





Approval of Head Start and EHS-CCP Program Policies



HEAD START

 2020-2021 Head Start Policy Index		Change Required?	Description of Change made to current Policy
Disabilities			
1	Individualized Education Program (IEP) for Children with Disabilities	Yes	Removed two week provision to ensure alignment with district policies.
Education and Early Childhood Development			
1	Home Visits/ Parent Conferences	Yes	Removed language regarding late entries.
3	Individualization	Yes	Updated language to be more inclusive
5	Development and Behavioral Screening	Yes	Changes requirement for completion to upon entry
6	Curriculum/Daily Schedule	Yes	Added language related to schedule requirements
8	Child's Classroom File/ Portfolio	Yes	Added 504 documentation
9	Multidisciplinary Staffing	Yes	Reorganized sentence to provide clarification.
11	Discipline and Guidance	Yes	Revised language to provide clarification, including toileting and outdoor free play
12	Classroom Assessment Scoring System™ (CLASS)	Yes	Revised language around minimum threshold pending OHS updates.
14	Classroom Organization, Equipment and Materials	Yes	Updated language to be more inclusive
15	Transitions	Yes	Added language specific to classroom activities
Environmental Health and Safety			
3	Hygiene Practices	Yes	Added commas, updated title and requirements
4	Management of Illness	Yes	Language clarification of exclusion criteria
5	Emergency Preparedness	Yes	Clarification regarding documentation of training.
6	Medication Administration	Yes	Minor changes, added training requirement and space.
7	Diapering and Toilet Training	Yes	Minor changes. Updated language related to procedure requirements.
Family and Community Services			
1	Family Engagement Approach	New	Pulled 3 bullets from 1302.50(b) currently embedded in Family 1 Policy to describe parent's role, fatherhood engagement, & opportunities for parents
2	Staff-Parent Communication System	New	Pulled 1 bullet from 1302.50(b) currently embedded in Family 1 policy and added from PDM 4 to include parent connection committees
3	Family Engagement and Collaboration	New	Pulled 4 bullets from 1302.50(b) currently embedded in Family 1 policy to further discuss community collaboration for family engagement
4	Family Engagement Staffing	New	Newly added from 1302.50(b) to implement 2 way communication between CoSA FSW and ISD Teachers
5	Parent Activities to Promote Child Learning and Development	New	Pulled 3 bullets from 1302.51(a) currently embedded in Family 1 policy as bullets; pulled to identify language/bilingualism, attendance barriers, and literacy
6	Research-Based Parent Curriculum	New	Pulled 1 bullet from 1302.51(b) currently embedded in Family 1 policy to address parent curriculum requirement
7	Family Partnership Services	New	Cleaned up current Family 2 policy to remove any language that was procedure and specific to processes.
8	Community Partnerships	New	Cleaned up currently Family 3 policy to remove any language the was procedure and specific to processes.
9	Family Collaborations for Transition from Early Head Start	New	Added new policy to address Family Support role in transition process.
Fiscal			
1	Fiscal Management of Head Start Grant	Yes	Added Administrative Directives and Department of Human Services Policies.

 2020-2021 Head Start Policy Index		Change Required?	Description of Change made to current Policy
Health Services			
3	Preventative Health Visit Requirements and Documentation	Yes	Minor changes, updated language, added well child, and clarified language
4	Parent Refusal of Health Services	Yes	Gender neutral language
Program Design and Management (PDM)			
2	Standards of Conduct	Yes	Added Advisory Committee to last paragraph
4	Training and Professional Development	Yes	Updated training items and added governance and items from HSPPS
5	Harassment and Discrimination	Yes	Updated language to reflect HSPPS
7	Identification and Reporting of Child Abuse and Neglect	Yes	Updates to language for clarification
8	Community Complaints	Yes	Updated Numbering, revised types of critical incidents
9	Critical Incident Reporting	Yes	Updated Numbering and added Advisory Committee
10	Personnel	Yes	Updated Numbering and added Advisory Committee
12	Impasse	Yes	Updated Numbering, Added Advisory Committee
13	Confidentiality	Yes	Updates to language for clarification
17	Emergency Preparedness and Response Plan	Yes	Updated Numbering, Updated to reflect HSPPS
Transportation			
5	Transportation Information	Yes	Clarified procedure requirements.

	DHS Head Start Program Policy		
DISABILITIES 1			
SUBJECT	Individualized Education Program (IEP) for Children with Disabilities		
REFERENCE	Disabilities Services		
EFFECTIVE	6/15/2011		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

Every effort must be made to ensure a child identified with a disability fully participates in all program activities. The information provided in the child's Individualized Education Plan (IEP) will be used when planning individualized strategies and activities for children with disabilities.

Education Service Providers must implement the IEP on the date determined by the Admissions Review and Dismissal Committee by modifying the child's program in accordance with the IEP and arranging for the provision of related services to accommodate the unique strengths, needs, interests, and cultural and linguistic background of the child. The Education Service Provider Disability Coordinator will work with staff and families to ensure children are working toward the goals in their IEP.



Upon request, the Education Service Provider Disability Coordinator will review planned IEP strategies/activities with teaching staff during a coaching/technical assistance session. If a child enters Head Start with a valid IEP, Education Service Providers will follow school district guidelines regarding special education services. .

Copies of the IEP and/or the *Goals and Objectives/Modifications Sheet* will be maintained in the child's Classroom File and/or Portfolio. The IEP may be kept in a different location in the classroom, however, the location of the IEP, must be noted within the child's Classroom File and/or Portfolio. Confidentiality of information must be maintained at all times.

The child's disability information and copies of required documents will be entered into ChildPlus according to the *City of San Antonio Benchmark Due Date Guide, Head Start Child File Scan Order and Process Guide, and applicable ChildPlus Data Entry Guide*.

Performance Standard(s):

1302.61; 1302.62; 1302.63; 1303.75

	DHS Head Start Program Policy		
EDUCATION 1			
SUBJECT	Home Visits/Parent Conferences		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	6/23/2015		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

Head Start teachers must complete two Home Visits and two Parent/Teacher Conferences each school year.

Education Service Providers will develop and implement procedures to ensure the completion dates of the Home Visits and Parent/Teacher Conferences are entered into ChildPlus and meet the *City of the San Antonio Benchmark Due Date Guide, ChildPlus File Scan Order and Process Guide*, and applicable *ChildPlus Data Entry Guide* Procedures must include accommodations for long term substitutes and/or extenuating circumstances.

The first Home Visit may be completed by the teacher no more than four weeks prior to the first day of a child's entry into school. If a child enters the program after January 1, a minimum of one Home Visit and one Parent/Teacher Conference must be completed by the last day of school.

Documentation of the Home Visits and Parent/Teacher Conferences must be maintained in the child's classroom file and ChildPlus. If a Home Visit or Parent Conference did not occur, documentation regarding why the event did not occur must be noted in ChildPlus according to the *ChildPlus Data Entry Guide*.



Home Visits and Parent/Teacher Conferences will be conducted in the family's home language and, when necessary, using the services of an interpreter. The Home Visits and Parent/Teacher Conferences should be scheduled at the parent's/guardian's convenience and if necessary, at a neutral location.

Home Visits and Parent/Teacher Conferences offer opportunities for parents/guardians and staff to share knowledge related to the strengths, needs, interests, and concerns of the child and program activities. During the Home Visits and Parent/Teacher Conferences the teacher will share work samples, educational assessment outcomes, screening information, and information

regarding the transition into Kindergarten, when applicable. Education Service Providers will develop and implement procedures to ensure that the information shared at the Home Visits and Parent/Teacher Conferences is documented.

