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Parent Connection Committee	Monthly	Family and Community Support ; EISD Staff

J-1. CHILD HEALTH AND WELLNESS

GENERAL PLAN/APPROACH:

The City of San Antonio Head Start Program is committed to ensuring that all children in our program receive the services and support to assure a strong foundation for life-long health and wellness. National research shows how critically important this is for children in low-income communities, many of whom are disproportionately impacted by poor health outcomes early in their lives. Our internal data reveal numbers of children entering our program with chronic health conditions such as asthma and obesity.

To help build life-long preventative health habits, and improve health outcomes, the City and Edgewood ISD work together to assure that:

- All children have access to a quality medical, dental home and insurance.
- All children are assessed for EPSDT adherence upon program entry and ensure screenings and preventive health exams are up-to-date.
- All children with identified health concerns receive timely follow up for further evaluation.
- Program comprehensive services will promote the overall health and well-being of all children and families participating in our program.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.20 – Child Health and Developmental Services

City of San Antonio Policies and Procedures:

Health 1- Immunization Requirements

Health 2 – Lead and Hemoglobin Screening

Health 3- Daily Health Check

Health 6 – Preventative Health Visit Requirements and Documentation

Nutrition Services 1 – Identification of Nutritional Needs

J-2. MANAGING HEALTH SCREENINGS AND REQUIREMENTS

GENERAL PLAN/APPROACH:

Edgewood ISD is committed to ensuring that every child enrolled has access to continuous sources of health services and has received all appropriate preventive medical, dental and screening procedures according to the state Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) schedule. Moreover, we directly provide or ensure the provision of all 45- and 90-day screenings required by the Head Start Program Performance Standards.

Upon a child's entry into the program, we will conduct an intake process with the parent to include completion of a Child's Health History Assessment, Nutrition Assessment, TB Questionnaire and an up-dated immunization record. Collection of the following documents will determine whether the child has an identified health concern, has a medical and dental home, and is up-to-date on immunizations.

Within 45- days of the child's entry into the program the following screenings and assessments will be obtained and/or completed:

- Vision/Hearing screening
- ASQ Assessment

Within 90- days of the child's entry into the program, staff will obtain and assess the following:

- Physical Examination per the (EPSDT) schedule
- Dental Examination

In the event that parents deny permission for any of these screenings, we document that refusal but also provide follow-up information, education and referrals to the family.

Using the data from 45- and 90-day screenings, we support families with follow-up and treatment for identified health concerns. If a doctor's report includes a care plan for an identified health concern, the health services staff ensures that the Care Plan is implemented, documented in the data system, and shared with Family and Community Support Staff, teachers, cafeteria staff and EISD administration. In addition, the health services staff and Disabilities & Mental Health Coordinator review 45- and 90-day screening results as needed, ensuring that any health concerns are immediately addressed and that appropriate steps are initiated for any suspected health-related disabilities.

HEAD START PROGRAM PERFORMANCE STANDARDS:

- 1304.20(a)—*Determining child health status*
- 1304.20(b)—*Screening for developmental, sensory, and behavioral concerns.*
- 1308.18—*Disabilities/health services coordination*

City of San Antonio Policies and Procedures:

- Health 1- *Immunization Requirements*
- Health 2 – *Lead and Hemoglobin Screening*
- Health 4 – *Parent Refusal of Health Services*
- Health 6 – *Preventative Health Visit Requirements and Documentation*
- Nutrition 1 – *Identification of Nutritional Needs*
- Education and Early Childhood Development 5 – *Development and Behavioral Screening*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Completion of developmental, hearing & vision screenings	Day 45 of program year (mid-October), or ongoing for children enrolling late	Site Managers; teachers ; Health Services team; Family & Community Support Staff
Completion of Nutrition Assessment components, dental, assistance with securing medical and dental homes	Day 90 of program year (early December), or ongoing for children enrolling late	Site Managers; Health Services team; Family & Community Support Staff
Meeting to coordinate follow-up on immunizations and health screenings/assessments for children with possible health-related concerns	On-going	Site Managers; Health Services team; Family & Community Support Staff

J-3. HEALTH SERVICES ONGOING MONITORING AND MANAGEMENT

GENERAL PLAN/APPROACH:

The City of San Antonio Head Start Program is committed to providing comprehensive health services that meet the needs of children and families and comply with all relevant Head Start Performance Standards. To ensure high- quality implementation of health services, Edgewood ISD uses a systematic management approach that includes monitoring a set of core activities, reviewing key data on a regular basis, and communicating in a clear, timely way with staff, families and providers.

The cornerstone of the health services ongoing monitoring is the data system reports (ChildPlus) which provide up-to-date information of the following: Completion of 45- and 90-day requirements— The number of children that have the required EPSDT health requirements identifying children with current, missing and/or expired health events

- Number of children with critical health concerns
- Current follow-up notes and supporting documentation (attachments)
- Up-to-date physician and dental exams and immunizations

The Health Services team works with Family & Community support staff to address any issues identified by the ChildPlus reports to include the following:

- Referring children for evaluation/treatment.
- Communicating with families, community providers, and other staff as needed for coordination. Also, the provision of information about community resources for health care will be provided to all families.
- Updating Care Plans, Medication Administration Plans and First-Aid Kits with school nurses, etc.

The Health Services Team will discuss the above during informal check-ins as well as in formal supervision meetings, thus facilitating communication and accountability.

HEAD START PROGRAM PERFORMANCE STANDARDS:

- 1304.20(a), (b)—*45- and 90-day health requirements*
- 1304.20(c)—*Follow-up, treatment & ongoing care*
- 1304.22(c)—*Medication administration*
- 1304.22(f)—*First aid kits*
- 1304.51(g), (i)(2)—*Record-keeping; ongoing monitoring*

City of San Antonio Policies and Procedures:

- Health 1- Immunization Requirements*
- Health 2 – Lead and Hemoglobin Screening*
- Health 3- Daily Health Check*
- Health 6 – Preventative Health Visit Requirements and Documents*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
ChildPlus report generated, reviewed and discussed according to the benchmark.	Ongoing	Head Start Administration, Site Managers, Health Content Team, Health Coordinator, and Family Support Staff.
Follow-up to address identified concerns	Ongoing	Head Start Administration, Site Managers, Health Content Team and Family Support Staff.
Screenings	Completed within 45 days of enrollment	Center Directors, Health Content team and Family & Community Support Staff

J-4. HEALTH SERVICES FOLLOW-UP AND ONGOING CARE

GENERAL PLAN/APPROACH:

Edgewood ISD strives to foster the healthy growth and development of each child we serve. As part of this effort, we use ongoing referrals, communication and follow-up to ensure that any concerns about children's health or development are addressed.

Children's health issues are typically identified in one of three ways:

- Doctors' reports, e.g. of annual physical examination.
- 45- and 90-day screenings and assessments
- Internal referral. HS teachers and other staff have multiple sources of information about children, e.g. classroom observation, developmental, social-emotional assessment and parent input. At any point that staff receive new information or have concerns related to a child's health, they request a Universal Review System/MDS Meeting to discuss and develop intervention strategies and progress monitoring.

Once a health concern has been identified through one of the above mechanisms, the health services staff, Disabilities and Mental Health Coordinator, Family and Community Support Staff, and teachers collaborate to implement all necessary follow-up strategies, primarily including the following:

- (a) Developing, implementing and monitoring a follow-up plan that articulates follow-up steps and roles to address the identified health concern(s), including implementation of a doctor's care plan if applicable.
- (b) Supporting parents to obtain further diagnostic testing by an appropriate health care professional and secure the child any needed treatment, including prescribed medications, aids or equipment.
- (c) Ensuring that dental follow-up and treatment includes the specific requirements in Head Start Program Performance Standard 1304.20(c)(3).
- (d) Maintaining ongoing communication and goal-setting with parents to ensure implementation care plans.
- (e) Parent participation in the ARD/IEP meeting and any health issue addressed in the Individual Education Plan (IEP) will have all necessary related services provided as deemed appropriate by the ARD Committee. *(See G-8 for additional information)*
- (f) Head Start funds will only be used after all other funding resources have been investigated and pursued. Documentation will be kept by the Head Start Office on all services for which Head Start is paying. Family Support Workers will assist parents with applying for Medicaid/CHIP to pay for medical and dental expenses.
- (g) The University Health System, a contracted medical partner, will provide lead/ hemoglobin screenings and a referral for further medical evaluations and treatment.

Another component of ongoing care is to ensure that all children remain up-to-date on physician exams and other EPSDT requirements during their program participation. The health services staff, and Family and Community Support staff communicate with families individually in this effort.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.20(a)(1)(iii)-(iv)—*Determining child health status*
1304.20(c), (d), (f)—*Extended follow-up, treatment & ongoing care*

City of San Antonio Policies and Procedures:

Health 2 – Lead and Hemoglobin Screening

Health 3- Daily Health Check

Health 5 – Oral Health and Education

Health 6- Preventative Health Visit Requirements and Documentation

*Disabilities 1 – Individualized Education Program (IEP) for Children
with Disabilities*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Individual support for families to ensure follow-up on identified health concerns	On-going	Site Managers, Health Services Team, Teachers and Family and Community Support Staff
Health Checks	Daily	Teachers, Health Facilitators, School Nurse, Family Support Workers
Behavior Checklist and Observations	As Needed	Site Managers Health Services team, Wellness Support Team and Family & Community Support Staff

J-5. RECORD-KEEPING FOR HEALTH SERVICES

GENERAL PLAN/APPROACH:

The City of San Antonio and Edgewood ISD utilize a system of record-keeping and reporting designed to allow the Health Services Team and program Monitoring Team to easily monitor completion and follow-up on required health events and areas of concern. At the center of our data system is ChildPlus, a technology application which allows us to capture the date, provider, results, and pertinent notes on a range of health events, including the following:

- Physical and dental exams
- Hearing, vision, social-emotional, developmental, lead, hemoglobin/hematocrit and dental exams/screenings
- Immunizations
- Care Plans – for diagnosed medications, allergies, etc.
- Treatment and follow-up actions required for failed screenings or identified health concerns
- Communication with families on health matters, such as notification of health screening results, follow-up on referrals, and/or refusal to participate in screenings

Children's files are developed and maintained in the data system to monitor whether enrolled children are up-to-date on a schedule of age-appropriate preventive and primary health care, and to track and monitor all follow-up on identified health issues.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.20(a)—*Track the provision of health care services.*

1304.51(g)—*Record keeping and reporting*

City of San Antonio Policies and Procedures:

Health 1- *Immunization Requirements*

Health 2- *Lead and Hemoglobin Screening*

Health 6 – *Preventative Health Visit Requirements and Documentation*

Disabilities 1 – *Individualized Education Program (IEP) for Children with Disabilities*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Child files completed and subsequently updated	On-going as per individual children's start dates	Family and Community Support Staff; EISD Administration
Child files audited for completion	2x per year	Family and Community Support Staff

J-6. HEALTH SERVICES COMMUNICATION AND SERVICE COORDINATION

GENERAL PLAN/APPROACH:

The City of San Antonio and Edgewood ISD is committed to ongoing collaboration among staff, which we believe is essential to effective management of the Head Start program as well as to ensuring that services are of the highest quality and compliant with all Performance Standards. This collaboration occurs through regular communication mechanisms such as staff meetings, trainings, workshops, and project events.

The Health Services Team and EISD Administration will coordinate with colleagues in, at a minimum, in the following ways:

- Ensuring that classroom teachers have information to accommodate all special medical or nutrition needs in the classroom and to implement Care Plans as needed.
- Ensuring that the Family and Community Support Staff help all families secure a medical and dental home.
- Working with the Disabilities & Mental Health Coordinator to follow-up on concerns identified in 45- and 90-day health screenings and to meet needs of children with health- related disabilities.
- Working with other leadership team members, to develop community partnerships with agencies providing health care and nutritional services; identify health- and nutrition-related community resources for the Community Resource Guide; provide families with required medical, dental and nutrition education; and coordinate staff training on health- and nutrition- related topics.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.20(a)(1)(i)—*Ongoing source of health care for each family*

1304.40(f)—*Medical, dental & nutrition programs for families*

1304.40(g)(1)(ii)—*Information on community resources*

1304.41(a)—*Community partnerships*

1304.51(e)—*Staff communication (general)*

City of San Antonio Policies and Procedures:

Health 6- *Preventative Health Visit Requirements and Documentation*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Completion of hearing & vision screenings	Within 45-Days from child's date of entry and ongoing as applicable.	Family and Community Support Staff and EISD Health Team
Completion of Child Health History, Nutrition assessment and TB Questionnaire.	Before date of entry into the program.	Family and Community Support Staff, EISD ERSEA and Health Team
Meeting to coordinate follow-up on health screenings for children with possible health-related concerns/disabilities	Bi-Weekly	Family and Community Support Staff and EISD Health Team
Case Conferences to ensure appropriate support for all children, including those with health-related special needs	Ongoing	Family and Community and Support Staff, EISD Health and Admission Team

J-7. REPORTING SUSPECTED CHILD ABUSE AND NEGLECT

GENERAL PLAN/APPROACH:

The City of San Antonio and Edgewood ISD employees are responsible for the health and welfare of all children participating in the program, and as such are mandatory reporters of child abuse and neglect.

The City of San Antonio and EISD have a clear policy on reporting suspected child abuse and neglect. The Employee Handbook outlines the procedures for reporting suspected child abuse.

All EISD Head Start employees are trained annually in implementing this policy, including identifying and reporting child abuse and neglect and dealing with involved parents or guardians in a non-punitive way.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.22(a)(5)—*Health emergency procedures*

1304.52(k)(2)(i)—*Staff training*

City of San Antonio Policies and Procedures:

Health 3 – *Daily Health Check*

PDM 8- *Identification and Reporting of Child Abuse and Neglect*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Staff trained on reporting suspected child abuse and neglect	Annually, or more often as needed (e.g. for new staff)	All Head Start Staff
Newly enrolled families oriented to HS policy on suspected child abuse and neglect	Ongoing, in family intake meetings	Site Managers, Teaching Staff, Family and Community Support Staff

J-8. MEDICAL EXCLUSION AND ACCOMMODATION

GENERAL PLAN/APPROACH:

Edgewood ISD is committed to ensuring the health and safety of each of the children and families we serve. For this reason, and in compliance with Head Start Program Performance Standards, policies and procedures have been developed to clearly define possible exclusions for illnesses. At the same time, we are committed to accommodating children's health care needs as fully as possible over the long term.

The goal of having an illness policy is to enable all of the children enrolled in Head Start to participate as healthy individuals. This policy includes the following:

- The communicable diseases (respiratory, gastro-intestinal and contact illnesses) and medical symptoms that require a child to be excluded from the program for the short term. These are consistent with the Health Department policies and include "reportable diseases" as defined by Center for Disease Control.
- Expectations for parents (e.g. picking up ill children, communicating with HS staff).
- Criteria for sending an ill child home and for return to school after illness, injury or surgery (e.g. waiting periods, doctor's notes).

The Policies and Procedures can be found in the Parent Handbook.

In keeping with our organization's value of inclusiveness, Edgewood ISD **will never exclude** any enrolled child from long-term program participation on the basis of health care needs alone, provided that we can accommodate those needs (i.e. through reasonable modifications or auxiliary aids) without either fundamentally altering the Head Start program or posing a significant health or safety risk to the child or to anyone in contact with him/her.

The Health Services Team will be the primary decision-maker on all issues related to short-term medical exclusion as well as long-term medical accommodation, conferring with the City of San Antonio and leadership team members as needed. The health services staff will provide all Head Start staff with appropriate training and support to enable them to understand and implement this policy.

HEAD START PROGRAM PERFORMANCE STANDARD:

1304.22(b)—*Conditions of short-term exclusion and admittance*

City of San Antonio Policies and Procedures:

Environmental Health & Safety 4- *Conditions of Short Term Exclusion & Admittance*

KEY DATES & CALENDAR TASKS:

Tasks & Activities Staff trained on understanding and implementing the Medical Exclusion & Admittance policy	Ongoing, in new staff training, or annually as needed	EISD Health Services Team
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J-9. MEDICATION ADMINISTRATION

GENERAL PLAN/APPROACH:

Edgewood ISD strives to meet the needs of each child we serve, including those with health-related disabilities or special needs. For this reason, and in compliance with Head Start Program Performance Standards, we have a Medication Administration Policy that clearly defines our procedures for administering medication and medical procedures.

All medication and instructions for its administration must be from the student's physician or licensed health care provider and accompanied with the parent signature. In addition, whenever required, specific health procedures will be completed only by a licensed health professional. This policy includes requirements for labeling and storing medication, administering medication or medical procedures to children, and related record-keeping. The Medication Administration Policy is included in the Parent Handbook which parents sign an acknowledgment form to verify that they have received the policy.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.22(c)—*Medication administration*
1304.52(d)(2)—*Qualifications of content area experts*
1308.18—*Disabilities/health services coordination*

City of San Antonio Policies and Procedures:

Environmental Health & Safe Environments 6 – *Medication Administration*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Submit updated Medication Administration records to Health Coordinator/HDA	Ongoing	Site Managers, Health Services Team, Family and Community Support staff and Teachers
Monitoring of medication administration – supplies, logs, permissions	Monthly	EISD Monitoring Team and RN

J-10. PARENT COMMUNICATION AND INVOLVEMENT IN HEALTH SERVICES

GENERAL PLAN/APPROACH:

Edgewood ISD involves and communicates with parents in a variety of ways to ensure the high-quality implementation of the health services component and compliance with relevant Head Start Program Performance Standards.

Communication with parents is one of the core health services activities monitored and managed by the Health Coordinator, and accordingly is included in the Health Supervision & Monitoring Tool. A priority in this area is the Health Coordinator/HDA's ongoing communication with families— directly or via Family and Community Support Staff—regarding upcoming or past-due health requirements, such as physician exams.

Edgewood ISD provides parents with information about any screening procedures conducted in accordance with 45- and 90-day health requirements. We obtain advance authorization for health and developmental screenings through parent signature on the **Permission for Services form** and medical consents provided by the medical contractor. If a parent or guardian refuses to authorize health services, we complete a refusal of services form and scan it into the child's file in ChildPlus. We also provide additional education and follow-up support for the family.

Head Start staff provides parents with the results of any height, weight, hearing, vision, or developmental screenings conducted by the program. In addition, whenever child health problems are suspected or identified—whether through 45- and 90-day screenings or ongoing care) Head Start staff share those findings with parents on a timely basis, initiating an ongoing conversation with parents about how to meet the needs of their child. Parents are also involved closely whenever disabilities referral and evaluation procedures are being instituted.

Finally, Family and Community Support Staff communicate with parents individually throughout the year on health services, supporting them in pursuing referrals for child or adult medical concerns and encouraging them to be active partners in their children's health care process.

HEAD START PROGRAM PERFORMANCE STANDARD:

1304.20(e)—Involving parents in child health & development

City of San Antonio Policies and Procedures:

Health 4- Parent Refusal of Health Services

Health 6- Preventative Health Visit Requirements and Documentation

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Provide families with information about health/ developmental screenings and get signed permission	On-going - as part of intake as new children enroll	Family and Community Support Staff; EISD Health Team
Assist families in securing medical and dental homes	On-going	Family and Community Support Staff
Coordinate communication with families regarding health requirements coming due, e.g. physician exams	On-going as needed	Family and Community Support Staff
Distribute Parent Handbook	Within 30 days of child entry date	Family and Community Support Staff
Health Insurance for the uninsured	At enrollment, ongoing	Family and Community Support Staff
Dental Exam and Fluoride Varnish	At enrollment, ongoing	Family and Community Support Staff; City of San Antonio Metropolitan Health District; Parents

J-11. HEALTH SERVICES ADVISORY COMMITTEE

GENERAL PLAN/APPROACH:

The City of San Antonio Head Start Program maintains a Health Services Advisory Committee (HSAC), the primary purpose of which is to advise the Head Start program on health issues relevant to the children and families we serve, such as childhood obesity and diabetes.

The focus of the HSAC, and the guidance it provides to the HS program, varies throughout the year and may be determined based on a range of information. For example, Community Assessment data regarding community health needs, results of 45- and 90-day health requirements for enrolled children, and the observations and concerns of HS staff and parents.

Membership in the HSAC varies from year to year but generally consists of 12-15 persons; including Head Start parents, and health professionals drawn from the community (including but not limited to pediatricians, obstetricians, gynecologists, nurses, nutritionists and/or other community health professionals).

The City of San Antonio Health Content team is the primary liaison between the Head Start program and the HSAC. The HSAC meets formally a minimum of twice a year, with members available for consultation at other times as needed.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.41(b)—*Advisory committees*
1305.3(c)(4)-(5)—*Determining community strengths and needs*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Confirm membership of HSAC for coming year, including parent and community volunteers	Summer/ Early Fall	Health Content Team
Plan Health Services Advisory Committee schedule for the year and communicate to members	Early Fall	Health Content Team
Identify current health issues, questions or concerns to bring to first HSAC meeting – based on 45- and 90-day health screenings	October- December and Ongoing	Health Content Team
HSAC Meeting (target dates)	October, January, April	Health Content Team

K-1. NUTRITION/HEALTH SERVICE TEAM: ROLE, MANAGEMENT, AND MONITORING

GENERAL PLAN/APPROACH:

Edgewood ISD is committed to providing the highest-quality services to children and families. In the area of nutrition services, this means engaging, monitoring and supporting the services of the EISD Nutrition/Health Service Team in the following areas of responsibility:

1. Ensure meals and snacks meet USDA and Head Start Program Performance Standard meal patterns/nutrient standard requirements and accommodate children's special dietary needs.
2. Monitor meal services such as food safety, food handling and preparation, family-style dining, nutrition education activities, and special diets.
3. Collaborate with Head Start staff and families to support all children (to include children with disabilities) with identified nutrition-related concerns, to ensure individualized nutrition assistance is provided.
4. Work in partnership with individual families on their child's nutrition related concerns.
5. Utilize community resources to provide nutrition services and/or nutrition education activities to families, when applicable.

EISD confers with Nutrition/Health Service Team to monitor and support the above areas. EISD will conduct meetings with Nutrition/Health Service Team to ensure service area support. During these meetings, the EISD Nutrition/Health Service Team will discuss the status of children with suspected or diagnosed nutritional needs or disabilities; specific supports that have been or need to be provided to families or staff (individually or as a group); and the status of any new or ongoing community partnerships. The EISD Nutrition/Health Service Team meeting agenda may include one or all of the following items for discussion:

- Data System Reports: Health Requirements, Individual Health History with health-related concerns (e.g. heights, weights, blood iron and lead test results etc.)
- Health/Nutrition Referrals and Individual Care Plans.

Recent correspondence with staff, families or health care providers on nutrition-related concerns.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.23(b)-(c)—*Nutrition services & meal services*

1304.23(d)—*Family assistance with nutrition*

1304.51(i)(2)—*Ongoing monitoring*

1304.52(d)(3)—*Qualifications of content-area experts*

1308.20(b)—*Disabilities nutrition services*

City of San Antonio Policies and Procedures:

Nutrition 1- *Identification of Nutritional Needs*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Nutrition/Health Service Team meeting	As needed	Family and Community Support; EISD Nutrition/Health Service team
Nutritional Education Classes for Parents	Throughout the Year/As needed	Family Support Workers; Health Facilitator; School Nurse
Monitor Nutrition Meal Services	Refer to Monitoring Timeframe	Head Start Monitor

K-2. NUTRITION ASSESSMENT

GENERAL PLAN/APPROACH:

At the Edgewood ISD, we recognize the central importance of proper nutrition to healthy child development. As such, we work closely with families to assess their nutritional status and to identify any potential needs that we can help to address, including special dietary orders provided by a physician. We do so by gathering the following types of information:

1. **Health Screening Results:** Using the 90-day health assessment, the results of hemoglobin/hematocrit and lead screenings, our Health Service team can identify areas of concern related to obesity, malnourishment, anemia, etc.
2. **Nutrition Assessment:** Using the information gathered above, by the 90th day after program entry, Family Support Workers complete a Nutrition Assessment with families. During the intake process information is gathered based on child/family eating habits, food allergies or intolerances, personal/cultural preferences, or nutrition-related concerns identified by their Primary Care Physician. A child with identified concerns will require immediate follow-up with the family, as well as the development of an Individual Care Plan.

This information is used by Health/Nutrition Service Team, Family Support Workers, Cafeteria Staff, and Teachers to help individualize services for children and families. Moreover, along with the Health/Nutrition Service Team uses this data to identify areas requiring further programmatic attention, which might include trainings or the distributions of educational materials.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.23(a)(1-4)—*Identification of Nutritional Needs*

City of San Antonio Policies and Procedures:

Nutrition 1- *Identification of Nutritional Needs*

Health 6- *Preventative Health Visit Requirements and Documentation*

KEY DATES & CALENDAR TASKS:

Activity	Timeframe	Staff Responsible
Meetings to discuss concerns identified in nutritional screening information	Monthly	EISD Health/Nutrition Service team
Ensure family services staff have information to follow-up and support families with any nutritional issues identified	Ongoing, as needed	EISD Health Services Staff with Family Service Worker
Review Child Nutrition Assessment – for all newly enrolled and returning children	Ongoing, within 90 days of intake	EISD Health Service Team or Family Support Workers
Provide parents with a written notification and/or informational flyers from community partners regarding nutritional issues	As issues arise in the community	City and/or EISD Health/Nutrition Service Team; Family Support Workers

K-3. MENU PLANNING

GENERAL PLAN/APPROACH:

Edgewood ISD Head Start Program's Nutrition Department Director approves all menus for meals and snacks and ensures that all menus adhere to the following principles:

1. All meals are nutritious and in accordance with the USDA's guidelines. EISD Nutrition Department will ensure that all food served is high in nutrients, low in fat, sugar and salt.
2. Each child receives meals and snacks that provide 1/2 to 2/3 of the child's daily nutritional needs. Breakfast is provided to all children who have not received breakfast upon arrival to center/school.
3. Meals served reflect ethnic and cultural preferences.
4. Meal and snack schedules provide sufficient time to eat and adjusted when necessary.

The Service Provider works closely with the EISD Food Service Manager to adjust food service delivery according to the individualized needs of enrolled children.

When an allergy, special dietary practice, or parent concern has been identified, the EISD Health/Nutrition Service Team collaborates with the child's parents in developing a meal plan suited for the individual child. In all such cases, we are committed to making the individualized adjustments to menus needed to ensure that all children are able to participate in the EISD Head Start nutritional program.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.23(b)(1), (4)—*Age appropriate foods*
1304.23(c)(6)—*Dietary requirements accommodated*
1306.33(c)(3)—*Home-based appropriate nutrition*
1308.20—*Disabilities nutrition services*

City of San Antonio Policies and Procedures:

Nutrition 1- *Identification of Nutritional Needs*
Nutrition 2- *Outside Food & Adult Meals*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Menus cycles are created, with individual accommodation in mind	Every 3 weeks-continuous cycle.	EISD Nutrition Department Director
Menus distributed to families	At the beginning of year then as needed.	EISD Admin
Menu created/ approved for snacks during group events	as needed	Cafeteria Manager; EISD Health/Nutrition Service Team
Health Services Advisory Committee Meeting	Twice a year, as needed	CoSA

K-4. FAMILY-STYLE MEALS

GENERAL PLAN/APPROACH:

Edgewood ISD Head Start Program recognizes that mealtimes and feeding routines are essential to children's development. Meal-time is a vehicle in providing opportunities for children to learn appropriate eating patterns, mealtime behaviors, decision-making, self-help skills, social skills, and eye-hand coordination. In addition, Family Style Meal times is a great way to introduce healthy foods, food groups, serving sizes food safety, and opportunities for dental hygiene. Therefore meals will be conducted family-style, to the extent possible.