Performance Standard(s):

1302.34 (b)(2-3, 7-8); 1302.46; 1302.50; 1302.71(a, b, e)

	DHS Head Start Program Policy		
EDUCATION 3			
SUBJECT	Individualization		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	6/15/2011		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

The program will provide individualized instruction to meet each child's unique characteristics, strengths and needs, taking into consideration gender, family composition, cultural and linguistic background, and pattern of development and learning. Classroom teachers must document individualized instruction and activities including large group, small group, and one/one lessons and activities into lesson plans.



Education Service Providers will develop and implement procedures to ensure that the plan for individualized instruction for each child is reviewed and updated on a regular basis.

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

- Formal and informal assessments
- Input from parents/guardians regarding each child's individual characteristics, interests, strengths and needs
- Developmental (ASQ 3), Behavioral (ASQ: SE-2) and Sensory (hearing and vision) screenings
- Medical and/or dental evaluations/treatments and referrals for wellness support (if applicable)
- An Individualized Education Plan for children with disabilities
- 504 Plan

Performance Standard(s):

1302.31; 1302.33; 1302.61

	DHS Head Start Program Policy		
EDUCATION 5			
SUBJECT	Development and Behavior Screening		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	4/6/2010		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

The Head Start Program uses the Ages and Stages Questionnaire (ASQ-3) as the developmental screening and Ages and Stages Questionnaire: Social and Emotional, Second Edition (ASQ: SE-2) as the behavioral screening.

Education Service Providers will develop and implement procedures to ensure that developmental and behavioral screenings are completed in collaboration with each child's parent/guardian on or before the 45th calendar day after the child first attends the program or for any child that did not receive a developmental or behavioral screening the previous school year.. Developmental (ASQ-3) and behavioral screenings (ASQ:SE-2) must be completed within this timeframe to identify early concerns regarding a child's developmental, sensory, behavioral, motor, language, social, cognitive, perceptual and emotional skills for appropriate referrals.

The ASQ-3 and ASQ:SE-2 should not be completed by the teacher. If the parent or guardian needs assistance completing the questionnaire, the teacher or other staff member may provide the most appropriate accommodations for completion. The developmental and behavioral screenings may be distributed by the teacher no more than four weeks prior to the first day of a child's entry into school. To the greatest extent possible, the screening procedures must be sensitive to the child's cultural background and home language.

Education Service Providers will develop and implement procedures that include at a minimum:

- Identification of staff responsible for administering, scoring, follow-up, and referrals
- Monitoring the fidelity of the screenings
- Ensuring the appropriate version is utilized for child's age and language
- Ensuring proper completion of the screening tool
- Ensuring accurate scoring of the screening tool
- Establishing timeframes for follow-up, referrals, and documentation

- Following the *City of the San Antonio Benchmark Due Date Guide*, applicable *ChildPlus Data Entry Guide*, and the *Head Start File Scan Order and Process Guide*
- Completing routine internal monitoring of child files



Education Service Providers will develop and implement procedures to address the use of the ASQ-3 and ASQ:SE-2 with children with an identified disability or IEP. A child is not automatically disqualified from receiving a developmental or behavioral screening if they have an identified disability or IEP. Sensitivity to the parent/guardian should always be a priority. Procedures may include a determination to complete only certain sections of the ASQ-3 or the ASQ:SE-2. If it is determined by the teacher or other early childhood professional that it is not appropriate for a parent/guardian to complete any section of the developmental or behavioral screening, the information supporting this determination must be documented in Child Plus according to the applicable *ChildPlus Data Entry Guide*.

Performance Standard:

1302.33

Additional Resources:

<http://agesandstages.com/free-resources/articles/when-should-you-not-have-parents-complete-asq/>

	DHS Head Start Program Policy		
EDUCATION 6			
SUBJECT	Curriculum/Daily Schedule		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	9/13/2011		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

The Head Start definition of curriculum is a planned management of time, materials, and activities to guide children's individual pattern of learning and development. The curriculum helps children gain skills and confidence and should integrate Head Start components which form a foundation for school readiness. Education Service Providers will involve parents in the implementation of the program's curriculum and approaches to child development and education.



The curriculum must be research-based and align with the Head Start Early Learning Outcomes Framework (HSELOF) and Texas Prekindergarten Guidelines. The curriculum will address the five Central Domains from the HSELOF in an integrated approach, using intentional and individualized instruction to support children's learning and development.

The Education Service Providers will establish a daily schedule that meets the individual needs of children, provides a balance of teacher-directed and child initiated lessons and activities, and offers a variety of activities including large-group, small-group, one/one, indoor and outdoor free play. The current daily schedule will be posted for parents/guardians and other staff to review.

Education Services Providers will submit a copy of the daily schedule for each classroom and must include the following:

- School name
- Teacher name
- Room number
- Classroom designation (Co-Teach, Dual Language, etc.)

Performance Standard(s):
1302.31; 1302.32; 1302.34

	DHS Head Start Program Policy		
EDUCATION 8			
SUBJECT	Child Classroom File/ Portfolio		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	8/2/2011		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

Education Service Providers will develop and implement procedures that ensure each child has a Child Classroom File/Portfolio that is organized and contains multiple sources of information used for ongoing assessment and instructional planning.

The Child's Classroom File/Portfolio will contain the following:

- Documentation from home visits and parent conferences, including parent/guardian input
- Work samples
- Progress reports, if applicable
- Developmental Screening
- Social and Emotional Screening
- Beginning, Middle and End of year formal assessment summary information
- Individual Education Plan (IEP) or 504 Documentation (if applicable)
- Other items pertaining to educational development



The IEP or 504 documentation may be kept in a different location in the classroom; however, the location of the IEP must be noted within the Child Classroom File/Portfolio. The file must be accessible to parents/guardians and monitors/reviewers, upon request.

If an online version of the developmental and/or social and emotional screening is completed, a paper copy is not required to be in the Child Classroom File/Portfolio. Documentation that the screening(s) were completed electronically must be noted in the Child Classroom File/Portfolio. If the paper version of either screening was used a complete copy should be included in the Child Classroom File/Portfolio

The Education Service Providers will develop and implement procedures to ensure the Child Classroom File/Portfolio is located in the teacher's classroom, kept confidential, and available for parents to review upon request.

Performance Standard(s):

1302.30-1302.34

	DHS Head Start Program Policy		
EDUCATION 9			
SUBJECT	Multidisciplinary Staffing		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	8/2/2011		
Policy Council Approval: 4/24/18	Policy Council Revision: 4/24/18	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:



Education Service Providers will develop and implement procedures for regular communication among program staff to facilitate quality outcomes for children and families. Education Service Providers will schedule at least two Multidisciplinary Staffing (MDS) meetings annually for every enrolled child. If a child enters the program after December 31st, a minimum of one MDS meeting will be held before the last day of the program year.

The MDS meeting is a documented and planned communication tool utilized to create a cohesive team approach to discuss the strengths and needs of children and families. The Campus Administrator or designee, Family Support Staff or designee, and Teachers are required to participate in the MDS. Content area coordinators responsible for Education, Health, ERSEA, Mental Health, Transportation, Nutrition, Disabilities, and other related services may be required to attend based on the child/family needs.

Each Education Service Provider will establish and maintain record-keeping systems to provide accurate and timely information regarding children, families, and staff and must ensure appropriate confidentiality of this information. The MDS documentation must include the completion date of the MDS, signatures of all in attendance, and topics covered. Procedures must be in place to ensure that MDS completion dates and documents are entered and scanned into ChildPlus according to the *City of the San Antonio Benchmark Due Date Guide, applicable ChildPlus Data Entry Guide*, and the *Head Start File Scan Order and Process Guide*.

Performance Standard(s):

1302.33; 1302.34; 1302.101(b)(2-3)

	DHS Head Start Program Policy		
EDUCATION 11			
SUBJECT	Discipline and Guidance		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	12/13/2011		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

Education Service Providers will develop and implement policies and procedures on discipline and guidance appropriate for children 3-5 years old. A copy must be provided to all parents/guardians, staff, volunteers, substitute teachers, and contractors. Documentation must be maintained showing receipt of the written discipline and guidance policies and procedures.

The policies and procedures must include positive methods that build self-esteem and support self-control and self-regulation such as:

- Praise and encouragement of developmentally appropriate behavior
- Frequent reminders of behavior expectations using clear and positive statements
- Redirection of behavior using positive statements

Discipline must be constructive, individualized, and consistent for each child, appropriate to the child's level of understanding, and directed toward teaching the child developmentally appropriate behavior. Education Service Providers must prohibit or severely limit the use of suspension due to a child's behavior. The Education Service Providers must not expel or unenroll a child from Head Start due to a child's behavior, unless approved by the Head Start Administrator.

When appropriate, for the child's age and development, a brief supervised separation, or time away from the group, may be necessary, and should be limited to no more than one minute per year of the child's age.



There must be no harsh, cruel, or unusual treatment of any child. The following are prohibited:

- Corporal punishment or threats of corporal punishment
- Punishment associated with food, naps, or toileting
- Pinching, shaking, or biting a child

- Hitting a child with hand or an object
- Putting anything in or on a child's mouth
- Humiliating, ridiculing, rejecting or yelling at a child
- Pointing a finger in a child's face
- Snapping fingers at a child
- Use of isolation to discipline a child
- Binding or tying a student to restrict movement
- Threatening phrases or sarcastic language
- Subjecting a child to harsh, abusive, or profane language
- Placing a child in a locked or dark room, bathroom, or closet with the door closed
- Requiring a child to remain silent or inactive for inappropriately long periods of time for the child's age
- Child restraint performed by staff not certified in proper restraint procedures
- Withholding outdoor free play

Performance Standard(s):

1302.17; 1302.31 (e)(2,4);1302.90 (c)(1-2)

	DHS Head Start Program Policy		
EDUCATION 12			
SUBJECT	Classroom Assessment Scoring System™ (CLASS)		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	5/8/2012		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:



The Head Start Program will develop and implement a plan to utilize the Classroom Assessment Scoring System™ (CLASS) to measure interactions between children and teachers. Education Service Providers must have an average CLASS score across all three domains that exceeds the minimum threshold set by the Office of Head Start.

The Grantee will facilitate a CLASS Team comprised of Grantee and Education Service Providers staff. At a minimum, Service Providers should maintain one (1) CLASS Reliable Observer per twelve (12) classrooms.

Data obtained from CLASS observations will serve as a guide for professional development and help teaching staff improve the quality of interactions that support children's learning and improve child outcomes.

Performance Standard(s):

1304.11(c); 1304.16

	DHS Head Start Program Policy		
EDUCATION 14			
SUBJECT	Classroom Organization, Equipment and Materials		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	9/13/2011		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:



Education Service Providers must provide sufficient age appropriate equipment, toys, materials, and furniture to promote learning in the five Central Domains in the Head Start Early Learning Outcomes Framework (HSELOF) and Texas Prekindergarten Guidelines. There should be intentional and purposeful activities for all children.

The classroom space will be arranged into learning interest centers. The centers must be labeled, organized, and clutter free. The Education Service Providers must ensure the following:

- Separate noisy activities from quiet activities as much as space allows
- Support and respect for gender, cultural and linguistic background, and family composition
- Support for children with varying abilities
- Adequate space for activities
- Unobstructed supervision
- Comfortable and quiet spaces available for children
- A variety of learning experiences that encourage each child to experiment and explore
- All exits must be unobstructed by equipment, toys, materials, and furniture
- Utilize the *All About ECERS-R 3rd Edition* to create a high-quality classroom environment and learning experiences

Performance Standard(s):

1302.21 (d)(1); 1302.31 (c-d); 1302.47(2)

	DHS Head Start Program Policy		
EDUCATION 15			
SUBJECT	Transitions		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	4/6/2010		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

Education Service Providers will develop and implement transition procedures for children and families including: classroom activities, outreach, coordination, and communication with parents/guardians, Early Head Start, school district personnel, and other community organizations/agencies. Transition procedures will address children and families entering and exiting the Head Start Program and include information related to the transfer of child files and information.



Education Service Providers will document all transition activities, including Early Head Start and Early Childhood Intervention (ECI) according to the *City of San Antonio Benchmark Due Date Guide* and applicable *ChildPlus Data Entry Guide*.

Performance Standard(s):

1302.70; 1302.71; 1302.72

Head Start Act:

642 (b) (13-15); 642 (e); 642 A (a) (1-14)

	DHS Head Start Program Policy		
EnvHS 3			
SUBJECT	Hygiene & Cleaning Practices		
REFERENCE	Environmental Health and Safety		
EFFECTIVE	6/15/2011		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

Education Service Providers must develop and implement procedures to promote safe food preparation, appropriate hand washing hygiene and standard precautions, and sanitation and disinfecting of the classroom, including equipment and materials. Staff must be trained on procedures and documentation of training must be maintained.

Education Service Providers will follow Caring for Our Children National Health and Safety Standards Guidelines for Early Care and Education Programs when establishing procedures for hygiene, cleaning, disinfecting, and sanitation practices.

Performance Standard:

1302.47(b)(6) (i-iii)

	DHS Head Start Program Policy		
EnvHS 4			
SUBJECT	Management of Illness		
REFERENCE	Environmental Health and Safety		
EFFECTIVE	06/05/2011		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

Education Service Providers will develop and implement procedures for children and staff who are ill. Procedures should include:

- Practices to control an infectious disease outbreak
- Notification of any reportable illnesses to include local or state public health agencies
- Training on accommodations that must be made for children with specific health and safety needs
- Practices to ensure confidentiality of children's health and safety needs
- Exclusion criteria

A child cannot be denied enrollment based on a disability, illness, or chronic health condition or its severity.



Education Service Providers may temporarily exclude a child with an acute injury or illness from program participation for a short-term period when the child's needs cannot be readily accommodated or if they pose a significant risk to the health and safety to themselves or anyone that may come in contact with them.

Performance Standard:

1302.47(b)(7)(iii)

References:

Texas Department of State Health Services Communicable Disease Chart for Schools and Child-Care Centers

	DHS Head Start Program Policy		
EnvHS 5			
SUBJECT	Emergency Preparedness		
REFERENCE	Environmental Health and Safety		
EFFECTIVE	06/15/2011		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

Education Service Providers will develop and implement procedures that address emergencies including, but not limited to health and safety, fire, food allergies, natural disasters, and the control of infectious/contagious diseases. All staff must be trained in emergency preparedness. The Head Start Program, including the Grantee and Education Service Providers, will maintain documentation of trainings.

Locations and telephone numbers and emergency response procedures must be posted in each room used by children, including the main office and central locations on campus, and made available to all staff.

All emergency numbers including police, fire, ambulance, poison control, Child Abuse Hotline, and the Center for Disease Control must be immediately accessible to staff at all times. Up-to-date family contact information and authorization for emergency care for each child, including emergency transportation authorization must be readily available.