Meal-time will adhere to the following:

- **Family-style mealtime.** Adults and children eat together, sharing the same menu to the extent possible, and carry conversations.
- **Relaxed approach and timeframe.** Teaching staff approach mealtimes as a pleasant experience in which children do not feel rushed, have plenty of time to eat, and are able to transition away from the table individually as appropriate.
- **Broadening children's food experience.** Mealtimes are an opportunity for children to try new things. Staff must model enjoyment of food to encourage children's curiosity and openness regarding new or unusual foods. Modeling also includes demonstrating proper food safety techniques (e.g. washing hands before meals), good table manners, and using utensils.
- **Appropriate encouragement for children.** Staff must never use food as punishment or reward, nor force children to eat. Children may require a number of exposures to a new food before they will accept it or try it. If a child refuses food, staff encourages food again at a future time. Teaching staff may make mealtime interesting by engaging children by asking questions about food textures, color, shape, smell etc.
- **Accommodation of individual needs.** The Nutrition/Health Service Team will work with teachers and supports menu planning to ensure that all medically-based diets or other feeding requirements are accommodated, including any feeding needs related to disabilities.
- **Responsible oral hygiene.** Head Start teachers use the occasion of meals to both model and practice effective oral hygiene, teachers and children brush their teeth after a meal service and reinforce the importance of continuing this practice at home.

HEAD START PROGRAM PERFORMANCE STANDARD:

1304.23 (b)(3), (c)—*Meal services*

City of San Antonio Policies and Procedures:

Nutrition 1- *Identification of Nutritional Needs*

Education 16- *Family Style Meals*

Health 5 – *Oral Health and Education*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Staff trained in family-style meal time and applicable hygiene practices	Annually	Leadership staff

K-5. FOOD SERVICES ADMINISTRATION

GENERAL PLAN/APPROACH:

Edgewood ISD is committed to delivering a high quality nutritional program for all children and families enrolled in the program. In order to do this, we must ensure that the administration of meal services meets all Head Start Program Performance Standards, including the following practices:

1. **Head Start Funds:** EISD uses funds from the USDA as the primary source of payment for meal services. Head Start funds are used, in rare instances, to cover allowable costs not covered by the USDA.
2. **Meal Production Records:** Cafeteria Manager maintains daily logs of food ordered, produced and consumed.
3. **Outside Food Vendors:** We work with approved licensed food vendors to ensure the meals and snacks served to center based children are both safe and nutritious.
4. **Food Safety and Nutrition:** Cafeteria Manager will post evidence of compliance with applicable food safety and sanitation law. In addition, we only contract only with food service vendors that are licensed in accordance with local laws.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.23(b)(1)(i)—*USDA funds*

1304.23(e)(1)—*Food safety and sanitation*

City of San Antonio Policies and Procedures:

Nutrition 1- *Identification of Nutritional Needs*

Nutrition 2- *Outside Food & Adult Meals*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
USDA expenditures	As directed	EISD Nutrition Department; Director/EISD Head Start Director
Meal Production Record	Daily	Cafeteria Manager
Posting Health Inspection Reports	Twice a Year	Cafeteria Manager

L- 1. HEALTH AND SAFETY – GENERAL

GENERAL PLAN/APPROACH:

Edgewood ISD places the highest priority on protecting the health and safety of our children, parents, and staff. For this reason, we have developed a system in ensuring both indoor and outdoor areas of the campus are free of unsafe and hazardous material.

As part of our commitment to the health and safety of those we serve, our facilities are clean, safe, maintained in good condition, and compliant with all state/local requirements and Head Start Performance Standards. Our physical environment in each of our campuses is designed to accommodate all program activities and support children's learning at various stages of development.

In order to ensure the wide range of environmental health and safety components are properly monitored throughout the year, we have developed specific task/activities and roles and responsibilities of staff to assist in this effort.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.53(a)(1)-(3)—*Physical environment – general*

1304.53(a)(6)—*Compliance with state & local licensing requirements*

City of San Antonio Policies:

Environmental Health and Safety 1- *Safe Environment*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Staff trained on required environmental health & safety procedures.	Annually/As needed.	Site Manager/Instructional Coach, Cafeteria Manager, Custodial Supervisor

L- 2. PHYSICAL FACILITIES AND ENVIRONMENT

GENERAL PLAN/APPROACH:

Edgewood ISD will provide adequate indoor and outdoor space that supports children's participation, learning, and development. Classrooms will be divided into functional areas and arranged to encourage a variety of large group, small group, and individual activities. Staff will modify activities for children with disabilities as indicated on their IEP and ensure classroom, restrooms, and playground is ADA appropriate. Equipment and supplies will be child-size and appropriate. Furthermore, each classroom must consist of a 35 square feet minimum of usable space per child. Class enrollment is determined on age group and 35 square feet usable space per child.

Classrooms will be staffed by two paid staff persons, and when possible, a third person in the classroom, such as a volunteer is recommended. Teacher to child ratios will be maintained to ensure the overall environmental health and safety of children. Volunteers may be used to maintain the required teacher to child ratio for short periods (10-15 minutes) of the day, but must never be left alone to carry full responsibility of the classroom.

Outdoor play areas vary from campus to campus, and designed to accommodate children's development and play, and consist of a minimum of 75 square feet of usable space per child. Campuses will schedule different times of the day for each classroom to be on the playground, not to exceed 75 square feet per child. Furthermore, outdoor play spaces are arranged to prevent any child from leaving the premises and entering unsafe or unsupervised area. Implementing staff to child ratios and zoning practices is a safeguard in ensuring all children are accounted for. When transitioning to outdoor play, teachers ensure that children are not exposed to vehicular traffic.

City of San Antonio Policies:

Environmental Health and Safety 1- *Safe Environment*
Environmental Health and Safety 2- *Staffing and Class Size Requirements*
Education 4- *Indoor and Outdoor Environment*

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.53(a)(1)-(3)—*Physical environment – general*
1304.53(a)(5)—*Square footage*
1304.53(a)(6)—*Compliance with state & local licensing requirements*
1304.53(a)(9)—*Outdoor play areas*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Classroom measurements.	Prior to start of program year.	COSA
Classroom enrollment corresponds with age-group and classroom usable space.	Prior to start of academic school year.	ERSEA; Site Managers; Instructional Coach; Disability Specialist; and Program Monitor
Outdoor Play schedule, not to exceed 75 square ft. per child.	Prior to start of academic school year	Site Manager, Instructional Coach, Teachers, Program Monitor
Classrooms are conducive to learning and reflect the developmental level of children.	Prior to the start of class and ongoing.	Teachers, Site Managers, Instructional Coach, Program Monitor
Zoning practices and staff to child ratios.	Daily	Teaching staff, Site Manager, Instructional Coach, Program Monitor
Environmental Health & Safety Checklist	4 Times Annually	Program Monitor

L- 3. FACILITIES MAINTENANCE AND MONITORING

GENERAL PLAN/APPROACH:

EISD will maintain, repair and provide security for all facilities through the maintenance department and district police. All staff are trained on safety requirements annually. A number of staff will complete safety checks to maintain a safe indoor and outdoor environment. Any concerns noted will be reported.

Campus premises will be free from toxins, lead, and smoking. Spraying of pesticides and herbicides will be done only by a licensed professional and occur when children are not present or do not enter the affected area until it is safe. Any paint used on campus will be lead free.

An annual campus inspection is completed to ensure the facility is safe and complies with state and local requirements. Campus safety inspections will be completed for indoor and outdoor environments to ensure facility space, light, ventilation, heat and other physical arrangements are in compliance. In addition, both classroom staff and custodial staff will complete a daily checklist.

HEAD START PROGRAM PERFORMANCE STANDARD:

1304.53(a)(7)—*Maintenance, repair, safety, and security*

1304.53(a)(8)-*Toxin-free environment*

1304.53(a)(10)-*Safety inspections*

City of San Antonio Policies:

Environmental Health and Safety 1- *Safe Environment*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Training on safety requirements.	Annually or as needed.	Site Managers or Instructional Coach
Classroom Health and Safety Checklist.	Daily	Teacher or Paraprofessional
Health & Safety Self-Monitoring Checklist.	Monthly	Site Managers/Instructional Coach
Environmental Checklist.	Daily	Custodians
Environmental Health & Safety Checklist.	Four times a year	Program Monitor
Campus inspection.	Annually or as needed	Physical Plant Service Department
Work orders on required repairs/maintenance.	As needed	Campus front office/Program Monitor

L- 4. LICENSING AND INSPECTIONS

GENERAL PLAN/APPROACH:

Edgewood ISD is committed to ensuring compliance with all federal standards, sanitation codes and requirements, city zoning laws, and any other applicable regulations related to maintaining a clean, safe, high-quality facility.

We maintain a current Certificate of Occupancy for each campus, as well as documentation of satisfactory inspections related to health and sanitation, fire safety, and any other state or local requirements.

- Each classroom has established exemption status through Texas Department of Family and Protective Services Child Care Licensing

HEAD START PROGRAM PERFORMANCE STANDARD:
1306.30(c)—*Compliance with state & local licensing requirements*

City of San Antonio Policies:
Environmental Health and Safety 1- *Safe Environment*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Fire Marshall and Health Department inspections	As scheduled	Site Managers; Instructional Coach; Maintenance Coordinator; Cafeteria Manager

L- 5. FIRE AND SAFETY DRILLS

GENERAL PLAN/APPROACH:

Edgewood ISD places the highest priority on the safety of the children, parents, and staff. The plan is to be prepared for unexpected emergencies that can occur at any time. For this reason, emergency evacuations, fire drills, and other emergency drills will be conducted and documented and kept in the front office of each campus.

To assist, evacuation routes will be posted in each room. Exterior exits will have an illuminated EXIT sign. All exits will be free from obstructions. In addition, each campus will conduct drills based on EISD Emergency Procedures. Fire drills are scheduled at various times over the course of the year to provide staff and children the opportunity to practice evacuating the building under a variety of circumstances.

Fire drills are scheduled at various times over the course of the year to provide staff and children the opportunity to practice evacuating the building under a variety of circumstances.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.22(a)(3)—*Safety procedures for emergencies & practiced regularly*

1304.53(a)(10)(vii)—*Exits clearly visible & evacuation routes posted*

1304.53(a)(6)—*Compliance with state & local licensing requirements*

City of San Antonio Policies:

Environmental Health and Safety 5- *Environmental Health and Safety
Emergency Procedures*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Fire drills.	Monthly	Site Manager/Instructional Coach
Safety Drills (e.g. Lockdown, severe weather, etc.).	According to district procedures	Site Manager; Instructional Coach
Posted Evacuation Routes	Prior to the start of the academic school year/ongoing	Site Manager; Instructional Coach; Program Monitor
Campus diagram of locations of fire alarm, fire extinguishers,	Prior to the start of the academic school year/ongoing	Site Manager; Instructional Coach; Program Monitor
Staff training on evacuation routes and procedures	Annually, or more often as needed (e.g. for new staff-Monthly)	Site Manager; Instructional Coach
Fire Inspections	Annually	Center Director

L- 6. REQUIRED INFORMATION TO POST IN CENTERS

GENERAL PLAN/APPROACH:

Edgewood ISD meets all Head Start Performance Standards for facilities, including requirements for information and items that must be available and/or posted in our campus. They are as follows:

- The Head Start Program Procedural Manual will be located in each Principal/Site Director's Office. An emergency folder/binder that contains names and contact numbers for each child, to include the City Head Start and EISD Administration, will be maintained in the front office. This information will be taken on all field trips, outings away from the center, fire drills, and evacuations.
- Each classroom will maintain an emergency folder/binder with each students emergency contact information, medical and/or special dietary requirements. This information will be taken on all field trips, outings away from the center, fire drills, and evacuations.
- Each classroom will have the following postings:
 - Locations and telephone numbers of emergency response systems;
 - Emergency evacuation routes;
 - EXIT sign above the doorway;
 - EISD emergency procedures;
 - First aid kit (labeled); and
 - Medical Emergency Guide (dental/mental emergencies).
 - Material Safety Data Sheets (MDS)
 - Classroom Daily Health and Safety Checklist
 - Monthly First Aid Checklist

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.22(a)-(c)—*Emergency procedures*

City of San Antonio Policies:

Environmental Health and Safety 5- *Environmental Health and Safety
Emergency Procedures*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Posting Requirements	Prior to each program year	Site Managers; Teachers; EISD Head Start Program; Instructional Coach; Program Monitor

L- 7- RECORD-KEEPING FOR FACILITIES

GENERAL POLICY/APPROACH:

Edgewood ISD will ensure evidence of federal, state, and local requirements by maintaining documentation of program compliance in the area of facilities, materials and equipment.

Required Documentation:

- Fire Drills
- Evacuation Drills
- Classroom Daily Health and Safety Checklist
- Daily Custodial Checklist
- Playground Checklist
- Work orders
- Fire/Health/Pest Control Inspections
- Facility Inspections (ansul, duct detectors, pull stations, smoke detectors, etc.,).

HEAD START PROGRAM PERFORMANCE STANDARD:

1304.51(g)—*Record-keeping—general*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Documentation of recent monitoring, maintenance, fire drills, etc.	Monthly, Ongoing	Center Director, Compliance Team

M-1. RECRUITMENT

GENERAL PLAN/APPROACH:

The City of San Antonio actively recruits children and families throughout our service areas to ensure every slot is filled as soon as possible, within 30 days of becoming available; that 10% of slots are made available to children with disabilities; and no more than 10% of enrolled children are over 125% of Federal Poverty Guidelines. The City of San Antonio will always give priority to applicants who are income, categorically eligible or has a disability. Our programs can serve up to 35% of participants whose income falls between 101% and 125% of Federal Poverty Guidelines. Our goal is to actively inform all families with eligible children within the recruitment area of the availability of services, and encourage and assist them to apply for admission to the program, such that we maintain an active waitlist.

We utilize two instruments to ensure we identify and ultimately serve families with the highest need:

- 1) **Community Assessment:** We perform a detailed Community Assessment every three years and update it in the interim years. The Community Assessment is used to identify specific areas in our service areas with high concentrations of families in poverty as well as community-based agencies that can refer interested, income-eligible families. We also use the Community Assessment to adapt our recruitment strategies to address any gaps in our enrollment—i.e., a specific demographic, ethnicity or geography that is underrepresented.
- 2) **Selection Criteria:** The Selection Criteria, which is updated and approved by Policy Council annually, has been designed to ensure children and families of the highest need rise to the top of the waitlist. When we recruit, we target as wide a range of income-eligible families as possible; the Selection Criteria allows us to then prioritize those families according to need.

We recruit largely by partnering with Edgewood ISD and community-based agencies that serve low-income children and families. In our program, we find it most effective to recruit in the following ways:

- Currently Enrolled Parents: referrals from enrolled parents to friends and family
- Door to Door Canvassing neighborhoods and High-Traffic Commercial Centers
- LEA and community partnerships
- Community events and activities
- Clinics/Hospitals/WIC office
- Other Child Care Providers

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.50(d)(vii)—*Policy Council approval of selection criteria*
1305.3(d)(3), (f), (g)—*Determining community strengths and needs*
1305.5—*Soliciting as many applications as possible*

City of San Antonio Policies and Procedures:

ERSEA 1- *Determining Community Strengths & Needs*
ERSEA 2- *Recruitment of Children*
ERSEA 3- *Eligibility*
ERSEA 4- *Selection*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Community outreach thorough community partners	Ongoing	All Staff
Enrollment opportunities filled within 30 days	Ongoing, as needed	Family & Community Support; ERSEA Coordinators

M-2. ELIGIBILITY AND SELECTION

GENERAL PLAN/APPROACH:

The City of San Antonio uses a consistent process to define, approve and implement a set of selection criteria that are consistent with all Head Start Performance Standards and ensure we are providing services to children and families most in need.

Our selection criteria are closely linked to the Community Assessment data as well as our strategic planning process. . The City of San Antonio program staff revisits the selection criteria annually to ensure our criteria reflects the most recent information from the Community Assessment updates. The selection criteria are submitted to the Policy Council for review and approval. . The City of San Antonio's selection criteria falls into the following categories:

- Income
- Age
- Parental Status: work/school/training, teenage parent or single-parent family
- Family Status: Child Protective Services (CPS) Safety Plan
- Child Disability: Individualized Education Program, Individualized Family Service Plan or Suspected Disability
- Child Status: returning child, LEP, transitioning, siblings in program

The Selection Criteria tool contains from one to seven descriptors in each of the categories above, with each descriptor assigned a point value. Point values are intended to reflect The City of San Antonio's enrollment priorities, and are updated at least annually to ensure they reflect any changes, e.g. in demographics. We utilize this tool to evaluate each application for the Head Start program.

Total point values on the selection criteria are used to rank applicants in order of priority for enrollment as well as to ensure 10% of total enrollment opportunities are given to children with disabilities.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.50(d)(1)(vii) - *Policy Council approval of selection criteria*

1305.3(d)(6) - *Using information from Community Assessment*

1305.4 - *Age of children & family income eligibility*

1305.6(a) - *Selection criteria*

City of San Antonio Policies and Procedures:

ERSEA 1- *Determining Community Strengths & Needs*

ERSEA 3- *Eligibility*

ERSEA 4- *Selection*

KEY DATES & CALENDAR TASKS:

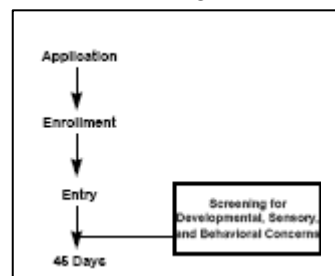
Tasks & Activities	Timeframe	Staff Responsible
Revisit Selection Criteria, updating as needed to reflect most recent Community Assessment	Annually	ERSEA team
Selection Criteria approved by Policy Council	Annually	ERSEA team
Selection meetings to review waitlist and conduct application selections	Spring/ Summer	ERSEA team, EISD staff

M-3. ENROLLMENT AND ENTRY

GENERAL PLAN/APPROACH:

The City of San Antonio is committed to ensuring that our program remains fully enrolled (as per Head Start Performance Standards) and new children and families begin receiving services as promptly and efficiently as possible. We accomplish this by implementing a clear process for enrolling children and documenting it in Child Plus.

Enrolled: according to the Head Start Performance Standards, means a child has been accepted and attended at least one class, has received at least one home visit, or has received at least one direct service while pending completion of necessary documentation for attendance in a center, based on state and local requirements.



Head Start Performance Standard 1304.20

Entry, according to the Head Start Performance Standards, is *the first day a child attends the Head Start program* . .

A child is enrolled through The City of San Antonio Head Start Program on the day that a parent is notified that his/her child has been awarded an available slot in the program. It is on this date that the child is assigned a classroom teacher and a Family Support Worker and can begin to receive services as appropriate; for example, a home visit or referral to community resources for emergency needs. To be chosen for enrollment, a child must have the highest score on the selection criteria among children on the waitlist for that specific program option, with income eligible children selected first. Ninety-percent of enrolled children must be income-eligible for our services, and 10% may be over-income. We always verify income eligibility before a child is enrolled in our program. On the date of enrollment, the ERSEA Coordinator re-categorizes the child's status as "Enrolled" in ChildPlus.

We, then, define the date of entry the following way:

- **Center-Based Program Option:** the first day the child participates in classroom activities in his/her designated classroom at the Head Start center

On that date, the ERSEA Coordinator captures the date of entry in ChildPlus, and the countdown begins to the 45- and 90-day deadlines.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1305.7—Enrollment

1304.20(a)(1)(i)—Program "entry"

City of San Antonio Policies and Procedures:

ERSEA 5- Eligibility & Re-Enrollment

ERSEA 6- Attendance

M-4. CHILD AND FAMILY INTAKE

GENERAL PLAN/APPROACH:

The City of San Antonio is committed to providing each child and family with the highest-quality services from the very beginning of their involvement with the Head Start program. To this end, as well as to ensure effective, efficient management and compliance with all Head Start Performance Standards, we use a clear, consistent process for intake of new children and families. While this process is primarily designed to complete all required paperwork for a new child and family, it also contributes to the broader goals of transition and relationship-building for new families into the HS program.

The intake process consists of the following basic steps:

- a) **Application.** The family completes the HS Application and submits several other key pieces of documentation, including income information and child's birth certificate or other documentation of the child's age to enable selection.
- b) **2nd Verification.** HS ERSEA 2nd Verification Team reviews applications for completeness and accuracy, assigns points based on the Selection Criteria Point Matrix System, approves the application and places the application on the waitlist.
- c) **Selections.** Selection Committee reviews waitlist, conducts formal selections and assigns children to classrooms. Families are then contacted to inform them of acceptance and to schedule a home visit/family meeting
- d) **Home Visit/Family Meeting.** In this important meeting, families are thoroughly briefed on HS program information and policies; ask any key questions; and complete a range of paperwork required by Head Start Performance Standards. In the center-based program, this typically takes place prior to the first day of the new program term in the fall, and in an individual meeting with the Family Support Worker.
- e) **Orientation.** During this step, we reinforce our shared commitment to engage families as partners in learning and development, review shared expectations and the importance of working together to achieve breakthrough outcomes.
- f) **Home Visit.** These visits are conducted by the child's classroom teacher. Home visits serve multiple purposes, including relationship building, communicating information about the center-based program, and beginning the developmental screening process.

Standardized tools and forms are used for each step outlined above. In addition, each component of this process is an opportunity for communication and collaboration with families, particularly those families whose children have diagnosed or suspected disabilities.

<p style="text-align: center;">City of San Antonio Policies and Procedures: <i>ERSEA 1- Determining Community Strengths & Needs</i></p>
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KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Family Orientations for all new families entering the program	Fall	Family and Community Support
Home Visit/Family Meeting paperwork completed with new families	Ongoing	Family and Community Support

M-5. ERSEA RECORD-KEEPING AND MONITORING

GENERAL PLAN/APPROACH:

The City of San Antonio utilizes a record-keeping system designed to enable leadership and family services staff to easily monitor the status of eligibility, recruitment, selection, enrollment, and attendance. At the center of the City of San Antonio's data management system is Child Plus. All applications are captured in Child Plus including all family intake and enrollment documents which are scanned and attached to the child's file:

- **Income and Eligibility Status:** the family income from the previous 12 months or previous calendar year, the number of family members, as well as whether the family is categorically eligible under Foster/Kinship or Homelessness eligible via Public Assistance or foster care
- **Selection Points:** the score the child received on the Selection Criteria
- **Enrollment:** the date which a child enrolled and entered, the site, and the classroom

The child's attendance is capture by our partners in the state data management system iTCCS.

The information captured in ChildPlus is used to monitor key indicators in cluded in the PIR, such as whether we are fully enrolled and have a waitlist; whether we have made available ten percent of slots for children with disabilities; whether we are serving at least 90 percent income-eligible children; and when a slot must be filled to meet the 30-day requirement.

The City of San Antonio also utilizes standardized tools and forms to capture and organize ERSEA-related information program-wide.

- 1) **Children's Files.** Each child's file is managed utilizing Child Plus. All documentation related to enrollment is scanned and attached to the electronic child file. Examples of forms used consistently throughout the program include the Interview Worksheet, Income Eligibility Verification, Declaration of Income, Third Party Consent, Eligibility Determination Record, Student Residency Questionnaire, Home Language Survey, Permission for Services, Authorization for Release, Pick up Authorization

HEAD START PROGRAM PERFORMANCE STANDARD:

1304.51(g)—*Record keeping and reporting*

City of San Antonio Policies and Procedures:

ERSEA 9- *Eligibility and Determination Records*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Child files completed and subsequently updated	Ongoing	Family and Community Support; EISD Staff; City of San Antonio ERSEA Coordinator
ChildPlus updated with enrollment related information	Daily and as needed	Family and Community Support; EISD Staff; City of San Antonio ERSEA Coordinator
Attendance	Daily	Classroom Teacher; EISD Staff; City of San Antonio ERSEA Coordinator

M-6. MAINTAINING ENROLLMENT AND WAITING LIST

GENERAL PLAN/APPROACH:

The City of San Antonio is committed to ensuring that our program remains fully enrolled and any vacancy is filled within 30 days of becoming available. We accomplish this by maintaining an up-to-date waiting list using Child Plus to monitor enrollment at all times.

In the event that our program has no available slots for an applicant who would otherwise be eligible for Head Start, that child is automatically put on the waiting list for the appropriate center. The waiting list is ranked in order of eligibility selection criteria points, to ensure that City of San Antonio is always serving children and families most in need of Head Start services: for example, income-eligible children will always be ahead of over-income children on the list unless diagnosed with a disability. Children may also be put on the waiting list at a family's request: for example, a family who is offered an enrollment opportunity at a center but declines.

The ERSEA Coordinators and verification staff update the waiting list throughout the year, as new applications are received.

When a child leaves the HS program for any reason, we immediately take steps to ensure that his/her slot is filled within 30 calendar days. Family Support Workers contact the first family on the waiting list; if that family accepts the enrollment opportunity, the child is enrolled in our data system and arrangements made for entry (*see also M-3*). If a waiting-list family chooses not to enroll in HS when given the opportunity, we contact the next-ranked family.

The City of San Antonio uses the weekly data reports based on data from ChildPlus, to monitor our enrollment, waiting list and 30-day turnover.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1305.6(d)—*Waiting list*

1305.7(b)—*Filling vacancies*

City of San Antonio Policies and Procedures:

ERSEA 5- *Enrollment & Re-Enrollment*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Enrollment opportunities filled within 30 days by contacting families on the waitlist	Ongoing, as needed	ERSEA Team; Family and Community Support; EISD Staff, City of San Antonio ERSEA Coordinator
EOM report produced monthly	Monthly	ERSEA Coordinators
Follow-up on any enrollment issues	Weekly	ERSEA Team; Family and Community Support; Service Providers; City of San Antonio ERSEA Coordinator

M-7. MONITORING ATTENDANCE AND ABSENTEEISM

GENERAL PLAN/APPROACH:

The City of San Antonio is committed to maintaining full enrollment as well as ensuring children and families enrolled in all program options are receiving the full benefit of our services. For these reasons, we closely monitor attendance and absenteeism and implement any necessary steps to address problems on the individual, classroom or program level.

The Education Service Provider's staff will record daily attendance and absences in Child Plus or other approved data tracking system. If the absences are a result of illness or if they are well documented absences for other reasons, no special action is required. If the child has been absent 4 or more consecutive days without notification, a home visit and/or other direct contact with the family is made by the Family Support Worker to determine the cause and assist the family in removing barriers that prevent the child's attendance.

When direct contact with families such as by telephone or home visit are not successful, the program staff reaches out to families by use of other means, such as e-mail, postal mail, notes sent home with the child, or other method. When absences result from temporary family situations that affect a child's regular attendance, Education Service Providers must initiate support procedures for the affected families.

In circumstances where chronic absenteeism persists and it does not seem feasible to include the child in either the same or a different program option, the child's slot is considered an enrollment vacancy or the child is placed back on the waiting list.

When the monthly average daily attendance rate falls below 85%, the Education Service Provider will analyze the causes of absenteeism and develop an action plan as needed to ensure average daily attendance is maintained at 85% or above. The analysis performed by the Education Service Provider will determine the causes of absenteeism to include a study of the pattern of absences for each child, including the reasons for absences as well as the number of absences that occur on consecutive days. The analysis, written explanation, and action plan will be provided to the City of San Antonio Head Start Program.

Education Service Provider and Family Support Workers will emphasize the benefits of regular attendance, provide incentives for regular attendance, and assist the family with referrals for services that will enhance attendance. Contact and if necessary, home visits will be made by a Family Support Worker and/or the education staff. Absences, contacts, and services provided to children/families will be well documented in Child Plus.