Education Service Providers must post evacuation routes in each classroom, as well as every room used by children and staff, including the main office, nurse's office, gymnasium, restroom facilities located in main hallways, and other central locations on campus. The location, room number, and path to safety must be highlighted on each evacuation route.

Each Head Start site must have a complete first aid kit, available at all times. A first aid kit must also be available during field trips, while transporting children on the bus, and on the playground. Education Service Providers will develop and implement procedures related to the site and contents of each first aid kit. Procedures will include Caring for our Children: National Health and Safety Performance Standards and ensure the following for each first aid kit:

- Kept in clean and sanitary condition
- Easily accessible and available to all employees at all times
- When appropriate, items should be in original packaging
- Stored in a designated location known to all employees

- Kept out of reach of children
- Maintained and restocked
- Schedule of ongoing and regular inventory
- Contain no items that are expired



Performance Standard:

1302.47(b)(1,4,7-8)

Additional Guidance:

Caring for our Children Basics 5.6.0.1

Caring for our Children: National Health and Safety Performance Standards 5.6.0.1

	DHS Head Start Program Policy		
EnvHS 6			
SUBJECT	Medication Administration		
REFERENCE	Environmental Health and Safety		
EFFECTIVE	06/15/2011		
Policy Council Approval: 7/25/17	Policy Council Revision: 7/25/17	Governing Body Approval: 9/28/17	Governing Body Revision: 9/28/17
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Policy:



Education Service Providers must develop and implement procedures regarding the administration, handling, storage, training of staff, and record keeping of medication. Education Service Providers must retain documentation of medication administration training.

All medication must be in the original labeled container, not expired, up-to-date, stored under lock and key, and refrigerated, if necessary, including those required for staff and volunteers.

Rescue medications, including EpiPens, inhalers, and glucose, do not need to be locked up, however, they must be kept out of the children's reach and accessible to staff at all times. Any staff person administering rescue medications, whether in the classroom, on the bus, on the playground, or on field trips, must be trained in the administration of such medications.

Performance Standard:

1302.47(b)(7)(iv)

	DHS Head Start Program Policy		
EnvHS 7			
SUBJECT	Diapering and Toilet Training		
REFERENCE	Environmental Health and Safety		
EFFECTIVE	06/18/2014		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

A child cannot be denied enrollment or removed from the program based on toileting needs or the use of diapers and/or pull-ups. Education Service Providers will develop and implement procedures to address diapering and toilet training. Procedures must be provided to all Head Start staff and posted in areas used for diapering and toileting.



At a minimum, procedures must include:

- Process to ensure the respect and dignity for children
- How to assist a child when toileting needs occur
- Provision of extra clothing, diapers, and wipes
- Sanitation and hygiene procedures for hand washing, diapering, and changing soiled clothing
- Cleaning and storage of soiled clothing
- Disposal and removal of soiled diapers
- Cleaning and storage of toilet training assistive equipment toilet training techniques

Staff and families should work together to implement a toilet training plan for any child not toilet trained.

Performance Standard(s):

1302.42(e)(i), 1302.47(b)(1), (6)(i)

	DHS, Head Start Program Policy		
FAMILY 1			
SUBJECT	Family Engagement Approach		
REFERENCE	Family and Community Support		
EFFECTIVE			
Policy Council Approval:	Policy Council Revision:	Governing Body Approval:	Governing Body Revision:
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Policy:

The Head Start Program recognizes parents/guardians as their children's primary teachers and nurturers and implements intentional strategies to engage parents/guardians in their children's learning and development and support parent-child relationships, including specific strategies for father engagement.

The Head Start Program provides parents/guardians with opportunities to participate in the program as employees or volunteers. Education Service Providers will develop and implement procedures that support and promote strategies to engage parents/guardians such as participate as employees or volunteers.

Performance Standard(s):

1302.50(b)(1) & (4)

	DHS, Head Start Program Policy		
FAMILY 2			
SUBJECT	Staff/Parent Communication System		
REFERENCE	Family and Community Support		
EFFECTIVE			
Policy Council Approval:	Policy Council Revision:	Governing Body Approval:	Governing Body Revision:
PAGE: 1 of 1			

Policy:

The Head Start Program develops relationships with parents/guardians and structure services to encourage trust and respectful, ongoing two-way communication between staff and parents/guardians to create welcoming program environments that incorporate the unique cultural, ethnic, and linguistic backgrounds of families in the program and community.

All Head Start staff will ensure continuous communication between families and themselves. This will allow our families to develop a sense of knowledge, trust and respect for our staff members, thus allowing staff and parents/guardians to work easily together to ensure that each child and family are receiving the full amount of benefits that Head Start has to offer.



The Head Start Program conducts family engagement services in the family's preferred language, or through an interpreter, to the extent possible, and ensures families have the opportunity to share personal information in an environment in which they feel safe.

The Head Start Grantee will work with the Education Service Provider to ensure the establishment of a Parent Connection Committee (PCC) comprised exclusively of parents/guardians of currently enrolled children at each site/center as early in the program year as possible. At a minimum, procedures must include:

- Activities to ensure parents/guardians of currently enrolled children understand the process for elections to the Head Start Policy Council (HSPC) and other leadership opportunities.
- Opportunities for PCC members to assist staff in developing and implementing local program policies, activities, and services to ensure they meet the needs of children and families.
- A process for PCC members to communicate with the Head Start Policy Council (HSPC).
 - i. PCC agendas must dedicate time to allow for parent questions/discussion

Performance Standard(s):

1302.50(b)(2) & (5); 1301.4

	DHS, Head Start Program Policy		
FAMILY 3			
SUBJECT	Family Engagement and Collaboration		
REFERENCE	Family and Community Support		
EFFECTIVE			
Policy Council Approval:	Policy Council Revision:	Governing Body Approval:	Governing Body Revision:
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Policy:

The Head Start Program collaborates with families in a family partnership process that identifies needs, interests, strengths, goals, and services and resources that support family well-being, including family safety, health, and economic stability.



Head Start Program provides parents/guardians training opportunities, including presentations, activities, educational materials/resources, and/or campaigns on various topics, including:

- Vehicle and Pedestrian Safety
- Disabilities
- Health, Dental, and Nutrition
- Child Abuse Prevention
- Mental Wellness
- Financial Literacy
- Child and Community Advocacy
- And other topics that promote family well-being

The Head Start Grantee and Education Service Provider will develop and implement procedures to work together to provide training and presentation opportunities for parents/guardians.

Performance Standard(s):

1302.50(b)(3)



	DHS, Head Start Program Policy		
FAMILY 4			
SUBJECT	Family Engagement Staffing		
REFERENCE	Family and Community Support		
EFFECTIVE			
Policy Council Approval:	Policy Council Revision:	Governing Body Approval:	Governing Body Revision:
PAGE: 1 of 1			

Policy:

The Head Start Grantee implements procedures for family support staff and the Education Service Provider implements procedures for teachers to share information with each other, as appropriate and consistent with the requirements in part 1303 subpart C, of this chapter; FERPA; or IDEA, to ensure coordinated family engagement strategies with children and families in the classroom, home, and community.