In situations where absenteeism is chronic; unrelated to illness, family hardship or similar reasons; or persists even after multiple attempts the City of San Antonio may terminate the child from the program or place the family on the waitlist. This step is a last resort, used only after HS staff has made every effort to keep the family engaged in and benefiting from the program.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1305.8(a)—Average daily attendance

1305.8(b)—Unexcused absences

City of San Antonio Policies and Procedures:

ERSEA 6- Attendance

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Attendance report produced and distributed	Weekly	ERSEA Team; Family and Community Support
Follow-up to address attendance issues identified in weekly attendance reports	Weekly	ERSEA Team; Family and Community Support; EISD Staff; City of San Antonio ERSEA Coordinator
ChildPlus documentation	Ongoing, as needed	Family and Community Support; EISD Staff; City of San Antonio ERSEA Coordinator

N-1. PROVIDING & COORDINATING TRANSPORTATION SERVICES

GENERAL PLAN/APPROACH:

Edgewood ISD ensures that transportation services are provided to families in accordance with Head Start Performance Standards, state, and districts requirements. Campus support staff work closely with each enrolled family to identify their transportation needs. If a need is identified the family completes a transportation service application. The application is forwarded to the transportation department to determine eligibility. If a family has been denied transportation services then the Family and Community Support staff will work with the family to provide additional resources. When a transportation need is identified for a child with a diagnosed disability, this is referred to the Disabilities/Mental Health Coordinator who will look for all possible resources and handle the need with priority.

EISD has established transportation zone of two miles distance from the student's residence. This aligns with state transportation laws. Transportation is provided to children living inside the two-mile radius under special circumstances.

The Transportation Fleet Scheduler works with the bus driver to establish appropriate bus routes and alternative routes for all transportation services, and reviews the routes regularly to ensure their safety, effectiveness, and compliance with all applicable Head Start Performance Standards and local regulations.

HEAD START PERFORMANCE STANDARDS:

1310.10 (a)-(c) – *General Transportation Requirements*
1310.23 *Coordinated Transportation*

N-2. VEHICLE SPECIFICATIONS, MAINTENANCE AND MONITORING

GENERAL PLAN/APPROACH:

Edgewood ISD follows all relevant Head Start, state, and local regulations to ensure vehicles are safe and appropriate for children.

Among other requirements, vehicles are equipped with:

- child restraint systems that are height- and weight-appropriate;
- reverse beepers;
- charged fire extinguisher, first aid kit, and seat belt cutters with a sign indicating the location;
- agency cell phones/radios, to be used in case of emergencies; and
- modifications to transport children with disabilities (e.g., wheelchair lifts).

The EISD Transportation Department conducts systematic preventive maintenance on vehicles used to transport children. Bus drivers complete daily pre-trip/post-trip inspection and reports any maintenance problems. All vehicles meet or exceed all State requirements for inspection and maintenance.

HEAD START PERFORMANCE STANDARDS:

1310.10(c)-(g) - *General Transportation Requirements*
1310.11(a)– *Child Restraint Systems*
1310.12(a)-(c)– *Required Use of School Buses or Allowable Alternate Vehicles*
1310.13- *Maintenance of Vehicles*
1310.14– *Inspection of New Vehicles at the Time of Delivery*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Pre and Post Trip Inspection	Daily	Bus Driver
Vehicle Repairs	As needed	EISD Transportation Department Mechanics
Safety Inspection	Annually	EISD Transportation Department
Inspect bus equipment	Daily/Monitoring Schedule	Bus Driver Program Monitor

N-3. SAFE BUS OPERATIONS & RIDING PRACTICES

GENERAL PLAN/APPROACH:

The Edgewood ISD Transportation Department ensures the safety of all children receiving transportation services by adhering to all Head Start Performance Standards as well as relevant state or local regulations.

The following practices will be followed on EISD Head Start vehicles:

- All children are seated wearing height- and weight-appropriate safety restraints while the vehicle is in motion. The Bus Monitor ensures that each child is properly strapped in at all times that the vehicle is motion.
- Adults riding the bus – including bus monitors, other staff, or parents – will also wear seat belts when the bus is in motion. Bus monitors are not required to be belted in when assisting the children, but will buckle up as soon as they are done assisting the children.
- Any child bringing a backpack on the bus will hold it in their lap, or give it to the monitor to be placed in the storage container secured in the back of the bus. Similarly, any large coats that interfere with children's proper buckling safety will be placed on children's laps or in the storage container.

In the event of an accident, the Bus Driver will notify the police and his/her supervisor immediately, while monitors will assist with the children. Drivers will follow all district policies pertaining to vehicle accidents. Accidents will be reported to the City of San Antonio within 24 hours of any vehicle incident involving Head Start children.

HEAD START PERFORMANCE STANDARDS

1310.11 – <i>Child Restraint Systems</i>
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1310.15 – <i>Operation of Vehicles</i>
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N-4. BUS STAFF QUALIFICATIONS, TRAINING & EVALUATION

GENERAL PLAN/APPROACH:

The Edgewood ISD Transportation Department is committed to the safety of all children. Therefore, as part of the district's commitment, requirements set by Head Start, state, and local will be utilized for drivers and bus monitors prior to providing transportation services to children.

Furthermore, Bus Drivers and monitors employed by EISD must meet general staff requirements, such as having the knowledge, skills and experience they need to perform their assigned functions. EISD Driver/Bus Monitor training is conducted prior to transporting children and annually.

Training is provided through a combination of written materials and training videos. It is primarily conducted during EISD annual Pre-Service, but also on Professional Development Days throughout the year as needed. If a driver or monitor is hired after pre-service, training will be provided one-on-one by the Transportation Trainer.

HEAD START PERFORMANCE STANDARDS:

1310.16(a)-(c)– *Driver Qualifications*
1310.17(a)-(e)– *Driver and Bus Monitor Training*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Required training for transportation staff	Annually during Pre-Service, as needed during Professional Development Days, or individually for new hires	EISD Transportation Department
On-Board/ Road Observation	Annually/As needed	EISD Transportation Department
Bus Driver & Bus Monitor Checklist	Prior to start of school year/3 times a year	Program Monitor

N-5. SAFETY EDUCATION & DRILLS

GENERAL PLAN/APPROACH:

The Edgewood ISD ensures Transportation/Pedestrian Safety Education training is provided to all children and families within the program.

Parents and children will receive pedestrian safety training first 30 days of the program year. Parents will sign a Parent Acknowledgment form verifying that they received the training. For children, this information is integrated into the curriculum in developmentally appropriate ways.

In addition, children receiving transportation services receive developmentally appropriate instruction in the following:

- (1) safe riding practices;
- (2) safety procedures for boarding and leaving the vehicle;
- (3) safety procedures in crossing the street to and from the vehicle at stops;
- (4) recognition of the danger zones around the vehicle; and
- (5) emergency evacuation procedures/drills.

Service Providers will conduct bus evacuation drills for children receiving transportation services once within 30-days of the start of school/entry and two additional times within the school year. Documentation of these drills will be maintained by Site Manager, Program Monitor, and Transportation Department.

HEAD START PERFORMANCE STANDARD: 1310.21 – <i>Safety Education</i>
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KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Pedestrian Safety education for children & families	During first 30 days of program year	Teachers and Family and Community Support
Bus Evacuation Drills for children receiving transportation services	Once within 30 calendar days of the start of the school year/entry and 2 more times within the school year.	Bus Driver and Site Manager
Campus Transportation Checklist	4 times a year	Program Monitor

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

F-1. SCHOOL READINESS GOALS & DATA

GENERAL PLAN/APPROACH:

The City of San Antonio Head Start Program is committed to closing the achievement gap for participating children. To this end, we have developed a set of school readiness goals which, in addition to guiding curriculum and teaching, are used to track and analyze child outcomes. San Antonio ISD develops & maintains a School Readiness Leadership Team in collaboration with Family Support Staff, parents, teachers and other members to develop and implement a School Readiness Plan of Action.

Child outcome assessment data is aggregated, analyzed and used to revise the school readiness goals. Data is then analyzed and reported to the City using the Benchmark Due Dates. Data is reported to staff, parents, and the community during PCC or parent events as they are planned.

Parents are involved in monitoring progress on school-readiness goals at multiple levels, including our Policy Council and Parent Connection Committee meetings. In addition, we educate all families about school readiness goals by connecting them to displays of children's work and learning in our centers – and help them to support their children's school readiness at home.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1307.2-1307.3—Requirements for school readiness goals & using school readiness data

City of San Antonio Policies and Procedures:

Education 2- School Readiness

KEY DATES & CALENDAR TASKS:

Activity	Timeframe	Staff Responsible
Complete BOY, MOY and EOY assessment(s) for each child	Nov, Feb, May (except where local requirements differ for district- collaboration sites)	Teachers
Review, update and monitor the School readiness Plan of Action	August 2015 – June 2016	ECE Coordinators and Education Specialists
Review outcome reports with teachers in assessment work groups and/or individually	Three times/year	Principals
Use school readiness data for self-assessment and to develop improvement plans	Annually	SAISD & The City Leadership teams

F-2. CLASSROOM CURRICULUM AND APPROACH

GENERAL PLAN/APPROACH:

The City of San Antonio Head Start Program is committed to providing the highest-quality services to children and families. Our vision for education services is that the children who transition out of our program will be **fully prepared to succeed** in school – with skills comparable to children from middle-class homes. In other words, the **“achievement gap” will not exist** for our children and families. Achieving this vision requires us to choose the educational approach(es), curriculum and teaching strategies we believe will help children reach these desired outcomes.

We believe all children can learn, and are committed to doing what it takes to help each individual child thrive. We strive to meet the needs of the “whole child” by fostering children’s social-emotional, physical, cognitive, language and literacy development, integrating health, nutrition, mental health and family services. Our classrooms are inclusive of children with disabilities; respectful of differences in gender, culture, language, ethnicity and family composition; and welcoming to parents.

Our educational approach is based in widely-accepted theories of how children grow and learn, and draws from multiple sources of early childhood expertise:

- We know children learn from active engagement with the world, so our classrooms have learning centers full of interesting, open-ended materials; opportunities for children to explore, create, and problem-solve; and in-depth studies on topics of interest to children.
- We know adult involvement is crucial to children’s development, so our teachers converse frequently with children; support and extend their play; and use data about each child’s development to scaffold and individualize learning.
- We know intentional teaching is necessary to help all children achieve school readiness, so we provide focused, developmentally-appropriate instruction related to literacy and cognitive development.

Parents are provided with information about the classroom curriculum both formally (e.g. in Family Handbook or Parent Connection Committee meetings) as well as through ongoing communication, and their observations of their own children are a valued source of information in planning curriculum.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.21(a)—*Child development & education approach for all children*

1304.21(c)—*Child development & education approach for preschoolers*

ACF-IM-HS-11-O2—*Physical health & development*

City of San Antonio Policies and Procedures:

Education 4- Indoor and Outdoor Environment

Education 5- Development and Behavior Screening

Education 6- Curriculum/Daily Schedule

Education 10- Lesson Plans

Education 16- Family Style Meals

KEY DATES & CALENDAR TASKS:

Activity	Timeframe	Staff Responsible
Complete lesson plans	Weekly	Teachers
Review and approve lesson plans	Weekly	Principal
Training for new teachers in the fundamentals of our educational approach	Annually (pre-service); ongoing	SAISD & CoSA Education teams
Review educational program model and relevant data, evaluate successes and challenges, plan for new/improved initiatives for the coming year	Annually (summer)	SAISD & The City Education teams

HEAD START CURRICULUM MODELS**BACKGROUND & RESEARCH BASE:**

There are two ways to think about evidence-based curriculum (Frede and Ackerman, 2007). The first is whether the developers were informed by the research literature in designing the curriculum model. The second is whether the enacted curriculum leads to better quality teaching and to more positive child outcomes. There is evidence both of these statements are true for the curriculum models used by the City of San Antonio Head Start Program service providers.

San Antonio Independent School District (SAISD) Service Provider

SAISD uses the Frog Street Pre-K Curriculum, which is a research based early childhood curriculum, through which teachers implement developmentally appropriate practices, provide a variety of materials and plan daily activities to meet the individualized needs of each child. The Frog Street PreK Curriculum will be utilized to develop lesson plans in which a variety of literature is culturally sensitive and authentic will be introduced to the students. It also includes various activities that encourage interaction and language; the activities involve games, poems, robust vocabulary, and various genres of literature, reenactment of stories, and read-alouds that foster children's oral language.

The Frog Street PreK Curriculum offers literacy activities daily. Teachers are provided with morning message activities, various types of literature, phonological awareness activities, letter knowledge activities, writing development, and story folders with props to select from daily. Activities can be seen in large group, small group, or throughout learning centers to provide activities according to children's developmental level.

The Frog Street PreK Curriculum also offers math activities daily. The curriculum supplies teachers with a variety of manipulative and accompanying activities to utilize for math instruction. Hands on activities follow a continuum that allows children to acquire foundational skills before having to expand to more complex and challenging skills.

The Frog Street PreK Curriculum provides for development of fine motor skills through whole/small group lessons and daily practice activities in learning centers (Writers Corner). The book "Continuum of Physical Development" is an additional resource specific to fine motor development within the curriculum that is also available to teachers. Also, this curriculum provides many opportunities for cognitive growth through the variety of activities, materials and resources.

Children will be provided with authentic language experiences through daily activities such as vocabulary building, stories, nursery rhymes, finger plays, sounds and cooking experiences. The home languages of all children represented in the classroom will be included both visually and orally.

Approaches to learning through the curriculum will include: making learning fun through a variety of teacher directed and child directed activities to build decision making skills from which the teachers can

choose. By presenting the children with a variety of activities from which to choose, the teacher is building decision-making skills.

The difficulty of the activities will progress from easy in the beginning of the year to more difficult often involving two and three-step directions later in the year.

Higher order thinking skills are promoted through the curriculum in a variety of ways. Teachers will ask specific higher order thinking questions after sharing information or a story. Hands-on science experiments will encourage the children to actively participate as they make and test predictions.

Support for Social-Emotional Development

The City of San Antonio Head Start Program will ensure classrooms have a variety of materials and planned daily activities to meet the individual learning styles of each child through the following assessments and classroom observations utilizing the Ages and Stages Questionnaire (ASQ-3, ASQ-SE), CIRCLE and Lap-3.

Support for Physical Health & Development

Due in part to concerns about obesity among the children we serve, the City of San Antonio Head Start Program has increased our focus on physical health and development, by ensuring all children have opportunities for movement activities and gross-motor play on a daily basis. In our classrooms, these activities are based on the I Am Moving, I Am Learning Obesity Prevention Program.

Support for Dual Language Learners (Known as English Language Learners in SAISD)

The City of San Antonio Head Start Program is committed to supporting “emerging bilingual” children to the fullest extent possible. We support continued use of the home language, and provide teachers with training to enable them to effectively scaffold children’s acquisition of English. Whenever possible a bilingual Family Support Worker is assigned to assist in communicating with children and families.

The mission of the Bilingual / English as a Second Language (ESL) Program in SAISD is to ensure that English Language Learners acquire a high level of proficiency in English in order to participate actively and meaningfully in both social and academic settings and to attain academic achievement in all content areas.

This research-based program uses the child’s primary language for instruction as he or she learns the second language (English) and achieves academic success. Bilingual teachers are specifically trained to teach students who are learning English as a second language. These highly qualified teachers are able to identify academic strengths and needs, tailor instruction for students in all academic areas in the targeted language and know which concepts/skills in Spanish transfer into English easily.

F-3. CLASSROOM STAFFING AND SUPERVISION OF CHILDREN

GENERAL PLAN/APPROACH:

At the City of San Antonio Head Start Program, safety and security for the children we serve is of the highest priority. For this reason, we ensure consistent supervision of all participating children through an approach to classroom staffing that adheres to all Head Start Performance Standards as well as state regulations. Staff is trained on these requirements upon hiring.

Head Start classrooms are staffed by a teacher and assistant teacher. Full-day classrooms typically have 15-20 children as per Head Start Performance Standards.

Consistent supervision of all children, both indoors and outdoors, is ensured through the environment as well as staff behavior. Arrangement of space and furniture ensures children are always in teachers' line of sight. In addition, teachers are always engaged with children, providing active supervision as well as stimulation and support, whether inside or outside. For outdoor play in particular, teachers are trained to provide even more active supervision.

Our program is vigilant about maintaining child-teacher ratio of no more than 10:1 for Head Start. In the event of teacher absences, and to cover teacher breaks, we use a combination of floaters, instructional assistant teachers, substitute teachers, Family Support Workers, campus leadership and administrative staff. At no time is any child ever left unsupervised.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.52(g)(2)-(5)—*Classroom staffing*

1304.52(h)(1)(iii)—*Standards of conduct*

1306.20(a)-(b)—*Program staffing patterns*

1306.32—*Center-based program option*

City of San Antonio Policies and Procedures:

Environmental Health and Safety 2- Staffing and Class Size Requirements

KEY DATES & CALENDAR TASKS:

Activity	Timeframe	Staff Responsible
Ensure appropriate daily staffing in event of teacher absences (e.g. contacting substitutes, reallocation of existing staff)	Daily	Principal
Complete Daily Transition Log to ensure and document close supervision of all children	Daily with each class	Teacher and Instructional Assistant teacher
Classroom staffing & supervision of children observed as part of Health & Safety Monitoring Checklist	Monthly	Principal, Education Specialist or designee

F- 4. INDIVIDUALIZATION

GENERAL PLAN/APPROACH

Individualization is at the core of the City of San Antonio Head Start Program's approach to working with children. We believe each child develops as an individual within the context of a family and community. As part of our developmentally appropriate educational approach, we are committed to working with all children in a way that recognizes and supports their individual development, interests, temperaments, languages, cultural backgrounds, and learning styles.

Information from the following will be used to plan individualized instruction and activities:

- 1) **Ongoing formal and informal child assessments.** Teachers utilize state approved assessments and observations for each child and then map that child's progress on developmental objectives. This is an important source of information about each child's progress in age-appropriate areas of development and learning.
- 2) **Health screenings and ongoing care.** Developmental (ASQ 3), Behavioral (ASQ: SE) and Sensory (hearing and vision) screenings, medical/dental evaluations/treatments, and mental wellness referrals are all considered. By completing these screenings on each child within 45 days of program entry, teachers have a rich source of information—both from parents and from their own documentation and observations—about that child's current development. They can thus ensure that their work with each child is individually and developmentally appropriate from the beginning.
- 3) **Family input.** Home visits and parent-teacher conferences, as well as ongoing communication with families, enable teachers to better understand children's interests, strengths and needs, as well as parents' goals for the child.
- 4) **IEP.** An Individualized Education Plan for children with disabilities.

While individualization is important for all children, there are two specific groups of children who benefit from additional, more specialized strategies to ensure we are fully supporting their learning and development:

- **Children with disabilities.** Individualization is essential to ensuring the Head Start program provides children with disabilities (and their families) services that enable the achievement of goals in the Individualized Education Plan (IEP) SAISD Education Specialist, Disabilities and/or Mental Health Coordinators to ensure full understanding of a child's diagnoses and related IEP goals.
- **Individualization for Dual Language Learners/ELL children.** Children who are English language learners vary in their language backgrounds, exposure to English, and language ability. Some children are simultaneous bilinguals and others are sequential; some are exposed to multiple languages and others have only one language base; and in addition, the quality of the language support varies from home to home. To individualize for these children, the teachers must first know the language inputs of the home and other previous experiences. Thus, we first gather information about the languages spoken in the home, including the amount and sources of language input in English and other home languages (e.g. bilingual older sibling, monolingual Spanish speaking grandmother). Information gathered from the Home Language Survey will determine if an assessment is needed. If the scores from the assessment indicate the student is not Limited English Proficient (LEP) then the Language Proficiency Assessment Committee (LPAC) will meet to determine if the appropriate placement is in the English general education classroom instead of the Bilingual education classroom. The LPAC will meet annually to determine if the classroom placement is appropriate. In addition, we strive to have all teachers assess children's progress in the stages of second language acquisition in English and develop appropriate strategies for individualizing.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.20(f)—*Individualization of the program*
1304.21(a)(1)(i)—*Educational approach for all children: developmental appropriateness*

City of San Antonio Policies and Procedures:

Education 3- Individualization

KEY DATES & CALENDAR TASKS:

Activity	Timeframe	Staff Responsible
Developmental and social-emotional screenings completed	45 days after child's entry	Teachers, parents
Health screenings completed	90 days after child's entry	Campus nurse and Health Coordinator
Lesson Plans developed with individualized activities/strategies to differentiate instruction for each child as needed.	Created and updated weekly	Teachers and Instructional Assistant Teachers
Small-group activities used for intentional, individualized teaching	Daily	Teachers, Instructional Assistant Teachers

F- 5. DEVELOPMENTAL AND SOCIAL-EMOTIONAL SCREENINGS

GENERAL PLAN/APPROACH:

All children enrolled in the City of San Antonio's Head Start programs receive comprehensive developmental and social-emotional screenings within 45 days of program entry. These screenings, by providing up-to-date information about all aspects of a child's development, support the program's efforts to provide the highest-quality services to children and families.

The City of San Antonio Head Start Program uses the following screening tools:

- The **Ages and Stages Questionnaire–Social Emotional** (ASQ-SE) is completed by the parent to collect developmental, behavioral, social and emotional skills information about their child. All children are screened within 45 days of program entry
- The **Ages and Stages Questionnaire** (ASQ-3) is completed by the parent to collect information about their child's physical, language, cognitive and perceptual development. The ASQ is completed for each child within 45 days of program entry.

Additional information to complement the developmental screening may be obtained from health care providers, parents or staff, and through completion of the health-related 45-day screening requirements (such as hearing and vision screenings).

Screening information, whether from the ASQ, ASQ-SE or other sources, is never used in isolation to determine that a child has a disability.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.20(b)(i) – *Screening for developmental, sensory, and behavioral concerns*
1304.8.6(b) – *Assessment of children: screening (the first step)*

City of San Antonio Policies and Procedures:

Education 5- Development and Behavior Screening

KEY DATES & CALENDAR TASKS:

Activity	Timeframe	Staff Responsible
Developmental and social-emotional screenings completed	Within 45 days of child's entry date	Classroom Teachers
Health screenings completed	Within 90 days of child's entry date	Campus nurse Health Coordinator
ASQ Distribution	Prior to or upon entry into program,	Classroom Teachers

F-6. ONGOING CHILD ASSESSMENT

GENERAL PLAN/APPROACH:

Teachers at the City of San Antonio Head Start Program conduct performance-based assessments of each child's development and learning throughout his or her participation in the program. Our philosophy is assessment should be ongoing; incorporate varied aspects of children's development; and focus on measures that truly capture children's school readiness, thus allowing teachers to better individualize and help each child reach desired outcomes.

- The LAP-3 and CIRCLE assessment is completed for each child in accordance with the timeline established by the City of San Antonio. Children participating in the PPCD class will be assessed with the Preschool Child Observation Record (COR) as stated in their IEP.
- SAISD will administer ongoing formal assessments that are research based and aligned with the Head Start Child Development and Early Learning Outcome Framework and Texas Prekindergarten Guidelines.
- The assessments will be conducted three times during the year and data will be aggregated, analyzed and reported according to the City of the San Antonio Data Entry Benchmark Due Date Guide.
- SAISD will be responsible for submitting requested reports and analysis on mandated outcomes.
- SAISD will utilize documented informal assessments conducted on an ongoing basis to inform instructional decision making.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.51(g) – *Record-keeping systems*
1308.6(a)(2), (d) – *Assessment of children: developmental assessment*

City of San Antonio Policies and Procedures:

Education 7- Ongoing Assessment Data

KEY DATES & CALENDAR TASKS:

Activity	Timeframe	Staff Responsible
Observe children's developmental progress and skills in course of daily classroom activities	Daily	Teachers & Instructional Assistant Teachers
Document observation of children; primarily focused on the social-emotional, approaches to learning, and oral language domains for those teachers using COR	Weekly (or more frequently as needed)	Teachers & Instructional Assistant Teachers
Implement embedded assessment activities and/or direct assessment tasks	Three times/year, prior to checkpoint due date	Teachers & Instructional Assistant Teachers

F-7. TEACHER PERFORMANCE

GENERAL PLAN/APPROACH:

The City of San Antonio Head Start Program is committed to providing our teaching staff with the guidance and support they need to provide the highest-quality services to children and families. The ultimate goal of this process is not only to serve children, but also to help all teachers reach their full potential as educators and professionals.

At a minimum, all Head Start employees are required to have an annual performance review conducted and on file. The results of these reviews will be used to identify staff training and professional development needs, modify staff performance agreements, as necessary, and assist each staff member in improving his or her skills and professional competencies.

SAISD staff conducts monthly classroom observations and review various areas including teacher/child interactions and relationships. Service providers ensure all applicable standards are in compliance. Classroom observation documentation is shared and used to guide professional development.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.21—*Education and early childhood development*
1304.3(a)(5)—*Curriculum*
1304.21(a)(2)(iii), 1304.40(e)(5)—*Home visits & parent conferences*
1304.51(h)(1), (i)(2)—*Monitoring*

City of San Antonio Policies and Procedures:

Education 13- Classroom Observations
PDM 4- Staff Performance appraisals

KEY DATES & CALENDAR TASKS:

Activity	Timeframe	Staff Responsible
Classroom observations	Monthly	Principals
Staff Performance Appraisals	Annually	Head Start Administrator, Principals

F- 8. CLASS™

GENERAL PLAN/APPROACH:

At the City of San Antonio we have many systems to ensure the education our children receive will be effective. Wherever possible these systems rely on data to inform improvements and new initiatives. One tool we use to collect this data is the Classroom Assessment Scoring System (CLASS™).

CLASS™ is a widely used research and professional development tool used by the Office of Head Start as a measure of classroom quality.

Our Head Start Programs strive for the following:

- Achieve minimum requirements on CLASS ratings, but strive for the standard of excellence of six across all domains.
 - Emotional Support-minimum of four
 - Classroom Organization-minimum of three
 - Instructional Support-minimum of two.
- Maintain one reliable observer for every 15 classrooms
- Make intentional efforts to incorporate NCQTL training suites into faculty meetings and Professional Development opportunities
- Make intentional choices for training and professional development that will support the CLASS concepts.
- Participate on the City CLASS Implementation teams
- Conduct monthly classroom observations to review environment, health and safety, curriculum, interactions and relationships, nutrition, individualization and family involvement.

The City of San Antonio's approach to CLASS™ observations is designed to ensure accuracy of administration and meaningfulness of data. Observers conduct two observation cycles on the teacher and the assistant teacher.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1307.8—*Use of CLASS: Pre-K Instrument in the Designation Renewal System*
1304.51(h)(1), (i)(2)—*Monitoring*

City of San Antonio Policies and Procedures:

Education 12- Classroom Assessment Scoring System™ (CLASS)

KEY DATES & CALENDAR TASKS:

Activity	Timeframe	Staff Responsible
CLASS™ observation in all classrooms	Biannually	Education Specialists, Behavior Specialists, Monitoring Staff and Head Start Coordinators
Classroom observations	Once a year	CLASS Implementation Team
Coaching of teachers to improve CLASS™ interactions in specific areas	Ongoing / as needed	Education Specialists, Behavior Specialists, Monitoring Staff and Head Start Coordinators

F- 9. PROFESSIONAL LEARNING COMMUNITIES

GENERAL PLAN/APPROACH:

Professional Learning Communities (PLCs) are a fairly new but rapidly growing approach to improve teaching and learning by building on the collective knowledge of teachers and by developing a culture of inquiry and problem-solving about individual students and curriculum implementation. PLC meetings are on-going, collaborative gatherings of teachers and education leaders recognize and seek to capitalize on the strengths and talents of the teaching staff. When PLCs are fully effective, the participants are willing and skilled at critically examining their practice.

At SAISD we regularly conduct the following two types of PLC meetings:

1. In **Assessment Workgroups**, teachers review children's work and their own documentation for the purpose of improving their:
 - Understanding of the developmental sequence delineated in the assessment system,
 - Collection of accurate and meaningful documentation (observations and work samples) provide evidence for understanding the child's learning and for scoring the developmental assessment,
 - Understanding of how to use the information to inform instruction
2. In **Curriculum Collaboration Meetings**, teachers review the upcoming themes and discuss the major aims of the unit, issues in implementation and how to ensure that differentiated instruction will be implemented.

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Assessment Work Groups	Monthly (or more frequently)	Principals and Teaching staff
Curriculum Collaboration Meetings	Monthly (or more frequently)	Principals and Teaching staff

F- 10. EDUCATIONAL LEADERSHIP

GENERAL PLAN/APPROACH:

The success of the City of San Antonio Head Start Program's educational approach, and our effectiveness in closing the achievement gap, relies not only on teachers but also on the educational leadership staff who support them in providing the highest-quality services to children. In particular, center directors serve as the educational leaders of their centers, which includes the following primary responsibilities:

1. Ensure full implementation of all aspects of SAISD and the City of San Antonio Head Start program's early learning system, policies/ procedures and tools, with the goal of supporting all children to achieve School Readiness Goals.
2. Provide onboarding and ongoing coaching to teaching staff to support them in successfully fulfilling all aspects of their role, guided by the results of CLASS™ observations and other methods of classroom assessment.
3. Work with teachers to implement the curriculum with fidelity and the child assessment system reliably.
4. Facilitate monthly professional learning community meetings related to curriculum planning and assessment data, and provide other types of professional development as needed, such as model teaching, mini-workshops or establishing model classrooms for peer-to-peer coaching.

Tasks & Activities	Timeframe	Staff Responsible
Review and provide feedback on curriculum plans	Weekly	Principals Education Specialists
Curriculum Collaboration Meetings	Monthly (or more frequently as needed)	Principals Education Specialists Teaching staff
Assessment Work Groups	Three times per year-(or more frequently as needed)	Principals Education Specialists Teaching staff

F-11. FAMILY ENGAGEMENT & HOME LEARNING

GENERAL PLAN/APPROACH:

The City of San Antonio Head Start Program is committed to engaging parents and other family members as true partners and working together to promote children's school readiness. To accomplish this, SAISD education staff (teachers, center directors) collaborate closely with family services staff (family support workers and coordinators) on a number of initiatives, including the following:

1. **Promoting learning at home.** Home-school activities will provide opportunities for families to share pictures, special occasions and events with their child's classroom.
2. **Supporting Family Life Practices.** A cornerstone of the City of San Antonio's family services approach is a set of "family life practices" (FLPs) can help close the achievement gap. Teaching staff contribute to center-wide campaigns to promote these FLPs, and should be aware of the individual FLP goals that their classroom families have set. In addition, Family Support Workers work alongside teaching teams in the classroom at regularly-scheduled intervals to implement and practice FLP-related activities.
3. **Promoting attendance.** All staff have a role in encouraging children's consistent, on-time attendance. Teaching staff contribute to this by (among other things) creating a welcoming environment; consistently messaging the importance of attendance; and making follow-up phone calls to families of children with chronic absences.

In addition to these key collaborative efforts, expectations for how teaching staff work with families throughout the year, including the following:

- Conducting meaningful home visits and parent-teacher conferences
- Seeking to make connections and have in-depth conversations
- Offering opportunities for families to share feedback and suggestions.
- Communicating City of San Antonio's school readiness goals
- Inviting families to share information about home experiences, culture, etc. (which teachers then integrate into the curriculum).
- Welcoming family members as classroom visitors, and encouraging them to volunteer

HEAD START PROGRAM PERFORMANCE STANDARD:

1304.21(a)(2) – *Educational approach: parent engagement*

City of San Antonio Policies and Procedures:

Education 9- Multidisciplinary Staffing

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Communication and conversations with families	Ongoing, Informally	Family Support Workers and their Coordinators Teaching staff, Principals
Home Learning activities sent home and collected	Weekly	Teaching staff

F-12 TEACHERHOME VISITS AND PARENT- TEACHER CONFERENCES

GENERAL PLAN/ APPROACH:

The City of San Antonio Head Start Program values home visits and parent conferences as an essential component of building strong, respectful relationships between home and school and engaging parents as partners to support children's learning. In addition, these activities provide several important benefits:

- Deepening teachers' understanding of each individual child through more personal knowledge of his/her family and home, as well as a structured opportunity for family input;
- Deepening parents' knowledge about the curriculum and educational approach, and children's progress towards meeting school readiness goals;
- Encouraging parents to extend learning into the home;
- Facilitating smooth transitions for children into and out of the Head Start program.

SAISD Teachers will conduct two home visits per year and input data into ChildPlus. The first home visit is completed at the start of the program year (August or September); in addition to the goals listed above, this visit is used to complete the social-emotional screening (for new children only) and the nutrition assessment (collaboratively with the parent). The remaining home visit and conferences are scheduled such one occurs after each child assessment "checkpoint." (However, if a child enrolls on or after January 31st, that family will have just one home visit and one teacher conference prior to the end of the program year.) In addition, families are included in case conferences with teachers as well as service-area coordinators whenever children have a special need or circumstance.

Teachers schedule home visits and parent-teacher conferences in advance, accommodating family schedules to the extent possible. In rare cases, parents may refuse to have teachers visit the home; in these events we attempt to schedule the home visit in a neighborhood location such as library.

Teachers bring child assessment information to share with parents during the conference, as well as learning-at-home resources whenever possible and transition resources (when appropriate).

HEAD START PROGRAM PERFORMANCE STANDARDS:

- 1304.21(a)(2)(iii) – *Educational approach: involving parents*
- 1304.40(e)(5) – *Parent involvement in child development & education*
- 1306.32(b)(8) – *Center-based program option requirements*
- 1304.40(h), 1304.41(c) – *Supporting children's transition into Head Start*

City of San Antonio Policies and Procedures:

Education 1- Home Visits/Parent Conferences

KEY DATES & CALENDAR TASKS:

Activity	Timeframe	Staff Responsible
Home visits scheduled and held with each family	Biannually	Teachers
Parent-teacher conferences scheduled and held with each family	Biannually – typically November and May	Teachers
Home visit or parent-teacher conference documented and scanned into ChildPlus	Ongoing as completed	Teachers

F- 13. TRANSITIONING INTO HEAD START

GENERAL PLAN/APPROACH:

The City of San Antonio Head Start Program takes a thoughtful, thorough approach to supporting families—including parent/guardian(s) as well as children—during their transition into the Head Start program.

Transition is partly an administrative process, ensuring that SAISD has information about children and families to support high-quality services (and meet Performance Standards). Even more so, though transition is a process of building relationships launching a home-school partnership that will continue throughout a family's enrollment; strengthening parents' role as both teacher of and advocate for their children; and helping children adjust to a new environment and teacher. This takes place through several mechanisms:

- 1. Family Meeting/Home Visit.** Each family meets with the Family Support Worker shortly after enrollment to receive information about the program, have their questions answered and complete required paperwork, such as documentation of physician's exam.

Home Visit. All new families in the center-based program receive a home visit from the classroom teacher at the start of the school year. While the home visit is primarily a conversation between teacher and parent, it also serves to begin familiarizing the child with his/her new caregiver.

For children transitioning out of EHS programs, we make every effort to ensure continuity of services for children and families by transitioning them into our own Head Start program. In some locations, however, this is not possible, because children's Head Start eligibility is subject to the local school district's age cut-off.

For children with known or suspected disabilities, all transition activities are important opportunities for the City of San Antonio to communicate and share information with parents about IEPs or any other disabilities concerns.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.40(h)(1) – *Parent involvement in transition activities*
1304.52(k)(3)(ii) – *Staff training: planning for transitions*

City of San Antonio Policies and Procedures:

Education 15- Transitions

KEY DATES & CALENDAR TASKS:

Activity	Timeframe	Staff Responsible
Transitions	Ongoing	Head Start Administrator, Family Support Workers, Principals and Teachers

F-14. TRANSITIONING OUT OF HEAD START

GENERAL PLAN/APPROACH:

Transition is an ongoing process to ensure that children and families have appropriate information and support whenever there is a change in a child's placement:

- In our Head Start program, plans for and implements transition-to- kindergarten activities, typically in the spring, for children who will attend kindergarten in the fall.
- Transition activities also occur whenever children leave the Head Start program for another preschool placement of any kind.

The transition process is planned and coordinated by the child's Family Support Worker, with every effort made to communicate appropriately with, and encourage to participate, all collaborating parties, including the family, the receiving placement team, and any other community agency involved in the child's and/or family's life. For children with IEPs/IFSPs or other behavioral concerns, the Disabilities and/or Mental Health Coordinator will be involved in the transition process to ensure the continuity and coordination of services. Transitions-to- kindergarten activities are also coordinated with the local school districts.

A central goal of transition planning is to involve and empower parents, to ensure their comfort and capacity to advocate for their children in the next service setting. In addition, transition procedures should ensure a smooth transfer of all necessary information and records between current and future placements.

SAISD uses the Head Start Individual Transition Plan to guide and document our support for each transitioning child/family, and to ensure we are providing all required information to the child's next school placement.

HEAD START PROGRAM PERFORMANCE STANDARD:

1304.41(c)–*Transition services*

City of San Antonio Policies and Procedures:

Education 15- Transitions

KEY DATES & CALENDAR TASKS:

Activity	Timeframe	Staff Responsible
Transitions	Ongoing	Head Start Administrator, Family Support Workers, and Principals

F- 15. RECORD-KEEPING & ONGOING MONITORING FOR EDUCATION

GENERAL PLAN/APPROACH:

The City of San Antonio Head Start program trains and supports Family Support Workers and staff to use a comprehensive record-keeping and reporting system, designed to support efficient, effective management by ensuring the availability of accurate, timely, and confidential information.

ChildPlus is used to track completion of developmental screenings, home visits and parent-teacher conferences.

SAISD utilizes standardized tools and forms to capture and organize educational information program-wide, including the following:

- 1) **Child Information in Classrooms.** Class lists and emergency information forms are kept in classrooms for easy reference, updated by administrative staff and/or teachers whenever changes are submitted.
- 2) **Attendance.** These forms are used daily to ensure safety and supervision of every child.
- 3) **Children's Files.** Each child's file is located in teacher's classroom and is secured and kept confidential. The Education section includes documentation of developmental screening, assessment, home visits and parent-teacher conferences.

Finally, teachers keep portfolios of children's work through ongoing collection of art work and writing samples, which then contribute to developmental assessment and can be shared with parents.

SAISD uses the appropriate reports to monitor key educational indicators; for example, completion of child assessments; whether children are on pace to have the required two home visits per year, etc.

HEAD START PROGRAM PERFORMANCE STANDARD:

1304.51(g)—*Record keeping and reporting*

City of San Antonio Policies and Procedures:

Education 8: Child's Classroom File
Education 9- Multidisciplinary Staffing

KEY DATES & CALENDAR TASKS:

Activity	Timeframe	Staff Responsible
Child files and ChildPlus updated with documentation of education-related activities	Ongoing, as activities completed	Teachers, Family Support Workers
Attendance forms completed	Daily	Teachers
Classroom walk-throughs to ensure smooth operations and problem-solve as needed	Daily	Principals
Follow-up on any education issues identified	Weekly	Principals, Education Specialists

G- 1. DISABILITIES SERVICES

GENERAL PLAN/APPROACH:

The City of San Antonio Head Start Program is committed to serving children with any and all suspected or diagnosed disabilities, to the fullest extent possible. SAISD provides special education services to eligible children; including children identified with health impairments, emotional/behavioral disorders, speech/language impairments, intellectual disabilities hearing or vision impairments, orthopedic impairments, learning disabilities, autism, and traumatic brain injury.

Our Disabilities Services Plan guides the work of the Disabilities Coordinator in overseeing implementation of all disabilities services in the program. All personnel providing special education and related services to children with disabilities must meet state certification standards and/or licensing, experience in the provision of services to children with disabilities, and college-level educational coursework in individualizing services for children

The Disabilities Services Plan addresses each aspect of the services we provide, including:

- **Provision for Disabilities Services:** Strategies for addressing individualized needs, including the modification of group activities
- **Interagency Coordination:** Nature of LEA agreements
- **Disabilities Screening, Referral and Evaluation:** Process for identifying, referring, and evaluating children for special education services.
- **Disabilities Budgeting**
- **Disabilities Recruitment, Enrollment and Transition**
- **Implementing IEPs**
- **Record-Keeping Database for Disabilities:** Our system for documenting the identification and diagnosis of a child with an IEP
- **Disabilities Monitoring**
- **Disabilities – Parent Involvement**
- **Disabilities – Transportation (when applicable)**

HEAD START PROGRAM PERFORMANCE STANDARDS:

1308.4, (k) —*Purposes and scope of disabilities services plan*

1304.52(d)(7) —*Qualifications of content area experts*

City of San Antonio Policies and Procedures:

Disabilities 1- *Individualized Education Program (IEP) for children with Disabilities*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Update Disabilities Services plan to account for any changes needed to address children's needs	Annually, after Policy Council Approval	Classroom Teacher; PPCD Teacher; Special Education Support Personnel; Disability Coordinator; Education Specialists
Integrated Service Plan, including Disabilities Services plan, reviewed and approved by Head Start Policy Council	Annually	Head Start Administrator

G- 2. PROVISION OF DISABILITY SERVICES

GENERAL PLAN/APPROACH:

The City of San Antonio Head Start Program collaborates with Local Educational Agencies (LEAs) to ensure that disabilities services are individualized to each child and family. We are committed to adapting the program as needed to meet each child's specific circumstances. SAISD has Disabilities and Education Coordinators and teachers who work with parents to identify the child's strengths and closely monitor the child's progress. Coordinators from each of the content areas are involved in integrating their area services into the disability plan to ensure that children with disabilities have full access to resources and that they are used efficiently. All special education services are provided by SAISD. These services may include audiology, physical therapy, occupational therapy, speech and language services, psychological services, transportation, and assistive technology services. If a child is not exhibiting progress while in school, a request will be made for re-evaluation. Key elements of our approach are as follows:

- **Philosophy of Inclusion:** The City of San Antonio Head Start Program believes it is our responsibility to provide inclusive care for children with disabilities in the least restrictive environment possible. PPCD students will participate in inclusion with the general education teacher. The Disabilities Coordinator works with teachers to integrate any treatment, special education, related services or program modifications into group activities otherwise occurring in the classroom.
- **Appropriate Materials and Equipment:** The City of San Antonio Head Start Program works with SAISD to ensure, within the Americans with Disabilities Act (ADA) requirements, that our facilities are accessible to individuals with disabilities. If an ARD calls for adaptive furniture, equipment or materials, those items are provided. Room arrangement will allow for adequate accommodations of the environment both in the classroom and outdoors.
- **Modification of Group Activities:** The Disabilities Coordinator, parents, and teaching staff work in collaboration with the LEA, to modify the general education setting to ensure children with special needs can participate in the full range of program activities. All teachers will modify instruction and individualize instruction based on the IEP

HEAD START PROGRAM PERFORMANCE STANDARDS:

1308.4, (a)(1), (c)-(e), (f)(3)-(f)(4), (h), (J)—*Purposes and scope of disabilities services plan*
1308.7–.17—*Eligibility criteria*

City of San Antonio Policies and Procedures:

Disabilities 3- *Children with developmental delays who do not qualify for
Special Education Services*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Modify group lesson plans and create individual plans to ensure full participation of children with disabilities	August 25, 2015 -ongoing	Classroom Teacher, PPCD Teacher; Special Education Support Personnel, Disability Coordinator; Education Specialists
Monthly service coordination meetings held at each center to ensure appropriate support for all children with disabilities	Monthly, or more often as needed	Teachers, Family Support Workers, Coordinators,
Provision of adaptive furniture, equipment or materials	As needed	Head Start Administrator, Principal
Provision of necessary services	Ongoing	Head Start Administrator, Principal

G- 3. INTERAGENCY COLLABORATION WITH LEA's

GENERAL PLAN/APPROACH:

In order to meet the individualized needs of children with suspected or identified disabilities, the City of San Antonio Head Start Program collaborates with local LEA's to serve children in San Antonio. The agreements with these agencies include the following information;

- Head Start participation in recruitment efforts and identification of children with disabilities in collaboration with the LEA
- Opportunities for joint training of staff and parents when available
- Procedures for referral evaluations, IEP meetings and placement decisions
- Policies for transition of children with IEPs both into and out of (Early)Head Start
- Provisions for resource sharing with (E)HS staff and families of children with IEPs
- Confirmation of (E)HS commitment to provide the number of children receiving services under IEPs to the LEA and/or Part C, as requested

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.41(a)(2)—*Community partnerships*

1308.4(l)—*Interagency agreements*

City of San Antonio Policies and Procedures:

Disabilities 3- *Children with developmental delays who do not qualify for Special Education Services*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Update and renew collaborative agreement with all participating LEAs, record all notes and file signed copies	Annually	DHS Director

G- 4. IDENTIFYING CHILDREN WITH DISABILITIES: SCREENING, REFERRAL AND EVALUATION

GENERAL PLAN/APPROACH:

To identify and follow-up on (suspected) disabilities in the children we serve, SAISD uses a consistent, well-coordinated, clearly-documented process that consists of the following:

- a) Developmental *screening* of children with concerns within 45 days of program entry; behavioral *screenings* for children with concerns within 45 days of program entry. The only children that will not receive a developmental screening within the 45 days of program entry are those children with current IEPs or IFSPs. Children with IEPs do receive an initial behavioral screening within 45 days of program entry.
- b) *Referrals* of children whose screening scores indicate possible concerns, and development of short-term action plans to address these concerns.
- c) Formal *evaluation* of children whose suspected disabilities are clear, extreme, and/or persist after implementation of in-house action plans.

The Disabilities Coordinator works closely with the Principal and other staff on (a) and (b), and has primary responsibility for (c). Tools to support this process include the -Request for Evaluation.

No screening instrument or process is ever used in isolation to determine that a child has a disability. Indeed, our process for identifying disabilities does not occur in isolation, but rather is part of a comprehensive approach to assessment implemented throughout the year. We believe assessment should be authentic and ongoing; reflect all aspects of children's development; include measures that are developmentally and culturally appropriate; linked to curriculum wherever possible; incorporate input from multidisciplinary staff teams; and involve parents as partners throughout the process.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1308.4(f)(1)-(2)—*Scope of disabilities service plan*
1308.6(a), (b), (c) (e)—*Assessment of children*
1308.7 - 1308.17—*Eligibility criteria*

City of San Antonio Policies and Procedures:

Disabilities 2- *Timely Referrals*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
45-day developmental/behavioral screening completed, letter sent home/discussion of results	Within 45 days of child's entry	Teachers
Review of 45-day screening results (as needed)	Within 2 weeks of completion	Education Coordinator, Disabilities Coordinator, Mental Health Coordinator, Health Coordinator
Referral completed as appropriate	Ongoing, as concerns identified	Teachers, Principal
Referral Review Meeting to discuss all referrals, observations completed as needed and create Referral Action Plans Disabilities Coordinator observes and Principal or designated staff rescreens	Within 14 days of referral for children scoring at bottom of scale; 30 days for children scoring on border of rescreen/refer;	Multidisciplinary team
Referral Action Plans reviewed in follow-up meeting; revised if needed; extended for 8 weeks.	At a minimum, 8 weeks after referral review meeting	Mental Health Coordinator, Disabilities Coordinator, Teacher(s), guardians.
<i>If second implementation of Referral Action Plan ineffective:</i> Parent/guardian(s) supported in submitting Request for Evaluation to LEA	8 weeks after follow-up meeting	Family Support Workers, Teacher, Mental Health Coordinator, Disabilities Coordinator,

G- 5. DISABILITIES BUDGETING

GENERAL PLAN/APPROACH:

The City of San Antonio Head Start Program implements a clear process for budgeting, which ensures adequate resources are allocated to meet the needs of children with suspected and identified disabilities. In the Disabilities service area, this may include any of the following budget items, based on the needs of children and families:

- Changes required to the physical environment of our program
- Additional or significantly different classroom materials
- Staffing or consulting to provide evaluations or services
- Training and technical assistance for staff
- Transportation for children and/or families with IEPs
- Policies for transition of children with IEPs/IFSPs out of– (E)HS and into school or next placement

During the annual process to prepare the Head Start budget for the following program year, the Head Start Director, Director of Education, Disabilities Coordinator, Mental Health Coordinator, and Head Start Budget Analyst collaborate to ensure the disabilities budget includes sufficient resources to meet the program needs.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1308.4(m)—*Budgeting*
1308.4(n)—*Adequate resources*
1308.4(o)—*Allowable expenses*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Meeting(s) between the, Director, and Disabilities & Mental Health Director /Manager to review previous year's disabilities expenditures and provide input into following year's budget.	Annually	Director of Education, Disabilities & Mental Health Director
Policy Council and Governing Body approve final budget for grant submission	November/ December	Director

G- 6. DISABILITIES RECRUITMENT AND ENROLLMENT

GENERAL PLAN/APPROACH:

SAISD ensures ten percent of our enrollment slots are reserved for children with disabilities. We strive to achieve this enrollment goal by collaborating closely with community partners throughout the process of recruitment, enrollment, and transition into the program. By building and maintaining strong community partnerships, we seek to be recognized and recommended to families of children with suspected disabilities in this community.

To recruit and enroll children we work with community partners and families to complete two distinct sets of activities: *Recruitment* and *Enrollment*.

- 1) **Recruitment:** SAISD will actively recruit children with disabilities, including children with significant disabilities, through a variety of activities:
 - The program will develop recruitment materials which indicate all children with disabilities including severe disabilities are welcome to apply. Head Start staff will post Child Find Posters regarding identification of disabilities, community resources, informational meetings, and District Child Find contact person on bulletin boards in Early Childhood Centers.
 - Identify children in Preschool Programs for Children with Disabilities (PPCD) classrooms that qualify for Head Start.
 - (MOU is between the Special Ed Department and the ECI agency.)
- 2) **Enrollment:**
 - SAISD ensures ten percent of enrollment slots are for children with identified disabilities. During the enrollment process, family support workers share with the Disabilities Coordinator any information – from a doctor’s visit, the child’s application, or a conversation with a parent – that suggests an existing concern or IEP.
 - Head Start staff along with the ARD committee will decide the appropriate placement for children with disabilities. The ARD will be written to support the decision, however, children with disabilities will not be denied placement in Head Start on the basis of the type of disability or its severity. The IEP will specify services for the child.
 - The Office of Head Start has directed any program that cannot meet the 10% disabilities requirement must complete a waiver. This waiver outlines the specific steps the program has taken to meet this requirement, written confirmation of all our efforts, and our proposed strategies to ensure we will meet the requirement of serving 10 % of children with disabilities in the program year.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1305.6(c)—*Ten percent enrollment of children with disabilities*

1308.5(a-f)—*Outreach*

City of San Antonio Policies and Procedures:
ERSEA 2- *Recruitment of Children*
ERSEA 3- *Enrollment & Re-Enrollment*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Recruitment and Enrollment	Ongoing	Head Start Administrator, Staff
Training on related regulations regarding children with disabilities (ADA, etc.)	Ongoing	Head Start Administrator, Principal

G- 7. DISABILITIES TRANSITION

GENERAL PLAN/APPROACH:

The transition of children is an integral component of the child's experience in the Head Start program. It's particularly crucial for children with special needs, who may experience the change of entering or leaving the program with more complexity. SAISD has developed effective transition practices that focus on the individual needs of all children and families, keeping in mind the developmental, social, physical, and emotional differences of those children and families within our community.

To recruit and enroll children and ultimately transition children in and out of the program, we work with community partners and families to complete two more distinct set of activities: Transition-in and Transition-out of the program.

- **Transition-In:** The Disability Coordinator will ensure the teacher has access to all disability paperwork provided by the parent and/or special education staff.
- **Transition-Out:** If parents provide permission when their child leaves the program, we share information (such as child outcome results over time) with the school to which s/he is transitioning to ensure services are continuous and informed by available data. At the parent's discretion, HS staff is also available to discuss the details of a specific child upon request and to participate in the creation of an IEP.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1305.6(c)—*Ten percent enrollment of children with disabilities*
1308.4(g)—*Transition*

City of San Antonio Policies and Procedures:

Education 15- *Individualized Education Program (IEP) for Children with Disabilities*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Transition meetings with families of children with disabilities as they enter or leave the program	Ongoing	Principal, teacher, and if available, the family support worker

G- 8. DEVELOPING IEPs

GENERAL PLAN/APPROACH:

SAISD develops and implements Individualized Education Plans (IEPs) The Disabilities Coordinator, Teachers, and Family Support Workers are integrally involved with parents in navigating this process.

Head Start staff contributes to the development of IEPs by participating in the multidisciplinary team's deliberations on the child's specific conditions and the desired outcomes of the plan. The written plan must be developed with the cooperation of child's parents or guardians and the LEA. The IEP must contain:

- A statement of the child's present development in the areas of physical, sensory, cognitive, language, speech, psycho-social and self-help skills;
- Major outcomes to be achieved, with a rubric for monitoring progress and any changes needed;
- Specific services required to carry out the IEP, including projected start and end dates; nutrition;
- A designated IEP case manager for the LEA ; and
- Support services needed for the child's transition to school or next placement.

Head Start staff contributes to the implementation of IEPs by participating directly in all relevant meetings of the multidisciplinary team. The Disabilities–Coordinator and Family Support Workers support parents in becoming advocates for their children by:

- Helping parents to understand their rights, including their right to reject an IEP
- Gathering information might assist parents in the process
- Understanding, clarifying, and articulating the assessment and diagnosis, as well as the suggested strategies to be carried out at home and in the HS program
- Addressing fears and concerns the family may have
- Identifying and coordinating with each possible community agency could assist the family in addressing the child's individual needs
- Working closely with center and to ensure the strategies laid out in the IEP are being effectively implemented in-HS settings as soon as possible.

HEAD START PROGRAM PERFORMANCE STANDARD:

1308.19—*Individual Education Plans (IEPs)*

City of San Antonio Policies and Procedures:

Disabilities 1- *Individualized Education Program (IEP) for Children with Disabilities*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Participate in multidisciplinary team meetings	As needed basis per needs of individual child	-Principal, Disability Coordinator, teacher, Family Support Workers, LEA
Meet to plan for implementation of children's IEPs	Ongoing (as new disabilities identified/IEPs developed)	Principal, Disability Coordinator, teacher, Family Support Workers, LEA

G- 9. COMMUNICATION AND SERVICE COORDINATION TO SERVE CHILDREN WITH DISABILITIES

In order to provide a full range of services and to ensure positive outcomes for children with suspected or diagnosed disabilities, the SAISD Disabilities Coordinator communicates with, solicits input from, and otherwise involves staff from other service areas in a variety of ways.