Performance Standard(s):

1302.50(b)(6)

	DHS, Head Start Program Policy		
FAMILY 5			
SUBJECT	Parent Activities to Promote Child Learning and Development		
REFERENCE	Family and Community Support		
EFFECTIVE			
Policy Council Approval:	Policy Council Revision:	Governing Body Approval:	Governing Body Revision:
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Policy:

The Head Start Grantee and the Education Service Provider will promote shared responsibility with parents/guardians for children’s early learning and development and implement family engagement strategies that are designed to foster parental confidence and skills in promoting children’s learning and development. These strategies must include:

- Offering activities that support Parent-Child Relationships
- Offer activities that support Child Development (including language, dual language, literacy and bi-literacy development)
- Provide parents/guardians with information about the importance of regular attendance, and partner with them, as necessary to promote consistent attendance (impact of attendance on learning outcomes)
- For dual language learners, information and resources for parents about the benefits of bilingualism and biliteracy

Performance Standard(s):

1302.51(a)



	DHS, Head Start Program Policy		
FAMILY 6			
SUBJECT	Research Based Parent Curriculum		
REFERENCE	Family and Community Support		
EFFECTIVE			
Policy Council Approval:	Policy Council Revision:	Governing Body Approval:	Governing Body Revision:
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Policy:

The Head Start Grantee and Education Service provider collaborate to offers opportunities for parents/guardians to participate in a research-based parenting curriculum that builds on parents'/guardians' knowledge and offers parents/guardians the opportunity to practice parenting skills to promote children's learning and development. If the Head Start Grantee chooses to make significant adaptations to the parenting curriculum to better meet the needs of one or more specific populations, the program will work with an expert or experts to develop such adaptations.

Performance Standard(s):

1302.51(b)

	DHS, Head Start Program Policy		
FAMILY 7			
SUBJECT	Family Partnership Services		
REFERENCE	Family and Community Support		
EFFECTIVE			
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
PAGE: 1 of 1			

Policy:

Family Partnership Services



The Head Start Program engages in a process of collaborative and respectful partnership-building with parents/guardians to establish mutual trust and to identify needed services, supports, family strengths, and family goals. This process must take into consideration each family's readiness and willingness to participate in the process and must be engaged in jointly with parents. Family services are to be individualized and focused on the achievement of identified outcomes as described in the Head Start Parent, Family, and Community Engagement Framework.

Family and Community Support staff will offer:

- A **Family Partnership Agreement** to orient parents/guardians of the roles and responsibilities of Head Start parents/guardians and staff.
- A **Family Assessment** tool to identify each family's strengths, needs and interests.
- An opportunity to develop family goals. The goal setting process must include family goals, strategies for success, staff support to be provided, timeframes, and community resources that are available to assist families in meeting their goals.
- Community resources that are able to meet their identified needs, interests and/or goals.

Performance Standard:

1302.52



	DHS, Head Start Program Policy		
FAMILY 8			
SUBJECT	Community Partnerships		
REFERENCE	Family and Community Support		
EFFECTIVE			
Policy Council Approval:	Policy Council Revision:	Governing Body Approval:	Governing Body Revision:
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Policy:

The Head Start Program establishes ongoing collaborative relationships and partnerships with community organizations. Relationships are built by establishing joint agreements, procedures, or contracts and arranging for onsite delivery of services as appropriate. This helps to facilitate access to community services that are responsive to children's and families' needs and family partnership goals, and community needs and resources, as determined by the community assessment.

Performance Standard(s):

1302.53(a)(1)(2)



	DHS, Head Start Program Policy		
FAMILY 9			
SUBJECT	Family Collaboration for Transition from Early Head Start		
REFERENCE	Family and Community Support		
EFFECTIVE			
Policy Council Approval:	Policy Council Revision:	Governing Body Approval:	Governing Body Revision:
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Policy:

The Head Start Program will collaborate with parents/guardians of Early Head Start Children to implement strategies and activities that support successful transition from Early Head Start and, at a minimum, provide information about the child's progress during the program year. The Head Start Program will provide strategies for parents/guardians to continue their involvement in and advocacy for the education and development of their child.

Performance Standard(s):

1302.50(b)(6)

	DHS, Head Start Program Policy		
FISCAL 1			
SUBJECT	Financial Management of Head Start Grant		
REFERENCE	Fiscal Management		
EFFECTIVE	8/1/2017		
Policy Council Approval: 7/25/17	Policy Council Revision: 7/25/17	Governing Body Approval: 9/28/17	Governing Body Revision: 9/28/17
PAGE: 1 of 1			

Policy:



It is the policy of the grantee, City of San Antonio, to manage the Head Start grant in accordance with Federal, State and local guidelines.

These guidelines include but are not limited to:

- Head Start Act;
- Head Start Program Performance Standards;
- 45 CFR part 75 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards;
- City of San Antonio Administrative Directives and
- Department of Human Services Policies.

Related Regulations:

Head Start Act; Head Start Program Performance Standards; Information Memoranda (IMs); Program Instructions (PIs); 2 CFR part 300.1 Adoption of 2 CFR Part 200; City of San Antonio Administrative Directives; and any other applicable law or regulation.

	DHS Head Start Program Policy		
HEALTH 3			
SUBJECT	Preventative Health Visit Requirements and Documentation		
REFERENCE	Comprehensive Health Services		
EFFECTIVE	6/15/2011		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/43/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
PAGE: 1 of 1			

Policy:

Education Service Providers will develop and implement procedures to ensure that all children are up-to-date on a schedule of age-appropriate preventative and primary health care and oral health care that meets the State of Texas Early and Periodic, Screening, Diagnosis, and Treatment (EPSDT) requirements schedule.

Procedures must include a system to meet the following:

30-Day

Requirement:

- Within 30 calendars days after the child first attends the program of each school year, the Head Start Program must consult with parents to determine if the child has an ongoing source of continuous health care and health insurance coverage.

45-Day

Requirement:

- Within 45 calendar days after the child first attends the program of each school year, the Head Start Program must obtain a current record of evidence-based vision and hearing screenings or conduct evidence-based vision and hearing screenings. The screenings should be in the child's home language as appropriate.

90-Day

Requirement:

- Within 90 calendar days after the child first attends the program of each school year, documentation of a physical/well child exam and an oral health determination must be received.

Follow-up, Tracking, and Data Documentation

- Follow-up must occur once a month for medical, dental, and nutrition related concerns identified by the Head Start Program as indicated on screenings, health assessments, physical/well child exams, and other health related concerns, including health insurance coverage and any missing events.

- Health related contact and follow-up must be documented in ChildPlus according to the *City of San Antonio Benchmark Due Date Guide*, *Head Start Program ChildPlus Scan Order and Process Guide*, and the applicable *ChildPlus Data Entry Guide*

Parent/Guardian Collaboration and Communication

- Develop a system to inform the parents/guardians about their children's health needs in a timely manner.
- Provide information and community health resources to families.
- Provide resources to families in need of assistance with prescribed medications, aides or equipment for medical, dental, or mental health conditions.
- Provide results of abnormal medical and/or dental exam/screenings administered through the program and discuss results.
- Obtain advance authorization to perform intrusive medical or dental services from the parent/guardian, such as unclothed physical exams, immunizations, and venous blood draws.



Head Start funds may be used for children's professional medical and/or dental services when other sources of funding are not available; documentation of efforts to access other available sources of funding must be documented.

Performance Standard(s):

1302.41; 1302.42

Reference:

[THSteps Medical Checkup Periodicity Schedule](#)

	DHS Head Start Program Policy		
HEALTH 4			
SUBJECT	Parent/Guardian Refusal of Health Services		
REFERENCE	Comprehensive Health Services		
EFFECTIVE	6/15/2011		
Policy Council Approval: 7/25/17	Policy Council Revision: 7/25/17	Governing Body Approval: 9/28/17	Governing Body Revision: 9/28/17
PAGE: 1 of 1			

Policy:



Education Services Providers will develop and implement procedures to ensure a written refusal is obtained when a parent/guardian refuses to allow their child to participate in or receive health services required or provided by the Head Start Program.