The Disabilities Coordinator will coordinate with his/her colleagues in, at minimum, the following ways:

- S/he works with the **Health Coordinator** to follow-up on concerns identified in 45- and 90-day health screenings; to meet needs of children with health and mental health-related concerns or disabilities.
- S/he works with **Principal and Director of Education and Disabilities/MH** to follow-up on concerns identified in developmental/behavioral screenings; to support teachers in working with children with disabilities.
- S/he works with the **Nutrition Coordinator/Consultant** to meet the needs of children with nutrition- or feeding-related disabilities.
- S/he works with **Family Support Workers** to involve family in developing the Individualized Education Plan (IEP); to keep family updated on referral/evaluation process and services to child, and to develop family goals to support achievement of IEP goals.
- S/he works with **teachers** to ensure IEP is fully implemented and child is integrated into classroom community in the least restrictive way.
- S/he participates in regular **Service Coordination Meetings** to share information with all service areas.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.51(e)—*Communication among staff—general*

1308.4(a)(1)—*Appropriate involvement of all components of Head Start*

1308.18—*Coordination between disabilities & health services*

1308.20—*Coordination between disabilities & nutrition services*

City of San Antonio Policies and Procedures:

Education 9- Multidisciplinary Staffing

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Service Coordination Meetings scheduled to ensure appropriate support for all children with disabilities	Monthly or more often, as needed	Disability Coordinator, Health/Safety/Family Services, Mental Health Coordinator; Head Start Dietitian, ISD Special Education Staff
Participate in Assessment Workgroup with teachers to support individualization for all children	Quarterly or, more often, as needed	Disabilities Coordinator
Meet with teaching teams to provide orientation on children's IEPs	Ongoing (as new disabilities identified or IEPs developed)	Disabilities-Coordinator

G- 10. RECORD-KEEPING FOR DISABILITIES

GENERAL PLAN/APPROACH:

SAISD utilizes a system of record-keeping and reporting designed to allow the Disabilities Coordinator to easily monitor the status of children with suspected or diagnosed disabilities and Individualized Education Plans (IEPs). At the center of our system is the data system, ChildPlus, which allows us to capture pertinent information on disabilities, including:

- **Status of Concern:** the date a concern was identified; the status of that concern; to whom the child has been referred; and any pertinent notes over time
- **Diagnosis:** “Diagnosis”, made by the LEA or health care provider; identification of the primary diagnosis; and the current status
- **IEP:** any diagnosis of a disability, made by the LEA; identification of the primary diagnosis; and the current status, including whether the condition has been resolved (i.e. the child declassified)
- **Concern:** any determination of a concern, made by the parent, Head Start staff, Part B/C or any health care provider; and the current status, including whether the condition has been resolved
- **Details on Services Provided:** any meetings with parents on concerns or diagnosed disabilities; and the amount of services currently being provided

We use this information captured in ChildPlus to monitor the status of and services provided to children for whom there are concerns or diagnoses.

HEAD START PROGRAM PERFORMANCE STANDARD:

1304.51(g)—*Record keeping and reporting*

City of San Antonio Policies and Procedures:

ERSEA 9- Eligibility and Determination Records

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
ChildPlus Child files completed and subsequently updated	Ongoing as per individual children's start dates	Family Support Worker, teachers; Disability Coordinator
ChildPlus Child files audited for completion	Quarterly	Family Support Workers with leadership team
Disabilities -Tab in ChildPlus is reviewed for completion	Monthly (or more often if needed)	Disabilities Coordinator

G- 11. DISABILITIES SUPERVISION, COACHING AND MONITORING

GENERAL PLAN/APPROACH:

The City of San Antonio Head Start Program has the highest standards for the quality of services to children and families. Monitoring and supporting the provision of Disabilities Services occurs in the following areas:

- Coordination and consultation with education and family services; to ensure teachers are effective in supporting children with disabilities and parents gain advocacy skills and strategies to support the development of their children
- Differentiating levels of support for individual issues of children and families with suspected or identified disabilities
- Group and individual parent and staff education on disabilities issues
- Collaboration with the LEA in the process of developing and implementing Individualized Education Plans(IEP)
- Collaboration with child care providers and community partners to recruit, enroll, and transition children with disabilities into and out of HS
- Monitoring reliability and compliance of developmental screenings
- Improving as an education leader and child advocate
- Disabilities budget and supplies

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.51(i)(2)—*Ongoing monitoring*
1308.4(h)—*Service delivery to children with disabilities*
1308.5—*Ten percent enrollment of children with disabilities*

City of San Antonio Policies and Procedures

PDM 1- *Monitoring*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Center based team meets to discuss active cases, new concerns, and any other activities necessary to ensure full compliance and quality services.	Monthly/ center	Principal, Disability Coordinator, others (as needed);
Review success rubric and set relevant coaching goals for the month.	Monthly	Director of Education and Disabilities/MH, Disability Coordinators
Coordinator meets with other leadership to discuss coordination needed from other service areas	Monthly (during leadership meetings)	Disability Coordinator, Provider leadership team
Communication of caseload progress or concerns to Director of Education and Disabilities /MH	Bi-Weekly	Disability Coordinator

G- 12. DISABILITIES—PARENT INVOLVEMENT

GENERAL PLAN/APPROACH:

In every aspect of serving children with disabilities – from referral to identification to implementation of Individualized Education Plans (IEPs)—SAISD works collaboratively with parents to ensure that they are not only involved, but guiding the process of meeting the unique needs of their child. This occurs in many formats:

- Discussion at intake meeting of any disabilities concerns or existing IEPs.
- Distribution of ECI contact and information brochures through ARD meetings, Family Support Workers, presentations, Parent Leadership, & Parent Support group meetings as appropriate.
- Provision of information regarding appropriate developmental milestones, location of Head Start sites and offices, as well as contact names and numbers are distributed at every ECI Face-to-Face meeting (English & Spanish)
- Provision of information regarding the parent meetings on various disabilities, parent support groups, and community resources available through the Special Education Department.
- Assisting and empowering parents in becoming advocates for their children in a variety of educational and community settings
- Orientation to parents through initial interview, at a parent center committee meeting, home visit and or parent / teacher conferences which will include information about the parent's active involvement in their child's education.
- Assist parents in developing partnerships with the agencies serving their children
- Promote continued parent involvement in the education and development of their children upon transition to kindergarten.
- Service Coordination Meetings

Specific to **transitioning-out** of HS and into kindergarten or out of EHS and into HS or another placement, there are specific family communications that take place between SAISD staff and parents:

- As a transition activity, parents will be given information on how to find the support groups of other families who have children with disabilities. Web site addresses of specific disability support groups will also be provided to parents. Each center will have Internet capability so parents can access the Internet.
- Parents also will be given information regarding other agencies in San Antonio and Bexar County providing services for other members of the family, which might have a suspected or diagnosed disability.

HEAD START PROGRAM PERFORMANCE STANDARD:
1308.19, 1308.21- *Parent Involvement in IEP, Transition*

City of San Antonio Policies and Procedures
Family 2- Building Partnerships with Families

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Family Transition Meeting	1-3 months before child's transition	Family Support Workers, Disability Coordinator and Teacher
Parent communication re: referrals, IEPs, multidisciplinary team meetings, child status	Ongoing	Disability Coordinator
Parent training and education	Ongoing	Disability Coordinator

G- 13. DISABILITIES—TRANSPORTATION

GENERAL PLAN/APPROACH:

The City of San Antonio Head Start Program is committed to providing services that are accessible to all children enrolled with Individualized Education Plans (IEPs). When a the disability of an enrolled child inhibits participation in the center based Head Start program option as a direct result of transportation limitations, SAISD staff works closely with the family to design a solution which facilitates participation in all elements of the program.

HEAD START PROGRAM PERFORMANCE STANDARD:
1310.22—*Transportation for children with disabilities*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Review transportation needs of children with IEPs to ensure accessibility for all enrolled families	Ongoing	Head Start Administrator, Disabilities Coordinator

H-1. MENTAL HEALTH SERVICES

GENERAL PLAN / APPROACH:

The City of San Antonio Head Start Program seeks to ensure high quality mental health services to families and children and to comply with all Mental Health Head Start Performance Standards. SAISD's Mental Health Coordinators, who have clinical expertise with children ages 2-5 years old, direct the provision of all mental health services. Teachers will provide a nurturing and supportive classroom environment. SAISD Behavior Specialists, and Education and Disability Coordinators and Specialists provide classroom coaching, interventions, and staff development. The City of San Antonio's Mental Health Coordinators develop a process to ensure children and families receive timely and effective counseling services and build a network of local mental health agencies that will be utilized to meet the mental health needs of Head Start children and families.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.24(a)(3)—*Mental health consultation*

1308.18(b)—*Coordination with disabilities services*

City of San Antonio Policies and Procedures:

WSS1- Identification and Intervention through Wellness Support Services

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
The City of San Antonio MH Coordinators direct the provision of all Mental Health services	Ongoing	<u>The City</u> MH Coordinators
School districts provide nurturing and supportive environments to encourage healthy socio-emotional functioning	Ongoing	<u>SAISD</u> Teachers, Behavior Specialists Education Specialists, and Disability Coordinator
SAISD staff provide classroom support and consultation to address individual and classroom issues	Ongoing	<u>SAISD</u> Teachers, Behavior Specialists Education Specialists, and Disability Coordinator
SAISD Mental Health Coordinators provide supportive mental health services and education to assist in the development and utilization of healthy social and coping skills in children and families and in identifying mental health concerns	Ongoing	<u>SASD</u> MH Coordinator Community Partners
The City of San Antonio Mental Health Coordinators develop a process to ensure children and families	Ongoing	<u>The City</u> MH Coordinators

receive timely and effective counseling services and build and utilize a network of mental health professionals that includes the City staff, SAISD staff and community partners to serve the mental health needs of children and families		<u>SAISD</u> Behavior Specialists MH Coordinator Community Partners
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H-2. MENTAL HEALTH MANAGEMENT, COACHING AND MONITORING

GENERAL PLAN / APPROACH:

The City of San Antonio has the highest standards for the quality of services to Head Start children and families. This means monitoring and supporting staff to ensure nurturing and supportive environments for Head Start children and their families.

The City of San Antonio and SAISD will:

- Engage in ongoing coordination and consultation between staff to ensure teachers are effective in supporting children's social emotional development
- Conduct meaningful child observations
- Ensure individualized levels of support for children and families with identified concerns
- Educate staff and parents on mental health issues
- Provide opportunities for parents to gain advocacy skills and learn strategies to support the overall development of their children
- Build community partnerships to ensure the effective delivery of services to children and families

The City of San Antonio Mental Health Coordinators convene monthly Mental Health Coordinator Meetings that include the SAISD'S's Education, Disability and Mental Health Coordinators and appropriate agency partners. The MH Coordinators evaluate the provision of Wellness Services provided to families and staff. During these meetings, the Coordinators:

- Review progress on mental health goals through data reports
- Discuss systemic issues/needs in Wellness Services
- Establish policies, procedures and protocols
- Plan and coordinate parent and staff trainings, activities and events

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.51(i)(2)—*Ongoing monitoring*

1304.24(a)(2)—*Identification of and intervention in mental health concerns*

City of San Antonio Policies and Procedures:

WSS1- Identification and Intervention through Wellness Support Services

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Mental Health Coordinator meetings to cover management of Wellness Services and plan training, activities and events	Monthly	<u>The City</u> MH Coordinators and Family Support Staff <u>SAISD</u> MH Coordinators Behavior Specialists Education Specialists Community Partners

H-3. MENTAL HEALTH EDUCATION FOR STAFF AND FAMILIES

GENERAL PLAN / APPROACH:

The City of San Antonio and SAISD ensure the provision of training and educational materials to staff and parents on mental health issues throughout the year. Educational topics may include, but are not limited to, the following topics:

- Child development
- Autism, ADHD and other developmental conditions
- Behavioral Management
- Separation anxiety and attachment
- Depression and anxiety
- Child abuse and neglect
- Domestic violence
- Crisis Intervention
- Trauma Informed Care
- Assessment tools
- Substance abuse
- Transitioning children
- Compassion Fatigue

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.24(a)(3)— *Parent and staff education*
1304.40(b)(1)(ii)— *Parent education on adult mental health issues*

City of San Antonio Policies and Procedures:

WSS1- Identification and Intervention through Wellness Support Services

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Directly provide or coordinate mental health education to families through Parent Connection Committee Meetings and other venues	Ongoing	<u>The City</u> MH Coordinators Family Support Staff <u>SAISD</u> MH Coordinators Community Partners
Provide or coordinate mental health education to the City and SAISD staff	Ongoing	<u>The City</u> MH Coordinators <u>SAISD</u> MH Coordinator Community Partners

H-4. IDENTIFYING CHILDREN WITH MENTAL HEALTH CONCERNS: SCREENING, REFERRAL & EVALUATION

GENERAL PLAN / APPROACH:

The City of San Antonio and SAISD utilize a tiered intervention process to identify and address mental health concerns or behavioral issues with Head Start children and families.

Our program uses the pyramid model for supporting social emotional competence in children. Parental consent, input and involvement is secured throughout assessment and service provision. In our program, the intervention process consists of the following:

- Behavioral screening by teachers of all newly-enrolled children within 45 days of program entry
- A second behavioral screening conducted by teachers of all children who have significantly elevated scores on their initial 45 day behavioral screening
- Observation and assessment of identified children by SAISD Behavior Specialists, SAISD Disabilities Coordinators, the City and SAISD Mental Health Coordinators or community mental health partners
- Referrals or development of individual action plans by the City and SAISD MH Coordinators to address concerns in the classroom and home
- Monthly Wellness Services staffings lead by the City Mental Health Coordinators to coordinate services for new and ongoing referrals

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.24(a)(1)—*Soliciting parent input*
1308.18—*Coordination with disabilities services*

City of San Antonio Policies and Procedures:

WSS1- Identification and Intervention through Wellness Support Services

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Emotional/Behavioral screenings completed (ASQ-SE)	45 days after child's start date	Teachers
Emotional/Behavioral screenings completed (ASQ-SE) scored and entered into ChildPlus	Within 1 week of completion	Teachers
Review of Emotional/Behavioral screening results	Within 2 weeks of completion	Teachers

Teacher conducts behavioral screening for all children who have significantly elevated scores on initial social-emotional screening	Within 2 weeks of initial scoring or minimum of 30 days into program term	Teachers
SAISD referrals to SAISD Behavior Specialists, SAISD Mental Health Coordinators or to Disability Coordinators for observation or consultation of children, per the Development and Behavior Screening process outlined in SAISD policy	Ongoing	<u>SAISD</u> MH Coordinators Behavior Specialists Education Specialists
Parent referrals to Family and Community Support staff or the City Mental Health Coordinators and The City staff referrals to the City MH Coordinators for assessment	Ongoing	<u>The City</u> MH Coordinators Family Support Staff
Wellness Services staffings lead by the City Mental Health Coordinators	Monthly	<u>The City</u> MH Coordinators Family Support Staff <u>SAISD</u> MH Coordinators Behavior Specialists Education Specialists Community Partners
Monitoring of provision of services provided through referrals	Ongoing	<u>The City</u> MH Coordinators Family Support Staff <u>SAISD</u> MH Coordinators

H-5. RECORD-KEEPING FOR MENTAL HEALTH SERVICES

GENERAL PLAN/APPROACH:

The City of San Antonio Head Start Program utilizes a system of record-keeping and reporting designed to easily monitor provision of mental health services and areas of concern. ChildPlus captures important data, including:

- Assessment scores
- Classroom observation notes
- Notes on meetings with parents and Head Start staff regarding individual children and family members
- Notes from Multi-Disciplinary Staffings
- Status of referrals generated and services accessed
- Status of Action Plans

Staff uses information captured in ChildPlus to monitor the services provided to children and families for whom concerns have been identified and observed. Staff also captures whether parents and staff have participated in group mental health educational opportunities by collecting sign-in sheets at all trainings and meetings. SAISD will ensure compliance with all HIPAA, PHI, FERPA and other confidentiality policies, as required by law, including when documenting services, referrals and follow-up provided in all data management systems utilized by the City's Head Start program.

HEAD START PROGRAM PERFORMANCE STANDARD:

1304.51(g)—*Record-keeping and reporting*

City of San Antonio Policies and Procedures:

WSS1- Identification and Intervention through Wellness Support Services

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
ChildPlus updated after each assessment, observation, referral, mental health service provided and follow-up action completed	Ongoing	<u>The City</u> MH Coordinators Family Support Staff <u>SAISD</u> MH Coordinators Behavior Specialists Education Specialists

I-1. FAMILY SERVICES PRACTICE APPROACH

GENERAL APPROACH:

The City of San Antonio Head Start Program's Family and Community Support Services is organized around building positive goal oriented partnerships with families to maximize efforts to reach positive child outcomes. Areas of concentration include the following:

1. Family Life Practices that can help close the achievement gap including:
 - a. Establishing stable family routines
 - b. Promoting positive discipline
 - c. Creating an experience and language rich home environment
 - d. Reading or engaging in other literacy based activities every day
2. Support for Families with Children with Chronic Health Conditions or Special Needs
3. Family Self-Sufficiency
4. Support for Families Impacted by High Risk Behaviors

Activities and services are developed to provide opportunities which allow our Family and Community Support staff to focus their work and develop interventions of sufficient intensity and duration to help families see the direct impact of their engagement in the program on their children's healthy development and school readiness. This approach promotes the belief that parents are partners in the well-being and education of their children. Family partnership-building is a process that will continue until the child and family transition out of Head Start. Head Start staff and parents work collaboratively to close the achievement gap and ensure that their children are ready for kindergarten.

This partnership begins during the Family Meeting/Home Visit, when parents are asked to sign a **Family Partnership Agreement** that secures their commitment to:

- Bring their children to school on time every day;
- Participate in parent programs and educational activities
- Attend two parent conferences, participate in two home visits and work with the child's teacher to develop and support their child's educational goals
- Volunteer; and
- Read to their children every night.

The importance of the partnership is also reinforced during Parent Orientation at the beginning of each program year and continues to be emphasized throughout the year during individual and group activities.

SAISD agrees to provide a high quality educational environment with qualified and nurturing staff who:

- Welcomes all families as partners, communicate in ways that all families can understand;
- Works with families to set goals to support their children's education at home; and
- Helps families to identify strengths and skills to achieve their own goals, and offer a variety of different opportunities to participate and volunteer in our program and build trusting relationships.

Head Start Family and Community Support staff adhere to confidentiality policies and secure sensitive family information.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.40(a)(1)(2)- *Family goal setting*
1304.40(a)(4)-(5)—*Multiple, respectful parent interactions*
1304.40(d)—*Parent involvement, accessibility, opportunities*
1304.40(g)(1)—*Parent involvement in community advocacy*
1304.41(c) – *Transition services*

City of San Antonio Policies and Procedures:

FCS 1- *Parent, Family and Community Engagement Framework (PFCE)*
Plan of Action and Parent Activity Calendar
FCS 2- *Building Partnerships with Families*
FCS 3- *Community Partnerships*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Parent Handbook Distributed	During Family Meeting/Home Visit	Family and Community Support
Parent Orientation	BOY	Family and Community Support
Policy Council Meetings	Monthly	Family and Community Support, SAISD Staff
Health Advisory Committee	Twice a year	Health Content Team
Education Advisory Committee	Twice a year	Education Content Team

I-2. FAMILY ASSESSMENT AND GOAL SETTING PROCESS: ASSESSING NEEDS, SETTING GOALS, AND FOLLOWING UP

GENERAL PLAN/APPROACH:

Overview of the Family Assessment and Goal Setting Process:

The City of San Antonio's work with families is shaped by our mission to close the achievement gap so that all children, regardless of family or community background, enter Kindergarten ready to learn. In order to accomplish this, the City of San Antonio Head Start Program focuses on our Family Assessment to gain information about *family practices/circumstances that the research consistently links with child outcomes*.

The City of San Antonio's Family Assessment tool is organized to capture information on each family's individual strengths and needs. Through the use of an electronic assessment built into ChildPlus each family is assigned an assessment score. The scoring is not intended to label families, but rather, to provide us with an outcome-based method to track progress and to assess a family's level of need. By assigning families to a level of need, Family and Community Support staff can prioritize families in need of higher levels of contact and support, and work to assure that family circumstances that could put children at risk are immediately addressed.

The tiered scoring also provides specific guidance regarding meeting family needs. Families scoring at levels 1 and 0 in key areas of their lives often have significant or immediate needs which must be addressed regardless of whether a family sets a goal in these areas; these are discussed with the Family Support Worker and follow-up actions are taken as appropriate. Head Start staff will form collaborative partnerships with local community agencies to better communicate and advocate for Head Start families' needs and to approach concerns in a holistic, comprehensive manner. Finally, due to the clear research linking stable family life practices with positive child outcomes, staff encourages families to set goals in this area.

To document family goals, the City of San Antonio uses several goal sheets, Goals emerge directly from the discussion of the Family Assessment. The goal sheets are signed by staff and family.

At the end of the program year, Family Support Workers evaluates each family's level of need compared to that noted at the beginning of the year. This information allows staff to track the progress our families have made on goals, as well as to monitor the impact of our work in Family and Community Support.

TIMEFRAMES FOR COMPLETING THE FAMILY ASSESSMENT AND GOAL SETTING PROCESS:

- The Family Assessment (FA), and Goal Sheets are completed according to the City of San Antonio Benchmark Data Entry Guide.
- If a family declines to participate in the Goal Setting process, staff continues to follow up monthly with families. Family Support Workers will discuss the importance of goal setting with the family and may offer opportunities to set smaller more obtainable goals.

<p>HEAD START PROGRAM PERFORMANCE STANDARDS:</p> <p>1304.40(a)-(b)—<i>Family goal setting, partnership agreements and access to community resources</i></p> <p>1304.40(a)(3)- <i>Family goal setting</i></p> <p>1304.51(g), (h)(1), (i)(2)—<i>Record-keeping and monitoring</i></p> <p>1304.51(e), 1304.52(k)(2)-(3)—<i>Staff communication and development</i></p>
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<p>City of San Antonio Policies and Procedures:</p> <p>FCS 1- <i>Parent, Family and Community Engagement Framework (PFCE)</i></p> <p><i>Plan of Action and Parent Activity Calendar</i></p> <p>FCS 2- <i>Building Partnerships with Families</i></p> <p>FCS 3- <i>Community Partnerships</i></p>

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Time Frame	Staff Responsible
FA and Goal Setting Training for Family Support Worker	Summer Training	Family and Community Support, SAISD Compliance Team
Begin FA and Goal Setting with Families	Refer to benchmarks	Family and Community Support, SAISD Compliance Team
BOY FA with Families	Refer to benchmarks	Family and Community Support, SAISD Compliance Team
Begin Goal Setting with Families	After start date	Family and Community Support, SAISD Compliance Team
EOY FA with Families	Review, ongoing	Family and Community Support, SAISD Compliance Team
Refer families to outside agencies	As needed	Family and Community Support, SAISD Compliance Team
Follow up on Goal Setting	As needed, ongoing	Family and Community Support, SAISD Compliance Team
Data Entry in Child Plus, (attendance, needs, goals, referrals, health events)	Weekly, ongoing	Family and Community Support, SAISD Compliance Team
Update Child Plus with follow up progress on the families	Monthly, ongoing	Family and Community Support, SAISD Compliance Team
Parent Board	Weekly, ongoing	Family and Community Support, SAISD Compliance Team

I-3. REFERRALS TO COMMUNITY RESOURCES

GENERAL PLAN/APPROACH:

The City of San Antonio provides the highest quality family services by providing referrals to local service agencies that have the resources necessary to meet the family's unique needs. The City of San Antonio's Head Start program will develop strong working relationships within the community that will strengthen the lives of Head Start families. Family Support Workers make referrals based on the needs identified in the Family Assessment and the identified goals. The City of San Antonio makes available to parents/guardians an updated guide to community resources. Family Support Workers and Service Providers initiate referrals for a wide range of family service needs, including the following:

- **Crisis Management:** in cases of immediate, short-term housing, food, clothing, medical, or mental health needs
- **Health Care:** in cases where families are seeking to establish a medical or dental home, and follow-up care
- **Mental Health and Disabilities Services:** in cases of suspected or diagnosed mental health or disabilities issues requiring therapy or ongoing professional counseling, including parental depression, substance abuse, or domestic abuse
- **Nutrition:** in cases of malnutrition, elevated lead levels, hemoglobin/hematocrit levels indicating health concerns, obesity, or underweight children
- **Family Preservation and Support:** in cases of family issues, including long-term housing, marital concerns, family planning
- **Child Protective Services:** in cases of suspected child abuse or neglect
- **Local Schools, Educational and Cultural Institutions:** in cases of educational or employment goals and opportunities
- **Providers of Child Care Services:** in cases of subsequent transition-out of Head Start or a change of family circumstance requiring modified child care arrangements

With each community referral, staff diligently documents subsequent progress in ChildPlus, including the family's success in accessing the desired resource and any steps Head Start staff takes to assist families towards that effort.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.23(d) – *Nutrition*
1304.24(a)(1) - *Mental health for parents* 1304.40(b)(1)-
(2) - *Family services*
1304.40(g)(1) - *Community resources*
1304.41- *Community partnerships*
1304.41(c) – *Transition services*

City of San Antonio Policies and Procedures:

*FCS 1- Parent, Family and Community Engagement Framework (PFCE) Plan
of Action and Parent Activity Calendar*

FCS 2- Building Partnerships with Families

FCS 3- Community Partnerships

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Time Frame	Staff Responsible
Referrals to community resources documented in Child Plus	Ongoing	Family and Community Support, SAISD staff
Community Resource Binder	Ongoing	Family and Community Support

I-4. COMMUNICATION AND SERVICE COORDINATION FOR FAMILY SERVICES

GENERAL PLAN/APPROACH:

At the City of San Antonio Head Start Program, the effective delivery of family services depends upon communication and service coordination between multiple staff. Regular communication takes place throughout the year in a variety of ways, both formal and informal: team meetings, emails, individual conversations and 1-1 supervision.

Multi-Disciplinary Staffings (MDSs) are an essential component of service coordination in a center-based program. At a minimum, MDSs are held two times per year and are coordinated by the School Administrator/Principal, teacher and Family Support Worker.

Additional case staffings may also occur for children entering our program with chronic health conditions, special nutritional needs, with Mental Health/Disabilities diagnoses or concerns, or to support high need children or families. When the staffing has been convened for broader service coordination and planning, staff tracks and documents action steps to be taken.

The School Administrator/Principal or Designee will invite the appropriate service area manager(s) to attend the individual staffings to coordinate services:

- **Health:** Whenever a severe or specific health concern has been identified by the staff or raised by a parent/guardian, the issue is discussed by the Family Support Worker with the school nurse or SAISD Health Coordinator. Depending on specific circumstances, the appropriate staff either follows up directly with the family or coaches Family Support Worker to address the concern.
- **Mental Health and/or Disabilities:** If a teacher or Family Support Worker has a concern about a child's development, the concern will be brought to the Disabilities Coordinator and/or Mental Health Coordinator through the appropriate referral process.
- **Nutritional Services:** On an as-needed basis, Family Support Workers confer with the Nutrition Coordinator/Consultant regarding concerns raised by the results of 45- and 90-day screenings, information provided directly by families, or staff observations. The Health or Nutrition Coordinator will provide the Family Support Worker with coaching and support.
- **Family Services:** Whenever a severe or specific social service concern has been identified, Family Support Workers confer with the Family Services Coordinator regarding concerns with the parent/guardian or family which may be adversely impacting the academic success of the student.

In cooperation with the child's parent/guardian, the appropriate team creates a plan of action and reviews the plan regularly to ensure that the plan is being executed effectively. The plan is revised on an ongoing basis, as needed.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.51(e) - *Regular staff communication*

City of San Antonio Policies and Procedures:

*FCS 1- Parent, Family and Community Engagement Framework (PFCE)
Plan of Action and Parent Activity Calendar*

FCS 2- Building Partnerships with Families

FCS 3- Community Partnerships

Education 9 – Multidisciplinary Staffing

WSS1- Identification and Intervention through Wellness Support Services

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Multi-Disciplinary Staffings	Two times a year	SAISD and Family Service Worker

I- 5. RECORD-KEEPING FOR FAMILY SERVICES

GENERAL PLAN/APPROACH:

The City of San Antonio utilizes a system of record-keeping and reporting to document and assess the status and progress of enrolled families. The system is designed to enable Family Support Workers and other staff to easily monitor the provision of all family services to individual families. Child Plus is the technology application used by the City of San Antonio Head Start program which allows staff to capture the date and key details of each meaningful contact with families:

- **Family Partnership Agreements:** Upon completion of the Family Partnership Agreement is entered in ChildPlus as an Event.
- **Family Assessments:** This assessment is completed in the ChildPlus system at the beginning and end of the school year. The ChildPlus system scores the assessment to help Family Support Workers quickly identify areas and intensity of family needs. The online assessment tool also reflects the progress made from the beginning of the year to the end of the year.
 - **Needs Identified** - Areas that emerge during the Family Assessment or during other family interaction that requires follow-up and ongoing support
 - **Emergency/Crisis** - Areas where immediate support is required to assist a family with a crisis, such as lack of food; housing; utilities; domestic violence
- **Family Goals:** the specific goals established and the steps/strategies and timelines toward goal completion are captured on Goal Setting forms
- **Family Contacts:** meaningful contacts with families, including home visits, significant changes in family's situation (including incarceration, change in marital status, moving, etc.) are recorded as case notes in ChildPlus.
- **Health:** Communication that occurs to ensure completion of Early and Periodic Screening, Diagnostic and Treatment (EPSDT) procedures and on identified acute and chronic health needs is recorded in ChildPlus under the appropriate tabs as case notes.
- **Attendance:** Communication on instances of four unexcused consecutive absences, as well as patterns of inconsistent attendance and tardiness, recorded in ChildPlus under the appropriate tabs as case notes.

The program uses the data and information captured in the system to monitor the delivery of services to every family in the program.

SAISD also utilizes standardized tools and forms to capture and organize family services information program-wide.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.51(g)—*Record keeping and reporting*

City of San Antonio Policies and Procedures:

FCS 1- Parent, Family and Community Engagement Framework (PFCE)

Plan of Action and Parent Activity Calendar

FCS 2- Building Partnerships with Families

FCS 3- Community Partnerships

KEY DATES & CALENDAR TASKS

Tasks & Activities	Timeframe	Staff Responsible
Events entered in Child Plus	Ongoing	Family and Community Support, SAISD Compliance Team, City of San Antonio ERSEA Coordinator
Monitor of Child Plus	Ongoing	Family and Community Support, SAISD Compliance Team, City of San Antonio ERSEA Coordinator
Parent Involvement Binders	Monthly, Ongoing	Family and Community Support and SAISD Compliance Team

I-6. FAMILY SERVICES SUPERVISION, MONITORING AND SUPPORT

GENERAL PLAN/APPROACH:

The City of San Antonio Head Start Program has the highest standards for the quality of services to children and families. In the family services area, this means supervising and assisting Family Support Workers in a number of areas:

- Recruiting families, guiding them through the application, selection and intake process; transitioning them into the program, and eventually transitioning them from Head Start to kindergarten
- Monitoring and follow-up on Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) related requirements
- Development of, and follow-up on family goals that strengthen family life practices, enhance self-sufficiency, support children with special needs or chronic health conditions, and support families experiencing significant need
- Follow-up on missing medical(per the Early and Periodic Diagnostic and Screening requirements) , dental and nutrition events
- Referrals to appropriate community agencies
- Building strong, positive relationships and having meaningful contacts with families
- Parent participation in Parent Connection Committee meetings, Family Engagement activities and workshops, Policy Council meetings, Health Advisory Committee meetings, and volunteer opportunities
- Completion and monitoring of files and ChildPlus data entry

The Family Support management/supervisory staff, with the assistance of the Health/Dental/Nutrition Coordinators, is responsible for supervising, monitoring and supporting Family Support Workers in the above areas, both through regular team meetings and individual monitoring and supervision , as needed. The Family and Community Special Projects Manager will assist the Family Support supervisory team in assisting Family Support Workers.

The primary mechanism for monitoring family services is the designated ChildPlus reports. PIR reports are also used to account for needed services received. In addition, the Family Support management/supervisory team conducts more in-depth quantitative and qualitative monitoring on a regular basis. This includes review of documentation such as case notes from the program data system and case staffing documentation.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.51(h)(1),(i)(2)—*Monitoring*

1304.41(c) – *Transition services*

City of San Antonio Policies and Procedures:

PDM 1- *Program Monitoring*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe
Follow-up to address issues identified in PIR report	Monthly
Develop schedule rotation for supervision for (first half of) year	Bi-Annual
Individual supervision of Family Support Workers using Supervision Agenda	Quarterly

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I-7. FAMILY ENGAGEMENT – GENERAL

GENERAL PLAN/APPROACH:

Parents/guardians are the driving force behind the City of San Antonio Head Start Program. Their involvement and input is encouraged in all aspects of the Head Start program, including the following:

- Policy Council: Monthly meetings of the governing body, made up of majority parents/guardians
- Parent Connection Committee: Monthly parent meetings for families
- Advisory Committees: Committees which guide services in a specific area
- Home Visits: Twice annually
- Parent-Teacher Conferences: Twice annually for each family
- Self-Assessment: Annual process to evaluate each component of program
- Volunteering: In the classroom and providing general program support
- Wellness Support Program: Supports parents' and children's' individualized needs
- Surveys: To gather general feedback or to inform specific program decisions

While parent input is valued in every element of program implementation, it is particularly sought to inform several aspects of our program:

- **Curriculum and Approach to Child Development:** During home visits and parent/teacher conferences, parents/guardians receive valuable information about their child's development. Home visit are an opportunity to hear suggestions from parents/guardians that can be applied in the classroom or home visits, particularly insights about their child's interests and ways to encourage families to participate in home visits for the benefit of the child and family.
- **Parental Workshops and Enrichment Activities:** Parent trainings are informed by the interests and needs of parents/guardians as well as the Head Start Performance Standards.
- **Services for Children with Disabilities:** Parents/guardians of children with suspected or diagnosed disabilities guide each element of their child's experience in the Head Start program.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.21(a)(2)—*Curriculum and approach to child development*
1304.23(b)(4)—*Nutritional services*
1304.40(d)—*Responsiveness to parents/guardians' expressed needs*
1304.40(f)- *Parent involvement in health, nutrition, and mental health education*
1308.21—*Parent participation with children with disabilities*
1304.40(i)(1)-(3)- *Parent involvement in home visits*

City of San Antonio Policies and Procedures:

FCS 2 – *Building Partnerships with Families*

KEY DATES & CALENDAR TASKS

Tasks & Activities	Timeframe	Staff Responsible
Policy Council Meetings	Monthly	Head Start Administrator
Parent Connection Meetings	Monthly	Family and Community Support
Education Advisory Committee	Twice a year	Education Content Team
Health Advisory Committee	Twice a year	Health Content Team
Home Visits	Ongoing	Family and Community Support

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I-8. FAMILY ENGAGEMENT – EVENTS AND FUNDING

GENERAL PLAN/APPROACH:

With the City of San Antonio, Family Engagement is central to achieving the program's mission to close the achievement gap for low-income families and children. The program will accommodate family's cultural and linguistic preferences and provide bilingual staff and/or translators. In addition to the work done with families individually, we facilitates group activities and /or events to bring parents/guardians together with each other and Head Start employees throughout the year, including Parent Connection Committee Meetings, parent workshops/trainings, and occasionally, social events or celebrations that include culturally relevant activities. Activities are scheduled at varying times of the day and week, such as at breakfast or at the end of the day or on weekends, to encourage the participation of as many parents as possible.

The City of San Antonio ensures that our engagement of families, whenever feasible, is parent-initiated and parent-directed, and focused on programmatic content, such as education, exchange of ideas or supporting family transitions, rather than primarily social or ceremonial in nature.

Money is allocated for the Parent Activity Fund in order to support parents/guardians in planning, developing and implementing events, activities, or other projects of interest. These funds can be used for any activity in which entertainment is an *incidental* part of the event, rather than its sole purpose.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.40(g)(2)—*Parent involvement: working together on activities of interest*

1304.40(a)(4)(5)- *Family goal setting*

City of San Antonio Policies and Procedures:

FCS 1- *Parent, Family and Community Engagement Framework (PFCE)*

Plan of Action and Parent Activity Calendar

FCS 2- *Building Partnerships with Families*

FCS 3- *Community Partnerships*

I-9. PARENT EDUCATION

GENERAL PLAN/APPROACH:

SAISD is committed to providing parents/guardians with educational opportunities that promote nurturing, loving parenting and encourage self-sufficiency and that empower parents in advocating for their families and within the local community. Throughout the year, we provide workshops and educational materials designed to address parents/guardians' preferences, meet Head Start Performance Standards, and educate parents and guardians on how to embrace their role as their child's first teacher and advocate for their child.

Parent training and education take place every day in different formats, including daily conversations between teachers and parents/guardians, home visits, parent/teacher conferences, workshops, materials sent home, or newsletters. During the course of the year, educational content for parents/guardians covers a range of topics:

- **Achievement Gap Workshops:** Understanding how parents can establish family environments that promote their child's school readiness
- **Curriculum and Approach to Child Development:** Understanding child development and how curriculum supports growth and development
- **Child Observation Skills:** Observing your child and learning developmental milestones
- **Educational and Developmental Needs of Children:** Learning activities to promote your child's educational success
- **Health Needs:** Understanding principles of preventive medical and dental health, emergency first aid, occupational and environmental hazards; and safety practices in the classroom and at home
- **Services for Children with Disabilities:** Learning how to support a child with disabilities
- **Adult Mental Health/Wellness Issues:** Learning about the impact of depression and domestic violence on your children
- **Child Mental Health:** Learning about child behaviors and mental health
- **Pedestrian Safety:** Exploring general safety for young children
- **Food Preparation and Nutritional Skills to Meet Family Needs:** Managing food budgets and selecting and preparing foods
- **Family Literacy:** Recognizing and addressing literacy goals
- **Parenting Skills and Knowledge:** Learning effective parenting practices, including fatherhood activities
- **Leadership and Advocacy:** Leadership development and learning how to advocate for child's learning and development

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.23(d)—*Nutrition*
1304.24(a)(3)—*Mental health/wellness*
1304.40(e)(3-4)—*Education and literacy*
1304.40(f)—*Health, mental health, family services*
1304.40(g)(1) & (2)- *Parent involvement in community advocacy*
1304.40(h)(1-4)- *Parent Involvement in transition activities*

City of San Antonio Policies and Procedures:

FCS 1- *Parent, Family and Community Engagement Framework (PFCE)*
Plan of Action and Parent Activity Calendar
FCS 2- *Building Partnerships with Families*
FCS 3- *Community Partnerships*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Parent education provided through Parent Committee Meetings, group socialization, and education through distribution of materials	Monthly	Family and Community Support and SAISD staff
Annual Head Start Parent Conference	Annually	Family and Community Support and SAISD staff

I-10. FAMILY COMMUNICATION

GENERAL PLAN/APPROACH:

At the City of San Antonio Head Start Program, we believe that ongoing, open communication between and among staff, families and other stakeholders is fundamental to our effective operations and the provision of high-quality services. In particular, we focus on building the systems and staff capacity for ongoing, meaningful two-way communication with families.

In our Head Start Program, family communication occurs in a variety of formal and informal ways:

- **Drop-off and pick-up:** Provide chances for informal daily staff-parent conversations
- **Home Visits and Parent Conferences:** Provide important opportunities for substantive two-way communication between center-based teachers, Family Support Workers and families.

In all of the above efforts, communication is carried out in the parents'/guardians' primary or preferred language whenever possible. The bilingual skills of many of our staff are essential to this effort. We also translate materials into Spanish whenever possible, and for families who speak a primary language other than English or Spanish, we interpret to the extent feasible.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.51(c)—*Communication with families*

1306.20(e)—*Program staffing patterns*

City of San Antonio Policies and Procedures:

FCS 1- *Parent, Family and Community Engagement Framework (PFCE)*

Plan of Action and Parent Activity Calendar

FCS 2- *Building Partnerships with Families*

FCS 3- *Community Partnerships*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Parents/guardians, teachers and Family Support Workers share information during daily drop-off and pickup	Daily	Family and Community Support and SAISD staff
Home Visits	Ongoing	Family and Community Support and SAISD staff
Parent/Teacher Conferences	Ongoing	SAISD staff

I- 11. COMMUNITY PARTNERSHIPS

GENERAL PLAN/APPROACH:

The City of San Antonio Head Start Program can only succeed in providing the highest quality services to families by partnering with local service agencies that have the specialized capabilities necessary to meet the unique needs of families we serve. The recruitment of families, as well as the delivery of effective family services, is dependent upon developing and maintaining relationships with local providers.

Our Head Start Program works with a broad range of community partners. The following is a sample of the types of organizations in different service areas that we partner with:

- Crisis Management Services
- Clothing Services
- Child Protective Services
- Childcare Services
- Continuing Education and Employment Services
- Disabilities Services
- Family Literacy Services
- Family Preservation and Support Services
- Health Care Providers
- Housing Services
- Local Schools, Educational and Cultural Institutions
- Mental Health Services
- Nutritional Services
- Transportation Services

With each community partner, we work diligently to maintain and establish professional working relationships that benefit the needs of Head Start families. Emergency or crisis assistance will be made available through Family Support Workers.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.41(a)(2)—*Collaborative community relationships*

1304.40(b)- *Accessing community services*

City of San Antonio Policies and Procedures:

Family 3- *Community Partnerships*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Community partnership letters of agreement updated to confirm collaborations and reflect any changes	Annually	Family and Community Support Staff and SAISD staff

I-12. PARENT AND COMMUNITY VOLUNTEERS

GENERAL PLAN/APPROACH:

SAISD believes that utilizing parents/guardians as volunteers enriches the Head Start experience for all participants. Volunteer work within the volunteer guidelines set by the providers. We also seek to engage community volunteers whose interests and abilities support or augment our program's services.

Parent volunteers: A child's or family's participation in the program is never contingent upon any specific level of involvement. It is important that we ensure parents feel welcome to participate in the program as volunteers, and/or as potential employees. Center-based parents/guardians may contribute classroom volunteer hours and support their children's learning by reading and participating in a diverse range of developmentally appropriate parent/child activities regularly at home. The City of San Antonio Head Start Program will provide opportunities to include parents in curriculum development, and the program provides opportunities for parents to enhance their parenting skills and to share concerns about their children with program staff.

Community volunteers: The most significant source of community service is the volunteer hours contributed by our Policy Council and governing body members. In addition, Head Start leadership staff work with the Policy Council, governing body and community partners to identify appropriate community volunteers for our program.

HEAD START PROGRAM PERFORMANCE STANDARDS:

- 1304.40(d)(3)—*Parent opportunities to volunteer*
- 1304.40(e)(3)- *Parent Involvement in child development and education*
- 1304.41(a)(3)—*Outreach to encourage community volunteers*
- 1304.51(d)(2)(iv)—*Policy Council assistance in recruiting volunteer services*
- 1304.52(j)(2)—*Health requirements for regular volunteers*
- 1306.22(a)-(b)—*Volunteers*

City of San Antonio Policies and Procedures:

- FCS 2-** *Building Partnerships with Families*
- FCS 3-** *Community Partnerships*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Parents/guardians receive information about and sign up for volunteer program, as desired	Ongoing	Family and Community Support and SAISD staff
Parent/guardian and community volunteers will be provided with an orientation	Ongoing	Family and Community Support and SAISD staff
Policy Council Meetings	Monthly	Head Start Administrator
Governing Body Meetings	Monthly	DHS Director

I-13. PARENT CONNECTION COMMITTEE

GENERAL PLAN/APPROACH:

Every parent of a child enrolled in our program is a member of the Parent Connection Committee, which meets on a monthly basis at the various campuses. The Parent Committee is responsible for carrying out the following functions in our program:

- **Providing input and feedback to Policy Committee members**

Parent Committee members are encouraged to share their feedback or input with Policy Council members if there are programmatic issues they would like this governing body to discuss and share with program leadership. This coordination ensures that Policy Council members can effectively represent the views of program stakeholders.

- **Advising staff in developing and implementing local program policies, activities and services**

At Parent Connection Committee meetings, parents have the opportunity to discuss issues that they believe have an impact on program operations. During these meetings, which are typically structured as workshops and opportunities to spend time with other parents, staff is available to answer questions, and, if issues arise, to follow up with the appropriate Administrator or Coordinator.

- **Planning, conducting, and/or participating in informal and formal programs and activities for parents and staff**

Connection Committees provide every parent of an enrolled child with the opportunity to assist in the development of activities that address their interests and needs and that support the education and healthy development of their children.

- **Participating in the recruitment of program employees**

All parents are encouraged to apply for available positions with the City of San Antonio for which they are qualified. Parents who serve on the Policy Council (and are members of the Parent Connection Committee) participate in staff interviews, and the Policy Council approves all hires before they are official.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.50(a)—*Parent Committee structure*

1304.50(d)(2)—*Parent Committee interactions with Policy Council*

1304.50(e)—*Parent Committee scope and responsibilities*

City of San Antonio Policies and Procedures:

FCS 2 – *Building Partnerships with Families*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Parent Connection Committee	Monthly	Family and Community Support, and SAISD staff

J-1. CHILD HEALTH AND WELLNESS

GENERAL PLAN/APPROACH:

The City of San Antonio and SAISD Head Start Program is committed to ensuring all children in our programs receive the services and supports to assure a strong foundation for life-long health and wellness. National research shows how critically important this is for children in low-income communities, many of whom are disproportionately impacted by poor health outcomes early in their lives. Our internal data reveal numbers of children entering our programs with chronic health conditions such as asthma and obesity.

To help build life-long preventative health habits, and improve health outcomes, our staff work together to assure that:

- All children have access to quality medical and dental homes, and insurance if eligible
- All children are assessed for EPSDT adherence upon program entry, with the processes in place to assure up to date screenings and preventive health exams
- All children with identified health concerns receive timely follow up for further evaluation and treatment.
- Program environments, including food service, classroom guidelines for meals and physical activity, parent education and health and wellness activities promote the overall health and well-being of all children and families participating in our program
- The social-emotional climate of our classrooms and service provides a nurturing and supportive environment that reduces the impact of stress and helps children build resiliency and confidence in their own efficacy and well-being

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.20 – Child Health and Developmental Services

City of San Antonio Policies and Procedures:

Health 1- Immunization Requirements

Health 2 – Lead and Hemoglobin Screening

Health 3- Daily Health Check

Health 6 – Preventative Health Visit Requirements and Documentation

Nutrition Services 1 – Identification of Nutritional Needs

J-2. MANAGING HEALTH SCREENINGS AND REQUIREMENTS

GENERAL PLAN/APPROACH:

The City of San Antonio and SAISD Head Start Program is committed to ensuring every child enrolled has access to continuous sources of health services and has received all appropriate preventive medical, dental, and mental health exams and screening procedures according to the state Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) schedule. Moreover, we directly provide or ensure the provision of all 45- and 90-day screenings required by the Head Start Program Performance Standards.

Upon a child's entry into the program, we will conduct an intake process with the parent and require documentation of a recent universal physical examination, rescue medication if needed, and immunizations. With this documentation, along with the Child's Health History, Nutrition Assessment, and TB Questionnaire completed by the parents, we determine whether the child has a documented identified health concern, medical and dental home and is up-to-date on immunizations.

Within 45 days of their entry into the program, and then annually in each program year thereafter, all children receive annual hearing, vision, and social/behavioral screenings. Initial developmental screenings are conducted for all children upon entry (except those who enter our program with an existing IEP), with ongoing assessment of a child's developmental status and milestones captured through child observations and educational assessments throughout a child's participation in the program. Within 90 days of entry into the program the program will obtain and/or complete a dental exam, and physical examination per the EPSDT schedule to include a Growth Assessment, lead and hemoglobin/hematocrit screening. In the event that parents deny permission for any of these screenings, we document refusal but also provide follow-up information, education and referrals to the family.

Using the data from 45- and 90-day screenings, we support families with follow-up and treatment for identified health concerns. If a doctor's report includes a care plan (e.g. for a chronic health condition), the health services staff ensures that a Care Plan is implemented, documented in the data system, and shared with Family and Community Support Staff and teachers. In addition, the health services staff and Disabilities & Mental Health Coordinator review 45- and 90-day screening results as needed, ensuring that any health concerns are immediately addressed and that appropriate steps are initiated for any suspected health-related disabilities.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.20(a)—*Determining child health status*

1304.20(b)—*Screening for developmental, sensory, and behavioral concerns.*

1308.18—*Disabilities/health services coordination*

City of San Antonio Policies and Procedures:

Health 1- *Immunization Requirements*

Health 2 – *Lead and Hemoglobin Screening*

Health 4 – *Parent Refusal of Health Services*

Health 6 – *Preventative Health Visit Requirements and Documentation*

Nutrition 1 – *Identification of Nutritional Needs*

Education and Early Childhood Development 5 – *Development and Behavioral Screening*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Completion of developmental, hearing & vision screenings	Day 45 of program year (mid-October), or ongoing for children enrolling late	Health team and Family & Community Support Staff
Completion of Nutrition Assessment components, dental, assistance with securing medical and dental homes	Day 90 of program year (early December), or ongoing for children enrolling late	Health t team and Family & Community Support Staff
Meeting to coordinate follow-up on health screenings for children with possible health-related disabilities	On-going	Health team and Family & Community Support Staff

J-3. HEALTH SERVICES ONGOING MONITORING AND MANAGEMENT

GENERAL PLAN/APPROACH:

The City of San Antonio and SAISD Head Start Program is committed to providing comprehensive health services that meet the needs of children and families and comply with all relevant Head Start Performance Standards. To ensure high-quality implementation of health services, we use a systematic management approach that includes monitoring a set of core activities, reviewing key data on a regular basis, and communicating in a clear, timely way with staff, families and providers.

The cornerstone of health services ongoing monitoring is the data system reports (ChildPlus) which provides up-to-date information of the following:

- **Completion of 45- and 90-day requirements**—How many children have had all required EPSDT health requirements
- **Identifying children requiring health follow-up**
- Number of children with critical health concerns
- Up-to-date **physician and dental exams and immunizations**

The Health Services team works with Family & Community support staff to address any issues identified by the ChildPlus reports promptly and thoroughly. ChildPlus reports provide an in-depth monitoring of health services on a regular basis. The Health Services Content team is then able to determine current priorities in areas such as the following:

- **Referring** children for evaluation/treatment, e.g. for issues identified through the screenings, and working with the Family & Community Support Staff to follow-up to ensure treatment occurred.
- **Communicating** with families, providers, and other staff as needed for internal coordination. Also, the provision of information about community resources for health care will be provided to all families.
- **Updating** Care Plans, Medication Administration Plans and First-Aid Kits with school nurses, etc.

The Health Services Team will discuss the above during informal check-ins as well as in formal supervision meetings, thus facilitating communication and accountability.

HEAD START PROGRAM PERFORMANCE STANDARDS:

- 1304.20(a), (b)—*45- and 90-day health requirements*
- 1304.20(c)—*Follow-up, treatment & ongoing care*
- 1304.22(c)—*Medication administration*
- 1304.22(f)—*First aid kits*
- 1304.51(g), (i)(2)—*Record-keeping; ongoing monitoring*

City of San Antonio Policies and Procedures:

- Health 1- Immunization Requirements*
- Health 2 – Lead and Hemoglobin Screening*
- Health 3- Daily Health Check*
- Health 6 – Preventative Health Visit Requirements and Documents*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
ChildPlus reports generated, reviewed and discussed according to the benchmarks	Ongoing	Head Start Administration, Health Services Team, Health Coordinator, Family Support Staff
Follow-up to address issues identified concerns	Ongoing	Head Start Administration, Health Services Team, Health Coordinator, Family Support Staff
Screenings	Completed within 45 days of enrollment	Center Directors, Health Services team, Family & Community Support Staff, School Nurse

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J-4. HEALTH SERVICES FOLLOW-UP AND ONGOING CARE

GENERAL PLAN/APPROACH:

The City of San Antonio and SAISD Head Start Program strives to foster the healthy growth and development of each child we serve. As part of this effort, we use ongoing referrals, communication and follow-up to ensure that any concerns about children's health or development are addressed.

Children's health issues are typically identified in one of three ways:

- **Doctors' reports**, e.g. of annual physical examination.
- **45- and 90-day screenings**. The majority of health and developmental screenings are completed in the first 90 days of the year, with additional children screened throughout the year, depending on their dates of entry. The health service staff reviews these screening results to note any potential health concerns.
- **Internal referral**. Head Start teachers and other staff have multiple sources of information about children, e.g. classroom observation, developmental, social-emotional assessment and parent input. At any point that staff receives new information or have concerns related to a child's health, a meeting is requested to discuss and develop intervention strategies and progress monitoring.

Once a health concern has been identified through one of the above mechanisms, the health services staff, Disabilities and Mental Health Coordinator, Family and Community Support Staff, and teachers collaborate to implement all necessary follow-up strategies, primarily including the following:

- (a) Developing, implementing and monitoring a follow-up plan that articulates follow-up steps and roles to address the identified health concern(s), including implementation of a doctor's care plan if applicable.
- (b) Supporting parents to obtain further diagnostic testing by an appropriate health care professional and secure the child any needed treatment, including prescribed medications, aids or equipment.
- (c) Ensuring that dental follow-up and treatment includes the specific requirements in Head Start Program Performance Standard 1304.20(c)(3).
- (d) Maintaining ongoing communication and goal-setting with parents to ensure implementation care plans.
- (e) Parent participation in the ARD/IEP meeting and any health issue addressed in the Individual Education Plan (IEP) will have all necessary related services provided as deemed appropriate by the ARD Committee. *(See G-8 for additional information)*
- (f) Head Start funds will only be used after all other funding resources have been investigated and pursued. Documentation will be kept by the Head Start Office on all services for which Head Start is paying. Family Support Workers will assist parents with applying for Medicaid/CHIP to pay for medical and dental expenses.
- (g) The University Health System, a contracted medical partner, will provide lead/hemoglobin screenings and a referral for further medical evaluations and treatment.

Another component of ongoing care is to ensure all children remain up-to-date on physician exams

and other EPSDT requirements during their program participation. The health services staff, and Family and Community Support staff communicate with families individually in this effort.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.20(a)(1)(iii)-(iv)—*Determining child health status*
1304.20(c), (d), (f)—*Extended follow-up, treatment & ongoing care*

City of San Antonio Policies and Procedures:

Health 2 – *Lead and Hemoglobin Screening*
Health 3- *Daily Health Check*
Health 6- *Preventative Health Visit Requirements and Documentation*
Disabilities 1 – *Individualized Education Program (IEP) for Children with Disabilities*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Individual Plans	Updated Weekly	Teaching Staff, Education Specialists, Disability Coordinator
Individual support for families to ensure follow-up on identified health concerns	On-going	Family and Community Support Staff, Health Services Team, Site Managers
Health Checks	Daily	Teachers, Health Facilitators, School Nurse, Family Support Workers
Behavior Checklist and Observations	As Needed	Health Services team, Wellness Support team, and Family & Community Support Staff

J-5. RECORD-KEEPING FOR HEALTH SERVICES

GENERAL PLAN/APPROACH:

The City of San Antonio and SAISD Head Start Program utilizes a system of record-keeping and reporting designed to allow the Health Coordinator and program Monitoring team to easily monitor completion and follow-up on required health events and areas of concern. At the center of our data system is ChildPlus, a technology application which allows us to capture the date, provider, results, and pertinent notes on a range of health events, including the following:

- Physical and dental exams
- Hearing, vision, social-emotional, developmental, lead, hemoglobin/hematocrit and dental exams/screenings
- Immunizations
- Care Plans – for diagnosed medications, allergies, etc.
- Treatment and follow-up actions required for failed screenings or identified health concerns
- Communication with families on health matters, such as notification of health screening results, follow-up on referrals, and/or refusal to participate in screenings

We use this information captured in the data system to monitor whether enrolled children are up-to-date on a schedule of age-appropriate preventive and primary health care, and to track and monitor all follow-up on identified health issues.

The City of San Antonio also utilizes standardized tools and forms to capture and organize health information program-wide.

- **Children's Electronic Files-** The Head Start program maintains hard-copy documentation of all health-related activities, such as doctor visits. Each child's file is well organized and maintained in a proper manner in ChildPlus

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.20(a)—*Track the provision of health care services.*

1304.51(g)—*Record keeping and reporting*

City of San Antonio Policies and Procedures:

Health 1- *Immunization Requirements*

Health 2- *Lead and Hemoglobin Screening*

Health 6 – *Preventative Health Visit Requirements and Documentation*

Disabilities 1 – *Individualized Education Program (IEP) for Children with Disabilities*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Child files completed and subsequently updated	On-going as per individual children's start dates	Family and Community Support Staff and SAISD Health Services Team
Child files audited for completion	2x per year	Family and Community Support Staff and SAISD Health Services Team

J-6. HEALTH SERVICES COMMUNICATION AND SERVICE COORDINATION

GENERAL PLAN/APPROACH:

The City of San Antonio and SAISD Head Start Program is committed to ongoing collaboration among staff, which we believe is essential to effective and efficient management of the Head Start program as well as to ensuring that services are of the highest quality and compliant with all Performance Standards. This collaboration occurs through regular communication mechanisms such as staff meetings, trainings, workshops, and project events.