At a minimum, procedures must include:

- Staff must obtain approval from the direct supervisor prior to requesting the *Refusal of Health Services* form.
- Staff must document in ChildPlus efforts made and parent/guardian responses in obtaining health services requirements.
- A completed *Refusal of Health Services* form must be scanned into ChildPlus; form must include parent/guardian and staff signatures.
- If applicable, in place of the *Refusal of Health Services* form, a parent/guardian may submit a written statement, including signature and date, indicating which health service(s) they decline.

Performance Standard(s):

1302.41; 1302.42(d) (2)

	DHS Head Start Program Policy		
PDM 2			
SUBJECT	Standards of Conduct		
REFERENCE	Program Design and Management		
EFFECTIVE	4/13/2010		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

The Head Start Program staff, consultants, contractors, and volunteers must abide by the program's Standards of Conduct that:



- a. Ensure staff, consultants, contractors, and volunteers implement positive strategies to support children's well-being and prevent and address challenging behavior;
- b. Ensure staff, consultants, contractors, and volunteers do not maltreat or endanger the health or safety of children, including, at a minimum, that staff must not:
 - i. Use corporal punishment;
 - ii. Use isolation to discipline a child;
 - iii. Bind or tie a child to restrict movement or tape a child's mouth;
 - iv. Use or withhold food as a punishment or reward;
 - v. Use toilet learning/training methods that punish, demean, or humiliate a child;
 - vi. Use any form of emotional abuse, including public or private humiliation, rejecting, terrorizing, extended ignoring, or corrupting a child;
 - vii. Physically abuse a child;
 - viii. Use any form of verbal abuse, including profane, sarcastic language, threats, or derogatory remarks about the child or child's family; or,
 - ix. Use physical activity or outdoor time as a punishment or reward;
- c. Ensure staff, consultants, contractors, and volunteers respect and promote the unique identity of each child and family and do not stereotype on any basis, including gender, race, ethnicity, culture, religion, disability, sexual orientation, or family composition;
- d. Require staff, consultants, contractors, and volunteers to comply with program confidentiality policies concerning personally identifiable information (PII) about children, families, and other staff members in accordance with subpart C of part 1303 and applicable federal, state, local, and tribal laws; and,

- e. Ensure no child is left alone or unsupervised by staff, consultants, contractors, or volunteers while under their care.

Furthermore, all staff, consultants, contractors, volunteers, Head Start Policy Council members, and Advisory Committee members are required to sign a Standards of Conduct form. The Head Start Program will implement appropriate penalties including termination of staff, consultants, and volunteers who violate the Standards of Conduct.

Performance Standard(s):

1302.90(c)(1); 1303(C)

	DHS Head Start Program Policy		
PDM 4			
SUBJECT	Training and Professional Development		
REFERENCE	Program Design and Management		
EFFECTIVE	4/13/2010		
Policy Council Approval: 4/24/18	Policy Council Revision: 4/24/18	Governing Body Approval: 8/17/18	Governing Body Revision: 8/17/18
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Policy:

The Head Start Program will ensure all new staff, consultants, and volunteers receive at a minimum, an orientation that includes the goals and underlying philosophy of Head Start including the Head Start Program Performance Standards, regulations, policies and procedures.

The Head Start Program must provide appropriate training and technical assistance to include orientation to the governing body, advisory committee, and policy council. The training must include review of program governance and eligibility verification indicated in 1302.12(m). This is to ensure the staff and governing body members understand the information and can effectively oversee the direction of the Head Start Program.

Additionally, the Head Start Program will develop and implement procedures for staff training and professional development designed to assist staff in acquiring or increasing the knowledge and skills needed to provide high-quality, comprehensive services. At a minimum, the procedures must include:



- a. Staff completing a minimum of 15 clock hours of professional development per year. For teaching staff, such professional development must meet the requirements described in section 648A(a)(5) of the Act;
- b. Training on methods to handle suspected or known child abuse and neglect cases, that comply with applicable federal, state, local, and tribal laws;
- c. Training for child and family services staff on best practices for implementing family engagement strategies in a systemic way;
- d. Training for child and family services staff, including staff that work on family services, health, and disabilities, that builds their knowledge, experience, and competencies to

improve child and family outcomes. All teaching staff assigned to a co-teach classroom must receive training specific to the co-teach model; and,

- e. Research-based approaches to professional development for education staff, that are focused on effective curricula implementation, knowledge of the content in Head Start Early Learning Outcomes Framework: Ages Birth to Five, partnering with families, supporting children with disabilities and their families, providing effective and nurturing adult-child interactions, supporting dual language learners as appropriate, addressing challenging behaviors, preparing children and families for transitions, and use of data to individualize learning experiences to improve outcomes for all children.
- f. Mental health and wellness information available to staff regarding health issues that may affect their job performance. The program must provide regularly scheduled opportunities to learn about mental health, wellness, and health education.

Performance Standard(s):

1301.5; 1302.12(m); 1302.92(a-b); 1302.93(b)

	DHS Head Start Program Policy		
PDM 5			
SUBJECT	Harassment and Discrimination		
REFERENCE	Program Design and Management		
EFFECTIVE	4/13/2010		
Policy Council Approval: 7/25/17	Policy Council Revision: 7/25/17	Governing Body Approval: 9/28/17	Governing Body Revision: 9/28/17
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Policy:

The Head Start Program will maintain a work environment free from sexual and other unlawful harassment and discrimination. Discrimination based on race, creed, color, national origin, sex, age, religion, or ethnic group, sexual orientation, gender identity, gender expression, political affiliation, or belief, genetic information, or disability, or veteran status will not be tolerated.

Additionally, the Head Start Program is governed by all existing agency, state and federal policies prohibiting unlawful harassment, in any form and discrimination on any basis.

Performance Standard:

CFR 45 Part 80; 45 CFR part 84 Sec. 654. NONDISCRIMINATION PROVISIONS; American with Disabilities Act (ADA); Age Discrimination in Employment Act (ADEA)

	DHS, Head Start Program Policy		
PDM 7			
SUBJECT	Identification and Reporting of Child Abuse and Neglect		
REFERENCE	Program Design and Management		
EFFECTIVE	4/13/2010		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

The Head Start Program, including the Grantee and Education Service Providers, must develop and implement procedures to respond to suspected or known child abuse whether it occurs at or away from the program.

All Head Start Program Staff, including teachers, teacher assistants, and all other campus or site personnel, consultants, and volunteers must follow the Education Service Provider policies and procedures regarding child abuse and neglect.

The Head Start Program 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 away from the Head Start Program within 24 hours of notification. Such official incident reporting must be provided in writing.

Additionally, when any Head Start Program Staff, contractors, Education Service Providers, Child Care Center staff, or Volunteers witness or suspect child abuse or neglect, they must make a report to the Texas Department of Family and Protective Services (TDFPS) 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, but not limited to:

- Physical, mental 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 made, the information that must be reported, and confidentiality of reported information.

Education Service Providers will develop and implement procedures to notify the parents/guardians of any suspected or known child abuse incidents occurring within the Head Start Program.

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



All Head Start staff, including teachers, teacher assistants, and all other campus or site personnel, consultants and volunteers receive annual training on procedures for identifying and reporting child abuse or neglect. Head Start staff are expected to fully cooperate with TDFPS and other applicable agency personnel to report any suspected or known incidents.