The Health Services Team will coordinate with colleagues in, at a minimum, the following ways:

- Ensuring that **classroom teachers** have information to accommodate all special medical or nutrition needs in the classroom and to implement Care Plans as needed.
- Providing **Family and Community Support Staff**, and community partners with the data and support they need to complete health screenings; help all families secure a medical home; and provide teachers with accurate, up-to-date information on children's allergies.
- Working with the **Disabilities & Mental Health Coordinator** to follow-up on concerns identified in 45- and 90-day health screenings and to meet needs of children with health-related disabilities.
- Working with other leadership team members, to develop community partnerships with agencies providing health care and nutritional services; identify health- and nutrition-related community resources for the Community Resource Guide; provide families with required medical, dental and nutrition education; and coordinate staff training on health- and nutrition-related topics.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.20(a)(1)(i)—*Ongoing source of health care for each family*

1304.40(f)—*Medical, dental & nutrition programs for families*

1304.40(g)(1)(ii)—*Information on community resources*

1304.41(a)—*Community partnerships*

1304.51(e)—*Staff communication (general)*

City of San Antonio Policies and Procedures:

Health 6- *Preventative Health Visit Requirements and Documentation*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Completion of hearing & vision screenings	Within 45 Days from child's date of entry and ongoing for children enrolling late	Family and Community Support Staff, SAISD Health Services Team
Completion of Child Health History, Nutrition Assessment, TB Questionnaire	By 90 days of entry program and ongoing for children enrolling late	Family and Community Support Staff, SAISD Health Services Team
Meeting to coordinate follow-up on health screenings for children with possible health-related disabilities	Weekly – Ongoing	Family and Community Support Staff, SAISD Health Services Team
Case Conferences to ensure appropriate support for all children, including those with health-related special needs	Ongoing	Family and Community and Support Staff, SAISD Health Coordinator

J-7. REPORTING SUSPECTED CHILD ABUSE AND NEGLECT

GENERAL PLAN/APPROACH:

The City of San Antonio and SAISD Head Start Program employees are responsible for the health and welfare of all children participating in the program, and as such are mandatory reporters of child abuse and neglect.

To support staff in this important responsibility, The City of San Antonio and the SAISD have a clear policy on reporting suspected child abuse and neglect, included in the Family Handbook and Employee Handbook, which includes the procedures outlined below as well as definitions of child abuse (including sexual abuse).

SAISD employees are trained annually in implementing this policy, including identifying and reporting child abuse and neglect and dealing with involved parents or guardians in a non-punitive way.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.22(a)(5)—*Health emergency procedures*
1304.52(k)(2)(i)—*Staff training*

City of San Antonio Policies and Procedures:

Health 3 – *Daily Health Check*
PDM 8- *Identification and Reporting of Child Abuse and Neglect*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Staff trained on reporting suspected child abuse and neglect	Annually, or more often as needed (e.g. for new staff)	All Head Start Staff
Newly enrolled families oriented to Head Start policy on suspected child abuse and neglect	Ongoing, in family intake meetings	Principals, Teaching Staff, Family and Community Support Staff

J-8. MEDICAL EXCLUSION AND ACCOMMODATION

GENERAL PLAN/APPROACH:

The City of San Antonio and SAISD Head Start Program is committed to ensuring the health and safety of each of the children and families we serve. For this reason, and in compliance with Head Start Program Performance Standards, service providers have policies and procedures that clearly define possible exclusions for illnesses. At the same time, we are committed to accommodating children's health care needs as fully as possible over the long term.

The goal of having an illness policy is to enable all of the children enrolled in Head Start to participate as healthy individuals. This policy includes the following:

- The communicable diseases (respiratory, gastro-intestinal and contact illnesses) and medical symptoms that require a child to be excluded from the program for the short term. *These are consistent with the Health Department policies and include "reportable diseases" as defined by Center for Disease Control.*
- Expectations for parents (e.g. picking up ill children, communicating with (E)HS staff).
- Criteria for sending an ill child home and for return to school after illness, injury or surgery (e.g. waiting periods, doctor's notes).

The Policies and Procedures can be found in the Parent Handbook.

In keeping with our organization's value of inclusiveness, the SAISD **will never exclude** any enrolled child from long-term program participation on the basis of health care needs alone, provided that we can accommodate those needs (i.e. through reasonable modifications or auxiliary aids) without either fundamentally altering the Head Start program or posing a significant health or safety risk to the child or to anyone in contact with him/her.

The Health Services Team will be the primary decision-maker on all issues related to short-term medical exclusion as well as long-term medical accommodation, conferring with the City of San Antonio and leadership team members as needed. The health services staff will provide all Head Start staff with appropriate training and support to enable them to understand and implement this policy.

HEAD START PROGRAM PERFORMANCE STANDARD:

1304.22(b)—*Conditions of short-term exclusion and admittance*

City of San Antonio Policies and Procedures:

Environmental Health & Safety 4- *Conditions of Short Term Exclusion & Admittance*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Staff trained on understanding and implementing the Medical Exclusion & Admittance policy	Ongoing, in new staff training, or annually as needed	SAISD Health Services Team

J-9. MEDICATION ADMINISTRATION

GENERAL PLAN/APPROACH:

The City of San Antonio and SAISD Head Start Program strives to meet the needs of each child we serve, including those with health-related disabilities or special needs. For this reason, and in compliance with Head Start Program Performance Standards, we have a Medication Administration Policy that clearly defines our procedures for administering medication and medical procedures.

We will only administer medication to children with chronic illness, specific disabilities and/or who requires them during the time children are in our program, according to the specific procedures included in the Medication Administration Policy. In addition, whenever required, specific health procedures will be completed only by a licensed health professional. This policy includes requirements for labeling and storing medication, administering medication or medical procedures to children, and related record-keeping.

School Nurses follow prescription medication instructions using the prescription label and non-prescription medication requires instructions/authorizations from the doctor.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.22(c)—*Medication administration*

1304.52(d)(2)—*Qualifications of content area experts*

1308.18—*Disabilities/health services coordination*

City of San Antonio Policies and Procedures:

Environmental Health & Safe Environments 6 – *Medication Administration*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Submit updated Medication Administration records to Health Coordinator/HDA	Ongoing	Principals, Family & Community Support staff and Teachers
Monitoring of medication administration – supplies, logs, permissions	Monthly	Health Services Team, School Nurse

J-10. PARENT COMMUNICATION AND INVOLVEMENT IN HEALTH SERVICES

GENERAL PLAN/APPROACH:

The City of San Antonio and SAISD Head Start Program involves and communicates with parents in a variety of ways to ensure the high-quality implementation of the health services component and compliance with relevant Head Start Program Performance Standards.

Communication with parents is one of the core health services activities monitored and managed by the Health Coordinator, and accordingly is included in the Health Supervision & Monitoring Tool. A priority in this area is the Health Coordinator/HDA's ongoing communication with families— directly or via Family and Community Support Staff—regarding upcoming or past-due health requirements, such as physician exams.

The SAISD provides parents with information about any screening procedures conducted in accordance with 45- and 90-day health requirements, including how to talk to their children about these procedures. We obtain advance authorization for health and developmental screenings through parent signature on the **Permission for Services form** and medical consents provided by the medical contractor. If a parent or guardian refuses to authorize health services, we complete a refusal of services form and scan it into the child's file in ChildPlus. We also provide additional education and follow-up support for the family.

Head Start staff provides parents with the results of any height, weight, hearing, vision, or developmental screenings conducted by the program. In addition, whenever child health problems are suspected or identified—whether through 45- and 90-day screenings or ongoing care Head Start staff share those findings with parents on a timely basis, initiating an ongoing conversation with parents about how to meet the needs of their child. Parents are also involved closely whenever disabilities referral and evaluation procedures being instituted.

Finally, Family and Community Support Staff communicate with parents individually throughout the year about health services, supporting them in pursuing referrals for child or adult medical concerns and encouraging them to be active partners in their children's health care process.

HEAD START PROGRAM PERFORMANCE STANDARD:

1304.20(e)—*Involving parents in child health & development*

City of San Antonio Policies and Procedures:

Health 4- *Parent Refusal of Health Services*

Health 6- *Preventative Health Visit Requirements and Documentation*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Provide families with information about health/ developmental screenings and get signed permission	On-going - as part of intake as new children enroll	Family and Community Support Staff and SAISD Health Services Team
Assist families in securing medical and dental homes	On-going – within 90 days of each child's start date	Family and Community Support Staff
Coordinate communication with families regarding health requirements	On-going as needed	Family & Community

coming due, e.g. physician exams		Support Staff
Distribute Parent Handbook	Within 30 days of child entry date	Principals, Teaching Staff, Family Support Workers
Health Insurance for the uninsured	At enrollment, ongoing	Principals, Family Support Workers, University Health System, Parents
Dental Exam and Fluoride Varnish	At enrollment, ongoing	Principals, , City of San Antonio Metropolitan Health District Family Support Workers, Parents

J-11. HEALTH SERVICES ADVISORY COMMITTEE

GENERAL PLAN/APPROACH:

The City of San Antonio and SAISD Head Start Program maintains a Health Services Advisory Committee (HSAC), the primary purpose of which is to advise the Head Start program on health issues relevant to the children and families we serve, such as childhood obesity and diabetes.

The focus of the HSAC, and the guidance it provides to the Head Start program, varies throughout the year and may be determined based on a range of information. For example, Community Assessment data regarding community health needs, results of 45- and 90-day health requirements for enrolled children, and the observations and concerns of Head Start staff and parents.

Membership in the HSAC varies from year to year but generally consists of 12-15 persons; including Head Start parents, and health professionals drawn from the community (including but not limited to pediatricians, obstetricians, gynecologists, nurses, nutritionists and/or other community health professionals).

The City of San Antonio Health Content team is the primary liaison between the Head Start program and the HSAC. The HSAC meets formally a minimum of twice a year, with members available for consultation at other times as needed.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.41(b)—*Advisory committees*
1305.3(c)(4)-(5)—*Determining community strengths and needs*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Confirm membership of HSAC for coming year, including parent and community volunteers	August and January	SAISD Health and Family Services Coordinators
Plan Health Services Advisory Committee schedule for the year and communicate to members	Early Fall	Health Content Team
Identify current health issues, questions or concerns to bring to first HSAC meeting – based on 45- and 90-day health screenings	October- December and Ongoing	Health Content Team
HSAC Meeting (target dates)	October, January, April	Health Content Team

K-1. NUTRITIONIST/FOOD SERVICE MANAGER: ROLE, MANAGEMENT AND MONITORING

GENERAL PLAN/APPROACH:

The City of San Antonio Head Start Program is committed to providing the highest-quality services to children and families. In the area of nutrition services, this means engaging, monitoring and supporting the services of a Registered Dietitian and/or Nutrition Coordinator in the following areas of responsibility:

1. Ensuring that meals and snacks meet all School Breakfast Program (SBP), National School Lunch Program (NSLP), Child and Adult Care Food Program (CACFP) and Head Start Program Performance Standard requirements and accommodate children's special dietary needs whenever necessary.
2. Monitoring meals services, including food preparation and family-style dining.
3. Coordinating appropriate Head Start staff to support children with identified nutrition concerns and provide families with nutrition assistance as needed to meet individual nutritional needs and consulting.
4. Consulting with staff and families of children with disabilities related to nutrition or feeding.
5. Strengthening and utilizing community partnerships to provide nutrition services to families.

The SAISD Nutrition Coordinator confers with the Food Service Manager to monitor and support her work in the areas below. During visits the SAISD Nutrition Coordinator and Food Service Manager discuss the status of children with suspected or diagnosed nutritional needs or disabilities; specific supports that have been or need to be provided to families or staff (individually or as a group); and the status of any new or ongoing community partnerships.

- Data System Reports: Health Requirements, and Individual Health History, with health-related data selected (possibly including heights, weights, blood iron and lead test results)
- Health/Nutrition Referrals and Individual Care Plans
- Recent correspondence with staff, families or health care providers on nutrition-related concerns

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.23(b)-(c)—*Nutrition services & meal services*

1304.23(d)—*Family assistance with nutrition*

1304.51(i)(2)—*Ongoing monitoring*

1304.52(d)(3)—*Qualifications of content-area experts*

1308.20(b)—*Disabilities nutrition services*

City of San Antonio Policies and Procedures:

Nutrition 1- *Identification of Nutritional Needs*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Check-in to discuss new concerns and follow-up on active cases	As needed	Family and Community Support, SAISD Service Provider
Nutritional Education Classes for Parents	Throughout the Year / As needed	Teaching Staff; Family Support Workers; Health Facilitator; School Nurse

K-2. NUTRITION ASSESSMENT

GENERAL PLAN/APPROACH:

At SAISD, we recognize the central importance of proper nutrition to healthy child development. As such, we work closely with families to assess their nutritional status and to identify any potential needs that we can help to address, including special dietary orders provided by a physician. We do so by gathering the following types of information:

1. **Health Screening Results:** Using the 90-day health assessment when age appropriate, with the results of hemoglobin/hematocrit and lead screenings, our Health Service team and Nutritionist/Food Service Manager can identify areas of concern related to obesity, malnourishment, anemia, etc.
2. **Family Nutrition Habits:** During the intake process, we gather information about family eating patterns, including cultural preferences, special dietary requirements for each child with nutrition-related health problems confirmed by their Primary Care Physician.
3. **Nutrition Assessment:** Using the information gathered above, by the 90th day after program entry, Health team and/or Family Support Workers complete a Nutrition Assessment that incorporates the results of the Nutrition Questionnaire, Lead, Hemoglobin/Hematocrit, and Growth Assessment, and refer any child that fails any individual component of the Nutrition Assessment to the Nutrition Coordinator or Consultant for immediate follow-up with the family, as well as the development of an Individual Care Plan.
4. **Child Dietary Habits:** Upon intake with the Nutrition Assessment and Child Health History, parents and HS staff discuss any observations the parent has had related to developmental changes in feeding and nutrition, as well as any dietary restrictions, allergies that require individualized diets for his/her child..

This information is used by Family Support Workers Child Nutrition Staff and Teachers, to help individualize services for children and families. Moreover, along with the Nutrition Coordinator, Health Content Team, HS staff uses this data to identify areas requiring further programmatic attention, which might include trainings or the distributions of educational materials.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.23(a)(1-4)—*Identification of Nutritional Needs*

City of San Antonio Policies and Procedures:

Nutrition 1- *Identification of Nutritional Needs*

Health 6 – *Preventative Health Visit Requirements and Documentation*

KEY DATES & CALENDAR TASKS:

Activity	Timeframe	Staff Responsible
Check-in to discuss concerns identified in nutritional screening information	Monthly	Nutrition Coordinator , SAISD
Ensure family services staff have information to follow-up and support families with any nutritional issues identified	Ongoing, as needed	Health Services Staff with Family Service Worker
Review Child Nutrition Assessment – for all newly enrolled and returning children	Ongoing, within 90 days of intake	Nutrition Coordinator with initial reviews conducted by trained Health Coordinators or Family Support Workers
Provide parents with a written notification and/or informational flyers from community partners regarding nutritional issues	As issues arise in the community	Center Directors, Head Start Administrator, Health Services Advisory Committee

K-3. MENU PLANNING

GENERAL PLAN/APPROACH:

The SAISD Nutrition Coordinator approves all menus for meals and snacks and ensures that all menus adhere to the following principles:

1. All meals are nutritious and in accordance with the USDA's guidelines for the School Breakfast Program, National School Lunch Program and Child and Adult Care Food Program. The service provider Nutrition Coordinator and SAISD Child Nutrition Services will ensure that all food served is high in nutrients, low in fat, sugar and salt.
2. Each child receives meals and snacks that provide 1/2 to 2/3 of the child's daily nutritional needs. Breakfast is provided to all children who have not received breakfast upon arrival to center/school.
3. Age appropriate options exist for every child who will be eating meals or snacks.
4. Menus reflect a broad variety within the given food groups.
5. Foods are reflective of the wide range of ethnicities and cultures of our families.
6. Meals are scheduled to ensure all children will be given sufficient time to eat meals and snacks and are adjusted when necessary.

SAISD works closely with the Nutrition Coordinator and SAISD Child Nutrition Services to adjust food service delivery according to the needs of enrolled children. During visits, the SAISD Nutrition Coordinator discusses the status of children who have any specific dietary needs. Such special circumstances include allergies; religious or cultural dietary restrictions; health-related restrictions; and accommodations for children with disabilities.

When an allergy, special dietary practice, or aversion is identified as necessary, the Service Provider Nutrition Coordinator collaborates with the Family Support Workers, Child Nutrition Staff and Teachers to identify a solution that is agreeable to the child's parents, practical, and nutritionally appropriate. In all such cases, we are committed to making the individualized adjustments to menus needed to ensure that all children are able to participate in the HS nutritional programming.

HEAD START PROGRAM PERFORMANCE STANDARDS:

- 1304.23(b)(1), (4)—*Age appropriate foods*
- 1304.23(c)(6)—*Dietary requirements accommodated*
- 1306.33(c)(3)—*Home-based appropriate nutrition*
- 1308.20—*Disabilities nutrition services*

City of San Antonio Policies and Procedures:

- Nutrition 1- *Identification of Nutritional Needs*
- Nutrition 2- *Outside Food & Adult Meals*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Menus cycles are created, with individual accommodation in mind	6 weeks	Service Provider Nutrition Coordinator, SAISD Child Nutrition Services
Menus distributed to families	as needed	Family and Community Support, Service Provider
Menu created/ approved for snacks during group events	Monthly, as needed	Family and Community Support, Service Provider
Health Services Advisory Committee Meeting	Twice a year, as needed	The City of San Antonio Head Start Grantee,

K-4. MEALS IN CLASSROOMS: FAMILY-STYLE DINING

GENERAL PLAN/APPROACH:

The City of San Antonio Head Start Program recognizes that mealtimes and feeding routines are essential to children's healthy development and socialization. Meals are not only a vehicle for nutritional and health services, they are also opportunities for children to learn appropriate eating patterns and meal time behavior; practice decision-making, sharing, and communicating with others; and develop muscle control and eye-hand coordination.

In the center-based program, meals are eaten family-style, with teachers joining children at the table, foods passed among the children, and portions regulated by the children themselves. Children have a consistent schedule for both meals and snacks.

At SAISD, meal times will adhere to the following principles:

- **Family-style dining.** Children eat meals and snacks family-style with their peers as well as teacher(s) or other adults. All participants in family-style meals eat from the same basic menu and share responsibility for set-up, serving and clean-up.
- **Relaxed approach and timeframe.** Teachers approach mealtimes as a pleasant experience in which children do not feel rushed, have plenty of time to eat, and are able to transition away from the table individually as appropriate.
- **Broadening children's food experience.** Mealtimes are often an opportunity for children to try new things; staff model enjoyment of food as well as an attitude of curiosity and openness regarding new or unusual foods. Staff never forces children to try something they do not want.
- **Appropriate encouragement for children.** Teachers know that a child may not eat the same amount every day, or be hungry at the same time. Staff never uses food as punishment or reward, nor do they ever force children to eat. Children may require a number of exposures to a new food before they will accept it; if a child refuses food, staff offers such food again at some future time.
- **Accommodation of individual needs.** The Nutrition Coordinator works with SAISD Child Nutrition Staff, teachers and supports menu planning to ensure that all medically-based diets or other feeding requirements are accommodated, including any feeding needs related to disabilities.
- **Responsible oral hygiene.** Head Start teachers use the occasion of meals to both model and practice effective oral hygiene, teachers and children brush their teeth after a meal service and reinforce the importance of continuing this practice at home.

HEAD START PROGRAM PERFORMANCE STANDARD:

1304.23 (b)(3), (c)—*Meal services*

City of San Antonio Policies and Procedures:

Nutrition 1- *Identification of Nutritional Needs*

Health 5 – *Oral Health and Education*

Education 16- *Family Style Meals*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Staff trained in family-style dining and applicable hygiene practices	Annually	Leadership staff

K-5. FOOD SERVICES ADMINISTRATION

GENERAL PLAN/APPROACH:

SAISD is committed to delivering a high quality nutritional program for all children and families enrolled in the program. In order to do this, we must ensure that the administration of meal services meets all Head Start Program Performance Standards, including the following practices:

1. **Head Start Funds:** Service Providers uses funds from the USDA as the primary source of payment for meal services. Head Start funds are used, in rare instances, to cover allowable costs not covered by the USDA.
2. **Meal Production Records:** Food Service managers, Cooks keep daily logs of food ordered, produced and consumed, which are submitted on a weekly basis to the Operations Coordinator for ongoing monitoring. Food Service managers are responsible for production records and have policies/procedures they must adhere to.
3. **Outside Food Vendors:** We work with approved food vendors to ensure the meals and snacks served to center based children are both safe and nutritious.
4. **Food Safety and Nutrition:** The Service Providers post evidence of compliance with applicable food safety and sanitation laws and licensing information in its center. In addition, SAISD Child Nutrition Services only contract-with food service vendors that are licensed in accordance with local laws. Food Service managers also complete a monthly HACCP Checklist, during which SAISD Child Nutrition staff reviews compliance with food safety and nutritional guidelines.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.23(b)(1)(i)—*USDA funds*

1304.23(e)(1)—*Food safety and sanitation*

City of San Antonio Policies and Procedures:

Nutrition 1- *Identification of Nutritional Needs*

Nutrition 2- *Outside Food & Adult Meals*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
HACCP Checklist completed	Monthly	Family and Community Support, Service Provider
Computerized listing of all USDA expenditures	Monthly	SAISD Child Nutrition Comptroller, SAISD Quality Assurance Dept, SAISD Child Nutrition Services

L- 1. HEALTH AND SAFETY – GENERAL

GENERAL PLAN/APPROACH:

The City of San Antonio Head Start Program places the highest possible priority on protecting the health and safety of the children we serve. For this reason, we have developed health and safety procedures that are simple, clearly defined, and meet all relevant Head Start Performance Standards.

Examples of written procedures include:

- (a) Health and Safety Roles and Responsibilities
- (b) Critical Incident Reporting (*see C-9, PDM*)
- (c) Hygiene & Hand-Washing
- (d) Diapering and Toileting
- (e) Maintaining First Aid Kits

Each of the above procedures is included in the City of San Antonio Head Start Program Policies/Procedures and posted in our center, as per Performance Standards. Many of these procedures are also included in the Family Handbook. Additional health-related policies include keeping children up-to-date on health requirements and reporting suspected child abuse and neglect.

As part of our commitment to the health and safety of the children and families we serve, our facilities are clean, safe, maintained in good condition and compliant with all Head Start Performance Standards. We have created physical environments and maintain facilities that support the highest-quality services for children and families. Our physical environment, in each of our centers, is designed to accommodate all program activities and support children's learning at various stages of development.

In order to ensure that the wide range of health and safety items and tasks are properly monitored throughout the year, we have clearly identified the roles and responsibilities of staff.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.53(a)(1)-(3)—*Physical environment – general*

1304.53(a)(6)—*Compliance with state & local licensing requirements*

City of San Antonio Policies and Procedures:

Environmental Health and Safety 1- *Safe Environment*

Environmental Health and Safety 3- *Hygiene and Hand Washing*

Environmental Health and Safety 7- *Diapering and Toilet Training*

Program Design Management 12- *Critical Incident Protocol*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Staff trained on required health & safety policies and procedures	Ongoing, in new staff training, or annually as needed	SAISD Head Start Coordinator & staff; and City of San Antonio Staff (as needed)

L- 2. PHYSICAL FACILITIES AND ENVIRONMENT

GENERAL PLAN/APPROACH:

SAISD will monitor the safety of indoor and outdoor environments and ensure they are free of unsafe and hazardous materials. SAISD will ensure toys are safe and age appropriate and non-toxic and classrooms have materials that are developmentally appropriate for children from age 3 through age 5. SAISD will maintain compliance with state/local certification, including group size, ratios, sanitation and hygiene practices. Restrooms, classrooms, and playgrounds are ADA accessible and appropriate for children and adults with disabilities. In addition, SAISD is responsible for safety drills, maintenance of first aid kits, training of staff, accommodation of children with disabilities, food safety and sanitation.

Each Head Start classrooms consists of a minimum of 35 square feet of usable space per child, with enrollment per classroom determined based on Head Start Performance Standards. Within each classroom, space is organized into functional areas that support a range of activities, including eating and sleeping; gross and fine motor activities; and individual play as well as social interactions.

Outdoor play areas vary from center to center, and designed to accommodate children's development and play, and consist of a minimum of 75 square feet of usable space per child. Outdoor play spaces are arranged to prevent any child from leaving the premises and entering unsafe or unsupervised areas. In transitioning to outdoor play, teachers ensure that children are not exposed to vehicular traffic.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.53(a)(1)-(3)—*Physical environment – general*

1304.53(a)(5)—*Square footage*

1304.53(a)(6)—*Compliance with state & local licensing requirements*

1304.53(a)(9)—*Outdoor play areas*

City of San Antonio Policies and Procedures:

Environmental Health and Safety 1- *Safe Environment*

Environmental Health and Safety 2- *Staffing and Class Size Requirements*

Tasks & Activities	Timeframe	Staff Responsible
Monitoring of Physical Facilities and Environment	Beginning of the School year August 25, 2015, ongoing	Site Principals, Head Start Health Coordinator, Program Monitors, and Grantee Monitoring staff
Teachers will ensure toys are safe and appropriate and non-toxic.	Beginning of the School year August 25, 2015, ongoing	Site Principals; Classroom Teachers; Education Specialists; and Program Monitors
Safe Environment Checklist	Daily/4 Times Annually	Site Principals; Custodians; Classroom Teachers; Education Specialists ; Head Start Health Coordinator; and Program Monitors

L- 3. FACILITIES MAINTENANCE AND MONITORING

GENERAL PLAN/APPROACH:

The cleanliness of all facilities is ensured through janitorial services, routine repairs, and maintenance. SAISD ensures all equipment meets regulations and standards and make necessary repairs.

The Head Start program is a smoke-free environment and is kept free of other air pollutants, lead, soil and water contaminants. We adhere to all State of Texas requirements (as applicable) for lead, radon, and water testing. In the event that we need to perform maintenance operations involving pesticides, herbicides or other potentially toxic airborne chemicals, we ensure children are not present during the application and do not enter the affected area until it is safe.

The City of San Antonio Head Start Program conducts ongoing monitoring to ensure that space, light, ventilation, heat, and other physical arrangements at each facility is consistent with the health, safety and developmental needs of the children and families we serve. Each day, teachers and Center Principals conduct visual safety checks to ensure that the classrooms, hallways, and outdoor play areas are hazard-free. Any health or safety concerns are reported immediately to the Center Principals, who documents the need or concern to the operations team.

Our comprehensive Health and Safety Monitoring Checklist combines requirements from the Head Start Federal Monitoring Review. It includes items in the following areas: Indoor Maintenance & Sanitation, Kitchen & Food Storage, Provisions for Emergencies & Medication, Health, Safety & Nutrition practices, Outdoor Maintenance, Sanitation & Playground Facilities.