Performance Standard(s):

1302.47(b)(4)(i)(K); 1302.47(b)(5)(i); 1302.53(a)(2)(iii); 1302.90(b)(2); 1302.92(b)(2); 1302.102(d)(1)(ii)(A); 1303.22(c)(5)(iii); 1303.22(c)(8)

Office of the Texas Attorney General, "What Can We Do about Child Abuse Part 2":
https://www.texasattorneygeneral.gov/ag_publications/txts/childabuse2.shtml

Family Code, Chapter 261. Investigation of Report of Child Abuse or Neglect
<http://www.statutes.legis.state.tx.us/Docs/FA/htm/FA.261.htm>

	DHS Head Start Program Policy		
PDM 8			
SUBJECT	Community Complaints		
REFERENCE	Program Design and Management		
EFFECTIVE	4/13/2010		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:



The Head Start Program encourages a climate of open communication between parents, program employees, and community members. Head Start and Education Service Provider staff are available to provide support and to assist any parent or community resident who has a complaint, problem or concern.

Parents/guardians and community residents are encouraged to attempt to resolve Head Start complaints, problems or concerns at the center/school level by talking to a teacher, Family Support Worker, center director or principal. Parent/Guardians may at any time also talk directly to any Head Start staff member or Head Start Administrator about any issues or concern. Concerns/complaints may also be submitted using the comment section of the Head Start website at www.saheadstart.org.

If attempts to informally resolve the concern/problem are not successful, the following formal steps may be taken:

1. Call, email, meet with, or provide a written statement to the Head Start Education Service Provider Director. The Director will provide the parent/guardian or community resident a recommendation for resolution of the concern/problem within five business days of receipt of the issue. The Director may request additional time if required to resolve the concern/problem. If not resolved, parents/guardians or community resident may proceed to Step 2.
2. Call, email, meet with, or provide a written statement to the City of San Antonio Head Start Program Administrator. The Head Start Administrator will have five business days to resolve the concern/problem. The Head Start Administrator may request additional time to resolve the concern/problem. If not resolved, parents/guardians or community resident may proceed to Step 3.

3. Submit a signed, written statement to the City of San Antonio City Council's Governing Board/ Advisory Committee. The statement shall describe in detail the complaint, problem or concern and steps taken to resolve the issue. The City of San Antonio City Council's Governing Board/ Advisory Committee will provide a written response within 15 business days of receipt of the written statement. The City of San Antonio City Council's Governing Board is the last formal step in resolving parent/community resident complaints or concerns and the resolution is final.

	DHS Head Start Program Policy		
PDM 9			
SUBJECT	Critical Incident Reporting		
REFERENCE	Program Design and Management		
EFFECTIVE	12/13/2011		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

The Head Start Program, including the Grantee and Education Service Providers, will develop and implement procedures for Critical Incident Reporting (CIR). All staff must be trained on incident reporting.



A critical incident includes, but is not limited to:

- Suspected child abuse which may or may not have occurred during Head Start hours.
- Allegations of child abuse/neglect against any Head Start staff member, volunteer, or contractor
- Incidents which may have placed a child, family member, or staff in danger, including any incidents in which a child was left unsupervised.
- Health incidents and illnesses, which include, but are not limited to:
 - Injuries that require urgent medical attention by a health-care professional.
 - Child or staff member leaving by emergency medical transport.
 - Contagious diseases that could lead to an outbreak.
 - Child receiving outside medical attention at any point in time for an injury sustained during Head Start program hours.
- Any incident which has the potential to generate negative media coverage.
- Any media inquiry/ coverage of the program.
- Unplanned interruption in Head Start Program services.
- Closure of any facility or part of a facility, including outdoor play areas.
- Accidents involving vehicles that transport children and families.

When applicable, parents/guardians must be notified of critical incidents within 24 hours of occurrence. Education Service Providers must also provide notification to the Head Start Administrator or designee within 24 hours.

Performance Standard(s):

1302.47(c); 1302.102(d)(1)(ii); 1304.12; 1303.79(b)(3)

	DHS, Head Start Program Policy		
PDM 10			
SUBJECT	Personnel		
REFERENCE	Program Design and Management		
EFFECTIVE	3/13/2012		
Policy Council Approval: 4/24/18	Policy Council Revision: 4/24/18	Governing Body Approval: 8/17/18	Governing Body Revision: 8/17/18
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Policy:

The Head Start Program and Education Service Providers will abide by their internal agency personnel policies and procedures which must meet or exceed applicable requirements including Head Start regulations as well as local, state, and federal laws.

The City of San Antonio Head Start Program personnel policies must be approved by the Governing Board, or the designated CoSA Advisory Committee, and Policy Council and must be available to all staff. The Head Start Policy Council will approve decisions regarding the employment of program staff as stated in paragraph 1(E)(iv)(IX), regarding the hiring, evaluation, compensation, and termination of the Executive Director, Head Start Director, and any other person in an equivalent position within the Head Start Program.

The Head Start Program collaborates with the City of San Antonio's Human Resources Department to ensure all newly hired City staff complete the required criminal background checks prior to employment. According to the City of San Antonio's Administrative Directive (AD) 4.55, the City conducts Criminal Background Checks (CBC) as part of the initial employment process and applies to volunteers and interns.

Head Start Program and Education Service Provider Background Check Requirements:

- a. Before a person is hired, directly or through a contract, including transportation staff and contractors, the Head Start Program and Education Service Providers must conduct an interview, verify references, conduct a sex offender registry check, and obtain one of the following:
 - i. State or tribal criminal history records, including fingerprint checks; or,
 - ii. Federal Bureau of Investigation criminal history records, including fingerprint checks.
- b. A program has 90 days after an employee is hired to complete the background check process by obtaining:
 - i. Whichever check listed in paragraph (a) of this section was not obtained prior to the date of hire; and,

- ii. Child abuse and neglect state registry check, if available.
- c. A program must review the information found in each employment application and complete background check to assess the relevancy of any issue uncovered by the complete background check.
- d. A program must ensure a newly hired employee, consultant, or contractor does not have unsupervised access to children until the background check process is complete.
- e. A program must conduct the complete background check for each employee, consultant, or contractor at least once every five years and must include each of the four checks listed above.

The Head Start Program will consider current and former program parents for employment vacancies for which such parents apply and are qualified.

Performance Standard(s):



1302.90(a-b)

Head Start Act:

642(c)(1)(E)(iv)(V)(cc); 642(c)(1)(E)(IX); 642(c)(2)(D)(vi)

City of San Antonio Administrative Directive (AD):

4.55 Background Checks/Reporting Arrests, Indictments and Convictions

	DHS, Head Start Program Policy		
PDM 12			
SUBJECT	Impasse		
REFERENCE	Program Design and Management		
EFFECTIVE	4/13/2010		
Policy Council Approval: 7/25/17	Policy Council Revision: 7/25/17	Governing Body Approval: 9/28/17	Governing Body Revision: 9/28/17
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Policy:

To facilitate meaningful consultation and collaboration about decisions of the Governing Board, CoSA Advisory Committee, and the Head Start Policy Council (HSPC), written impasse procedures is established for resolving internal disputes in a timely manner. These procedures I meet the requirements established in the Head Start Program Performance Standards.



This policy, detailed further in the Impasse Procedure, seeks to ensure that matters of internal dispute are resolved in a respectful, professional, and timely manner to safeguard the integrity and continued funding and operation of the Head Start Program.

Performance Standard:

1301.6

Head Start Act:

642(d)(1)

	DHS, Head Start Program Policy		
PDM 13			
SUBJECT	Confidentiality		
REFERENCE	Program Design and Management		
EFFECTIVE	10/15/2013		
Policy Council Approval: 7/25/17	Policy Council Revision: 7/25/17	Governing Body Approval: 9/28/17	Governing Body Revision: 9/28/17
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Policy:

The Head Start Program is committed to ensuring the security and confidentiality of personnel, children, and family information. The Head Start Program, including the Grantee and Education Service Providers must establish data management procedures on the effective use and sharing of data in accordance with the Head Start Program Performance Standards.