HEAD START PROGRAM PERFORMANCE STANDARD:

1304.53(a)(7), (8), (10)—*Maintenance, toxin-free environment, safety inspection*

City of San Antonio Policies and Procedures:

Environmental Health and Safety 1- *Safe Environment*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Facilities Maintenance and Monitoring	Beginning of the School year August 25, 2015, ongoing	Site Principals; Custodians; Program Monitor
Complete Health & Safety Self-Monitoring Checklist	Monthly	Site Principals and Custodians

L- 4. LICENSING AND INSPECTIONS

GENERAL PLAN/APPROACH:

The City of San Antonio Office of Head Start is committed to ensure compliance with all Federal standards, sanitation codes and requirements, city zoning laws, and any other applicable regulations related to maintaining a clean, safe, high-quality facility.

We maintain a current Certificate of Occupancy for each center, as well as documentation of satisfactory inspections related to health and sanitation, fire safety, and any other state or local requirements.

- Each classroom is located within the SAISD's school district and has established exemption status through Texas Department of Family and Protective Services Child Care Licensing

HEAD START PROGRAM PERFORMANCE STANDARD:

1306.30(c)—*Compliance with state & local licensing requirements*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Head Start centers and Sub-Centers are inspected by the State Fire Marshalls, Health Department and AED Contractor	As scheduled	Site Principals; Custodian; Health Department; Fire Department; District Maintenance coordinator

L- 5. FIRE AND SAFETY DRILLS

GENERAL POLICY/APPROACH:

The City of San Antonio Head Start places the highest priority on the safety of the children we serve. For this reason, and in compliance with Head Start Performance Standards and Office of Licensing regulations, we conduct fire drills monthly in each center and review procedures for a range of possible emergencies with all staff annually.

A facility diagram, showing the location of fire alarms, fire extinguishers and emergency evacuation routes, is posted for quick reference near each classroom and facility exit door. As part of the monitoring system, using the Health and Safety Monitoring Checklist, we ensure that evacuation procedures are posted, and that regular and emergency exits are clearly marked and free from obstruction. Each campus will conduct practice drills based on SAISD Emergency Procedures. All practice drills will be documented and kept in front office.

During each of our monthly fire drills, we ensure that all children present in the building are evacuated under the close supervision of staff. For each fire drill we document the following information, which is kept in the site's Operations/Facilities Binder:

- Date and time of day;
- Weather condition;
- Number of participating children and staff members; and
- Total amount of time taken to evacuate the center.

Fire drills are scheduled at various times over the course of the year to provide staff and children the opportunity to practice evacuating the building under a variety of circumstances.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.22(a)(3)—*Safety procedures for emergencies practiced regularly*
1304.53(a)(10)(vii)—*Exits clearly visible & evacuation routes posted*
1306.30(c)—*Compliance with state & local licensing requirements*

City of San Antonio Policies and Procedures:

Environmental Health and Safety 5- *Environmental Health and Safety*
Emergency Procedures

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Fire drills for all staff and children in center	Monthly—date/time varies	Site Principals or designee
Posting of evacuation procedures and accessibility of exits included in formal or self-monitoring with Health and Safety Checklist	Annually	Site Principals and designee(s)
Staff training on evacuation routes and procedures	Annually, or more often as needed (e.g. for new staff-Monthly)	Site Principals
Fire Inspections	Annually	Site Principals

L- 6. REQUIRED INFORMATION TO POST IN CENTERS

GENERAL POLICY/APPROACH:

The City of San Antonio Head Start Program meets all Head Start Performance Standards for facilities, including requirements for information and items must be posted in our center. They are as follows:

- The Head Start Program Procedural Manual will be located in each Principal/Site Director's Office and is available for review.
- Emergency medical and dental procedures will be posted at each center in all areas used by children.
- A general emergency guideline book will be located in each center for easy access. This book will be taken with the staff and children when evacuation is necessary. The book will contain names and contact numbers for each of the parents/Guardians as well as numbers for the fire department, the City Head Start contact and SAISD official.
- Early Childhood Emergency Guide will be posted in each room and readily accessible.
- A First Aid Guide is available in each First Aid Kit Consent for the child's emergency medical/dental treatment
- Each room will have posted the location and telephone numbers of emergency response systems.
- Each room will have a posted evacuation plan An Emergency Procedure Manual is posted in each room.

All parents will be informed and given a copy of the emergency procedures set forth by the San Antonio a Head Start Program.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.22(a)-(c)—*Emergency procedures*

1304.23(e)—*Food services*

City of San Antonio Policies and Procedures:

Environmental Health and Safety 5- *Environmental Health and Safety*

Emergency Procedures

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Posting Requirements	Prior to each program year	Site Principals; Teachers; Head Start Health Coordinator; Program Monitor

L- 7- RECORD-KEEPING FOR FACILITIES

GENERAL POLICY/APPROACH:

The City of San Antonio uses a thorough approach to record-keeping throughout our program in the areas of facilities, materials and equipment.

Required Documentation that is aptly recorded includes (but is not limited to) the following:

- a) Fire Drills
- b) Health and Safety Checklists
- c) Playground Safety Checklists
- d) Inspections, Certifications, Licenses

HEAD START PROGRAM PERFORMANCE STANDARD:

1304.51(g)—*Record-keeping—general*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Documentation of recent monitoring, maintenance, fire drills, etc.	Monthly, Ongoing	Site Principals , Compliance Team

M-1. RECRUITMENT

GENERAL PLAN/APPROACH:

The City of San Antonio actively recruits children and families throughout our service areas to ensure every slot is filled as soon as possible, within 30 days of becoming available; that 10% of slots are made available to children with disabilities; and no more than 10% of enrolled children are over 125% of Federal Poverty Guidelines. The City of San Antonio will always give priority to applicants who are income, categorically eligible or has a disability. Our programs can serve up to 35% of participants whose income falls between 101% and 125% of Federal Poverty Guidelines. Our goal is to actively inform all families with eligible children within the recruitment area of the availability of services, and encourage and assist them to apply for admission to the program, such that we maintain an active waitlist.

We utilize two instruments to ensure we identify and ultimately serve families with the highest need:

1. **Community Assessment:** We perform a detailed Community Assessment every three years and update it in the interim years. The Community Assessment is used to identify specific areas in our service areas with high concentrations of families in poverty as well as community-based agencies that can refer interested, income-eligible families. We also use the Community Assessment to adapt our recruitment strategies to address any gaps in our enrollment—i.e., a specific demographic, ethnicity or geography that is underrepresented.
2. **Selection Criteria:** The Selection Criteria, which is updated and approved by Policy Council annually, has been designed to ensure children and families of the highest need rise to the top of the waitlist. When we recruit, we target as wide a range of income-eligible families as possible; the Selection Criteria allows us to then prioritize those families according to need.

We recruit largely by partnering with SAISD and community-based agencies that serve low-income children and families. In our program, we find it most effective to recruit in the following ways:

- Currently Enrolled Parents: referrals from enrolled parents to friends and family
- Door to Door Canvassing neighborhoods and High-Traffic Commercial Centers
- LEA and community partnerships
- Community events and activities
- Clinics/Hospitals/WIC office
- Other Child Care Providers

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.50(d)(vii)—*Policy Council approval of selection criteria*
1305.3(d)(3), (f), (g)—*Determining community strengths and needs*
1305.5—*Soliciting as many applications as possible*

City of San Antonio Policies and Procedures:

ERSEA 1- *Determining Community Strengths & Needs*

ERSEA 2- *Recruitment of Children*

ERSEA 3- *Eligibility*

ERSEA 4- *Selection*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Community outreach thorough community partners	Ongoing	All Staff
Enrollment opportunities filled within 30 days	Ongoing, as needed	Family & Community Support and ERSEA Coordinators

DRAFT

M-2. ELIGIBILITY AND SELECTION

GENERAL PLAN/APPROACH:

The City of San Antonio uses a consistent process to define, approve and implement a set of selection criteria that are consistent with all Head Start Performance Standards and ensure we are providing services to children and families most in need.

Our selection criteria is closely linked to the Community Assessment data as well as our strategic planning process. The City of San Antonio program staff revisits the selection criteria annually to ensure our criteria reflects the most recent information from the Community Assessment updates. The selection criteria is submitted to the Policy Council for review and approval. The City of San Antonio's selection criteria falls into the following categories:

- Income
- Age
- Parental Status: work/school/training, teenage parent or single-parent family
- Family Status: Child Protective Services (CPS) Safety Plan
- Child Disability: Individualized Education Program, Individualized Family Service Plan or Suspected Disability
- Child Status: returning child, LEP, transitioning, siblings in program

The Selection Criteria tool contains from one to seven descriptors in each of the categories above, with each descriptor assigned a point value. Point values are intended to reflect The City of San Antonio's enrollment priorities, and are updated at least annually to ensure they reflect any changes, e.g. in demographics. We utilize this tool to evaluate each application for the Head Start program.

Total point values on the selection criteria are used to rank applicants in order of priority for enrollment as well as to ensure 10% of total enrollment opportunities are given to children with disabilities.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1304.50(d)(1)(vii) - *Policy Council approval of selection criteria*
1305.3(d)(6) - *Using information from Community Assessment*
1305.4 - *Age of children & family income eligibility*
1305.6(a) - *Selection criteria*

City of San Antonio Policies and Procedures:

ERSEA 1- *Determining Community Strengths & Needs*
ERSEA 3- *Eligibility*
ERSEA 4- *Selection*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Revisit Selection Criteria, updating as needed to reflect most recent Community Assessment	Annually	ERSEA team
Selection Criteria approved by Policy Council	Annually	ERSEA team
Selection meetings to review waitlist and conduct application selections	Spring/ Summer	ERSEA team, SAISD

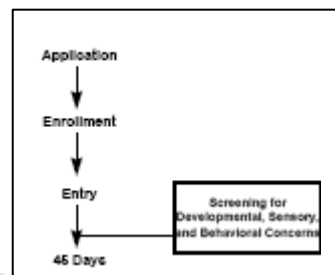
M-3. ENROLLMENT AND ENTRY

GENERAL PLAN/APPROACH:

The City of San Antonio is committed to ensuring that our program remains fully enrolled (as per Head Start Performance Standards) and new children and families begin receiving services as promptly and efficiently as possible. We accomplish this by implementing a clear process for enrolling children and documenting it in Child Plus.

Enrolled: according to the Head Start Performance Standards, means a child has been accepted and attended at least one class, has received at least one home visit, or has received at least one direct service while pending completion of necessary documentation for attendance in a center, based on state and local requirements.

Entry, according to the Head Start Performance Standards, is *the first day a child attends the Head Start program* . .



Head Start Performance Standard 1304.20

A child is enrolled through The City of San Antonio Head Start Program on the day that a parent is notified that his/her child has been awarded an available slot in the program. It is on this date that the child is assigned a classroom teacher and a Family Support Worker and can begin to receive services as appropriate; for example, a home visit or referral to community resources for emergency needs. To be chosen for enrollment, a child must have the highest score on the selection criteria among children on the waitlist for that specific program option, with income eligible children selected first. Ninety-percent of enrolled children must be income-eligible for our services, and 10% may be over-income. We always verify income eligibility before a child is enrolled in our program. On the date of enrollment, the ERSEA Coordinator re-categorizes the child's status as "Enrolled" in ChildPlus.

We, then, define the date of entry the following way:

- **Center-Based Program Option:** the first day the child participates in classroom activities in his/her designated classroom at the Head Start center

On that date, the ERSEA Coordinator captures the date of entry in ChildPlus, and the countdown begins to the 45- and 90-day deadlines.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1305.7—*Enrollment*

1304.20(a)(1)(i)—*Program "entry"*

City of San Antonio Policies and Procedures:

ERSEA 5- *Eligibility & Re-Enrollment*

ERSEA 6- *Attendance*

M-4. CHILD AND FAMILY INTAKE

GENERAL PLAN/APPROACH:

The City of San Antonio is committed to providing each child and family with the highest-quality services from the very beginning of their involvement with the Head Start program. To this end, as well as to ensure effective, efficient management and compliance with all Head Start Performance Standards, we use a clear, consistent process for intake of new children and families. While this process is primarily designed to complete all required paperwork for a new child and family, it also contributes to the broader goals of transition and relationship-building for new families into the HS program.

The intake process consists of the following basic steps:

- a) **Application.** The family completes the HS Application and submits several other key pieces of documentation, including income information and child's birth certificate or other documentation of the child's age to enable selection.
- b) **2nd Verification.** HS ERSEA 2nd Verification Team reviews applications for completeness and accuracy, assigns points based on the Selection Criteria Point Matrix System, approves the application and places the application on the waitlist.
- c) **Selections.** Selection Committee reviews waitlist, conducts formal selections and assigns children to classrooms. Families are then contacted to inform them of acceptance and to schedule a home visit/family meeting
- d) **Home Visit/Family Meeting.** In this important meeting, families are thoroughly briefed on HS program information and policies; ask any key questions; and complete a range of paperwork required by Head Start Performance Standards. In the center-based program, this typically takes place prior to the first day of the new program term in the fall, and in an individual meeting with the Family Support Worker.
- e) **Orientation.** During this step, we reinforce our shared commitment to engage families as partners in learning and development, review shared expectations and the importance of working together to achieve breakthrough outcomes.
- f) **Home Visit.** These visits are conducted by the child's classroom teacher. Home visits serve multiple purposes, including relationship building, communicating information about the center-based program, and beginning the developmental screening process.

Standardized tools and forms are used for each step outlined above. In addition, each component of this process is an opportunity for communication and collaboration with families, particularly those families whose children have diagnosed or suspected disabilities.

City of San Antonio Policies and Procedures:

ERSEA 1- *Determining Community Strengths & Needs*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Family Orientations for all new families entering the program	Fall	Family and Community Support
Home Visit/Family Meeting paperwork completed with new families	Ongoing	Family and Community Support

M-5. ERSEA RECORD-KEEPING AND MONITORING

GENERAL PLAN/APPROACH:

The City of San Antonio utilizes a record-keeping system designed to enable leadership and family services staff to easily monitor the status of eligibility, recruitment, selection, enrollment, and attendance. At the center of the City of San Antonio's data management system is Child Plus. All applications are captured in Child Plus including all family intake and enrollment documents which are scanned and attached to the child's file:

- **Income and Eligibility Status:** the family income from the previous 12 months or previous calendar year, the number of family members, as well as whether the family is categorically eligible under Foster/Kinship or Homelessness eligible via Public Assistance or foster care
- **Selection Points:** the score the child received on the Selection Criteria
- **Enrollment:** the date which a child enrolled and entered, the site, and the classroom

The child's attendance is captured by our partners in the state data management system iTCCS.

The information captured in ChildPlus is used to monitor key indicators included in the PIR, such as whether we are fully enrolled and have a waitlist; whether we have made available ten percent of slots for children with disabilities; whether we are serving at least 90 percent income-eligible children; and when a slot must be filled to meet the 30-day requirement.

The City of San Antonio also utilizes standardized tools and forms to capture and organize ERSEA-related information program-wide.

- 1) **Children's Files.** Each child's file is managed utilizing Child Plus. All documentation related to enrollment is scanned and attached to the electronic child file. Examples of forms used consistently throughout the program include the Interview Worksheet, Income Eligibility Verification, Declaration of Income, Third Party Consent, Eligibility Determination Record, Student Residency Questionnaire, Home Language Survey, Permission for Services, Authorization for Release, Pick up Authorization

HEAD START PROGRAM PERFORMANCE STANDARD:

1304.51(g)—*Record keeping and reporting*

City of San Antonio Policies and Procedures:

ERSEA 9- *Eligibility and Determination Records*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Child files completed and subsequently updated	Ongoing	Family and Community Support, SAISD, City of San Antonio ERSEA Coordinator
ChildPlus updated with enrollment related information	Daily and as needed	Family and Community Support SAISD, City of San Antonio ERSEA Coordinator
Attendance	Daily	Classroom Teacher, SAISD, City of San Antonio ERSEA Coordinator

M-6. MAINTAINING ENROLLMENT AND WAITING LIST

GENERAL PLAN/APPROACH:

The City of San Antonio is committed to ensuring that our program remains fully enrolled and any vacancy is filled within 30 days of becoming available. We accomplish this by maintaining an up-to-date waiting list using Child Plus to monitor enrollment at all times.

In the event that our program has no available slots for an applicant who would otherwise be eligible for Head Start, that child is automatically put on the waiting list for the appropriate center. The waiting list is ranked in order of eligibility selection criteria points, to ensure that City of San Antonio is always serving children and families most in need of Head Start services: for example, income-eligible children will always be ahead of over-income children on the list unless diagnosed with a disability. Children may also be put on the waiting list at a family's request: for example, a family who is offered an enrollment opportunity at a center but declines.

The ERSEA Coordinators and verification staff update the waiting list throughout the year, as new applications are received.

When a child leaves the HS program for any reason, we immediately take steps to ensure that his/her slot is filled within 30 calendar days. Family Support Workers contact the first family on the waiting list; if that family accepts the enrollment opportunity, the child is enrolled in our data system and arrangements made for entry (*see also M-3*). If a waiting-list family chooses not to enroll in HS when given the opportunity, we contact the next-ranked family.

The City of San Antonio uses the weekly data reports based on data from ChildPlus, to monitor our enrollment, waiting list and 30-day turnover.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1305.6(d)—*Waiting list*

1305.7(b)—*Filling vacancies*

City of San Antonio Policies and Procedures:

ERSEA 5- *Enrollment & Re-Enrollment*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Enrollment opportunities filled within 30 days by contacting families on the waitlist	Ongoing, as needed	ERSEA Team and Family and Community Support, SAISD, City of San Antonio ERSEA Coordinator
EOM report produced monthly	Monthly	ERSEA Coordinators
Follow-up on any enrollment issues	Weekly	ERSEA Team Family and Community Support, SAISD, City of San Antonio ERSEA Coordinator

M-7. MONITORING ATTENDANCE AND ABSENTEEISM

GENERAL PLAN/APPROACH:

The City of San Antonio is committed to maintaining full enrollment as well as ensuring children and families enrolled in all program options are receiving the full benefit of our services. For these reasons, we closely monitor attendance and absenteeism and implement any necessary steps to address problems on the individual, classroom or program level.

The Education Service Provider's staff will record daily attendance and absences in Child Plus or other approved data tracking system. If the absences are a result of illness or if they are well documented absences for other reasons, no special action is required. If the child has been absent 4 or more consecutive days without notification, a home visit and/or other direct contact with the family is made by the Family Support Worker to determine the cause and assist the family in removing barriers that prevent the child's attendance.

When direct contact with families such as by telephone or home visit are not successful, the program staff reaches out to families by use of other means, such as e-mail, postal mail, notes sent home with the child, or other method.

When absences result from temporary family situations that affect a child's regular attendance, SAISD must initiate support procedures for the affected families.

In circumstances where chronic absenteeism persists and it does not seem feasible to include the child in either the same or a different program option, the child's slot is considered an enrollment vacancy or the child is placed back on the waiting list.

When the monthly average daily attendance rate falls below 85%, the Education Service Provider will analyze the causes of absenteeism and develop an action plan as needed to ensure average daily attendance is maintained at 85% or above. The analysis performed by the Education Service Provider will determine the causes of absenteeism to include a study of the pattern of absences for each child, including the reasons for absences as well as the number of absences that occur on consecutive days. The analysis, written explanation, and action plan will be provided to the City of San Antonio Head Start Program.

Education Service Provider and Family Support Workers will emphasize the benefits of regular attendance, provide incentives for regular attendance, and assist the family with referrals for services that will enhance attendance. Contact and if necessary, home visits will be made by a Family Support Worker and/or the education staff. Absences, contacts, and services provided to children/families will be well documented in Child Plus.

In situations where absenteeism is chronic; unrelated to illness, family hardship or similar reasons; or persists even after multiple attempts the City of San Antonio may terminate the child from the program or place the family on the waitlist. This step is a last resort, used only after HS staff has made every effort to keep the family engaged in and benefiting from the program.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1305.8(a)—*Average daily attendance*

1305.8(b)—*Unexcused absences*

N-1. PROVIDING & COORDINATING TRANSPORTATION SERVICES

GENERAL PLAN/APPROACH:

The City of San Antonio Head Start Program ensures that transportation services are provided to families in accordance with Head Start Performance Standards and within the policies of SAISD. Family and Community support staff work closely with each enrolled family to identify their transportation needs and if a need is identified the family is referred to the school district transportation department to determine if direct transportation services may be offered to the family. If direct transportation services are not possible in accordance with State and school district policies then the SAISD and Family Support staff work with the family to provide additional resources. When a transportation need is identified for a child with a diagnosed disability, this is referred to the Disabilities/Mental Health Coordinator who will look for all possible resources and handle the need with priority.

Transportation staffing: At all times, SAISD buses include a qualified Bus Driver and a Bus Aide or Teacher(s). Transportation services are overseen by the Transportation Coordinators.

Trip routing: The Transportation Coordinator works with the bus driver to establish appropriate bus routes and alternative routes for all transportation services, and reviews the routes regularly to ensure their safety, effectiveness, and compliance with all applicable Head Start Performance Standards and local regulations.

Transportation paperwork: Parents of participating children complete District Consents and required forms to receive services. In addition, all children riding the bus are signed in and out of their classroom by a staff member and only released to designated persons when being dropped off at satellite campuses or residences.

HEAD START PERFORMANCE STANDARDS:

1310.10 (a)-(c) – *General Transportation Requirements*

1310.15 (c) – *Operation of Vehicles*

1310.20 – *Trip Routing*

N-2. VEHICLE SPECIFICATIONS, MAINTENANCE AND MONITORING

GENERAL PLAN/APPROACH:

The City of San Antonio ensures that SAISD follows all relevant Head Start, State, and local regulations are followed to ensure vehicles are safe and appropriate for children. Among other requirements, vehicles are equipped with:

- Child restraint systems that are height- and weight-appropriate;
- Reverse beepers;
- Charged fire extinguisher, first aid kit and seat belt cutters, as well as signs indicating the location of this equipment;
- Agency cell phones/radios, to be used in case of emergencies by the bus monitors; and
- Modifications to transport children with disabilities (e.g., wheelchair lifts), as needed.

SAISD conducts systematic preventive maintenance on vehicles used to transport children. Bus drivers complete daily pre-trip inspections and report any maintenance problems to the Transportation Coordinator, who takes measures to repair and maintain the bus in working order. All vehicles meet or exceed all State requirements for inspection and maintenance.

HEAD START PERFORMANCE STANDARDS:

1310.10(c)-(g) - *General Transportation Requirements*
1310.11(a)– *Child Restraint Systems*
1310.12(a)-(c)– *Required Use of School Buses or Allowable Alternate Vehicles*
1310.13- *Maintenance of Vehicles*
1310.14– *Inspection of New Vehicles at the Time of Delivery*
1310.15– *Operation of Vehicles*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Pre and Post Trip Inspection	Prior to all transportation	Bus Driver
Vehicle Repairs	As needed	SAISD staff
Preventative Maintenance	Quarterly	SAISD staff
Safety Inspection	Semi-annually	SAISD staff
First Aid Kit Inspection/ Update	Monthly	Bus Driver, SAISD staff
Fire Extinguisher Inspection	Daily (during pre-trip), Monthly, Annually (or if discharged)	Bus Driver, SAISD staff

N-3. SAFE BUS OPERATIONS & RIDING PRACTICES

GENERAL PLAN/APPROACH:

SAISD ensures the safety of all children receiving transportation services by adhering to all Head Start Performance Standards as well as relevant state or local regulations.

The following practices will be followed on SAISD vehicles:

- All children are seated wearing height- and weight-appropriate safety restraints while the vehicle is in motion. The Bus Monitor ensures each child is properly strapped in at all times while the vehicle is in motion.
- Adults riding the bus – including bus monitors, other staff, or parents – will also wear seat belts when the bus is in motion. Bus monitors are not required to be belted in when assisting the children, but will buckle up as soon as they are done assisting the children.
- Any child bringing a backpack on the bus will hold it in their lap, or give it to the monitor to be placed in the storage container secured in the back of the bus. Similarly, any large coats that interfere with children's proper buckling safety will be placed on children's laps or in the storage container.

In the event of an accident, the Bus Driver will notify the police and his/her supervisor immediately, while monitors will assist with the children. Drivers will follow all district policies pertaining to vehicle accidents. Accidents will be reported to the City of San Antonio within 24 hours of any vehicle incident involving Head Start children.

HEAD START PERFORMANCE STANDARDS

1310.11 – <i>Child Restraint Systems</i>
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1310.15 – <i>Operation of Vehicles</i>
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N-4. BUS STAFF QUALIFICATIONS, TRAINING & EVALUATION

GENERAL PLAN/APPROACH:

SAISD ensures that our Bus Drivers meet State requirements, per the Texas Department of Transportation. This includes a Commercial Drivers License (CDL) as well as passing a 6-point ID Verification, physical examination and fingerprinting. We also require an initial Motor Vehicles Records check, and yearly MVR reports for any moving traffic violations. Federal law requires commercial drivers to carry a medical examiner's fitness statement at all times and renew it every two years.

Furthermore, Bus Drivers and monitors employed by SAISD must meet general staff requirements, such as having the knowledge, skills and experience they need to perform their assigned functions, and completion of a physical exam at hire and every two years thereafter.

Bus Driver/Bus Monitor training is held each year on a variety of required topics, including child boarding and exiting, child pick-up and release, child restraint systems, wheelchair loading and unloading, required paperwork, pre-trip vehicle checks, response to emergencies, emergency evacuations, pedestrian safety, defensive driving, railroad crossings, danger zones, passenger sensitivity, child abuse, first aid/CPR, and health and safety.

This training is provided through a combination of written materials and training videos. It is primarily conducted during the annual Pre-Service, but also on Professional Development Days throughout the year as needed. If a driver or monitor is hired after pre-service, training will be provided one-on-one by the Transportation or Operations Coordinator.

On-board/road observations Each Bus Driver and monitor receives an Annual Performance Appraisal as required for all Head Start staff.

HEAD START PERFORMANCE STANDARDS:

1310.16(a)-(c)– *Driver Qualifications*
1310.17(a)-(e)– *Driver and Bus Monitor Training*

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Required training for transportation staff	Annually during Pre-Service, as needed during Professional Development Days, or individually for new hires	SAISD staff
On-Board/ Road Observation	Quarterly	SAISD staff

N-5. SAFETY EDUCATION & DRILLS

GENERAL PLAN/APPROACH:

The City of San Antonio ensures SAISD provides safety training to all children as well as to participating parents.

Parents will receive general pedestrian safety training at the beginning of the school year within 30 days of entry into the program and will sign the Parent Acknowledgment verifying that they received the training.

All children receive pedestrian safety training within the first 30 days of the program year. For children, this information is integrated into curriculum in developmentally-appropriate ways.

In addition, children receiving transportation services receive developmentally appropriate instruction in the following:

- (1) safe riding practices;
- (2) safety procedures for boarding and leaving the vehicle;
- (3) safety procedures in crossing the street to and from the vehicle at stops;
- (4) recognition of the danger zones around the vehicle; and
- (5) emergency evacuation procedures/drills.

SAISD will conduct bus evacuation drills for children receiving transportation services once within 30-days of the start of school/entry and two additional times within the school year. Documentation of these drills will be maintained by SAISD.

HEAD START PERFORMANCE STANDARD: 1310.21 – <i>Safety Education</i>
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KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Pedestrian Safety education for children & families	During first 30 days of new program year	Family and Community Support and SAISD staff
Bus Evacuation Drills for children receiving transportation services	Once within 30 calendar days of the start of the school year/entry and 2 more times within the school year.	Bus Driver, Family and Community Support and SAISD staff

<p align="center">City of San Antonio Policies and Procedures: ERSEA 6- Attendance</p>

KEY DATES & CALENDAR TASKS:

Tasks & Activities	Timeframe	Staff Responsible
Attendance report produced and distributed	Weekly	ERSEA Team and Family and Community Support
Follow-up to address attendance issues identified in weekly attendance reports	Weekly	ERSEA Team Family and Community Support, SAISD, City of San Antonio ERSEA Coordinator
ChildPlus documentation	Ongoing, as needed	Family and Community Support, SAISD, City of San Antonio ERSEA Coordinator