Confidentiality requirements include, but are not limited to, the following:

- a) Physical and electronic records are secure;
- b) Only authorized staff members may access personnel, child, and family information;
- c) Staff members share child information on a need-to-know basis;
- d) Written consent from the Parent/guardian is required prior to the release of any individual child or family records.
- e) Staff is trained on how to maintain confidentiality;



Only information that is essential to provide services is recorded and maintained for any child enrolled in the Head Start Program. Parents/guardians are the primary source of information about themselves, and any information sought from them is limited to that which is essential for services.

The sharing of information with community partners is encouraged only if it improves service delivery and is done in accordance with this confidentiality policy. Sharing of information with outside agencies for purposes other than coordination of services must be pre-approved by the Head Start Program Administrator.

Confidentiality must be maintained in accordance with this policy, local, state, and federal requirements.

Performance Standard(s):

1302.22; 1302.101(b)(4); 1303.20

	DHS, Head Start Program Policy		
PDM 17			
SUBJECT	Emergency Preparedness and Response Plan		
REFERENCE	Program Design and Management		
EFFECTIVE	6/27/2017		
Policy Council Approval: 7/25/17	Policy Council Revision: 7/25/17	Governing Body Approval: 9/28/17	Governing Body Revision: 9/28/17
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Policy:

The Head Start Program, including the Grantee and Education Service Providers, will develop and implement an emergency management/disaster preparedness and response plan including natural and man-made disasters and emergencies, and violence in or near the program that includes, at a minimum:

- Emergency Administrative Communication Protocols
- Critical Phone Numbers to Public Emergency Services
- Emergency Management/Disaster Preparedness Team
- Parent/Guardian Contact Protocol

Performance Standard:

1302.47(b)(8)

	DHS Head Start Program Policy		
TRANSPORTATION 5			
SUBJECT	Transportation Information		
REFERENCE	Transportation		
EFFECTIVE	4/21/2016		
Policy Council Approval: 7/25/17	Policy Council Revision: 7/25/17	Governing Body Approval: 9/28/17	Governing Body Revision: 9/28/17
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Policy:



Education Service Providers will develop and implement procedures to address the following:

- Identification of children and families in need of transportation services
- Steps to request transportation for children and families in need of transportation services
- Documentation of children receiving district transportation services

Head Start staff must ensure documentation of the transportation services is maintained in ChildPlus according to the *City of San Antonio Benchmark Due Date Guide* and *applicable ChildPlus Data Entry Guide*.

Performance Standard(s):

1303.70(b)(1-3); 1303.71(a)

	DHS Head Start Program Policy		
DISABILITIES 1			
SUBJECT	Individualized Education Program (IEP) for Children with Disabilities		
REFERENCE	Disabilities Services		
EFFECTIVE	6/15/2011		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

Every effort must be made to ensure a child identified ~~ren~~ with a disability ~~ies~~ fully participates in all program activities. The information provided in the child's Individualized Education Plan (IEP) will be used when planning individualized strategies and activities for children with disabilities.

Education Service Providers must implement the IEP on the date determined by the Admissions Review and Dismissal Committee by modifying the child's program in accordance with the IEP and arranging for the provision of related services to accommodate the unique strengths, needs, interests, and cultural and linguistic background of the child. The Education Service Provider Disability Coordinator will work with staff, and families to ensure children are working toward the goals in their IEP.



Upon request, the Education Service Provider Disability Coordinator will review planned IEP strategies/activities with teaching staff during a coaching/technical assistance session. If a child enters Head Start with a valid IEP, Education Service Providers will follow school district guidelines regarding special education services. ~~and ensure that services begin as soon as possible. within the first two weeks of program attendance.~~

Copies of the IEP and/or the *Goals and Objectives/Modifications Sheet* will be maintained in the cChild's Classroom File and/or Portfolio. The IEP may be kept in a different location in the classroom, however, the location of the IEP, must be noted within the child's Classroom File and/or Portfolio. Confidentiality of information must be maintained at all times.

The child's disability information and copies of required documents will be entered into ChildPlus according to the *City of San Antonio Benchmark Due Date Guide, Head Start Child File Scan Order and Process Guide, and applicable ChildPlus Data Entry Guide.*

Performance Standard(s):

1302.61; 1302.62; 1302.63; 1303.75

	DHS Head Start Program Policy		
EDUCATION 1			
SUBJECT	Home Visits/Parent Conferences		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	6/23/2015		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

Head Start teachers must complete two Home Visits and two Parent/Teacher Conferences each school year.

Education Service Providers will develop and implement procedures to ensure the completion dates of the Home Visits and Parent/Teacher Conferences are entered into ChildPlus and meet the *City of the San Antonio Benchmark Due Date Guide, Child-Plus File Scan Order and Process Guide*, and applicable *ChildPlus Data Entry Guide* Procedures must include accommodations for long term substitutes and/or extenuating circumstances.

The first Home Visit may be completed by the teacher no more than four weeks prior to the first day of a child's entry into school. If a child enters the program after January 1, a minimum of one Home Visit and one Parent/Teacher Conference must be completed by the last day of school. ~~If a child's date of entry is within 15 days of the Parent/Teacher Conference benchmark due date, then the teacher will complete only a Home Visit.~~

Documentation of the Home Visits and Parent/Teacher Conferences must be maintained in the child's classroom file and ChildPlus. If a Home Visit or Parent Conference did not occur, documentation regarding why the event did not occur must be noted in ChildPlus according to the *ChildPlus Data Entry Guide*.



Home Visits and Parent/Teacher Conferences will be conducted in the family's home language and, when necessary, using the services of an interpreter. The Home Visits and Parent/Teacher Conferences should be scheduled at the parent's/guardian's convenience and if necessary, at a neutral location.

Home Visits and Parent/Teacher Conferences offer opportunities for parents/guardians and staff to share knowledge related to the strengths, needs, interests, and concerns of the child and program activities. During the Home Visits and Parent/Teacher Conferences the teacher will share work samples, educational assessment outcomes, screening information, and information

regarding the transition into Kindergarten, when applicable. Education Service Providers will develop and implement procedures to ensure that the information shared at the Home Visits and Parent/Teacher Conferences is documented.

Performance Standard(s):

1302.34 (b)(2-3, 7-8); 1302.46; 1302.50; 1302.71(a, b, e)

	DHS Head Start Program Policy		
EDUCATION 3			
SUBJECT	Individualization		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	6/15/2011		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

The program will provide individualized instruction to meet each child's unique characteristics, strengths and needs, taking into consideration gender, family composition, ~~the~~ cultural and linguistic background, and pattern of development and learning. Classroom teachers must document individualized instruction and activities including large group, small group, and one/one lessons and activities into lesson plans.



Education Service Providers will develop and implement procedures to ensure that the plan for individualized instruction for each child is reviewed and updated on a regular basis.

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

- Formal and informal assessments
- Input from parents/guardians regarding each child's individual characteristics, interests, strengths and needs
- Developmental (ASQ 3), Behavioral (ASQ: SE-2) and Sensory (hearing and vision) screenings
- Medical and/or dental evaluations/treatments and referrals for wellness support (if applicable)
- An Individualized Education Plan for children with disabilities
- 504 Plan

Performance Standard(s):

1302.31; 1302.33; 1302.61

	DHS Head Start Program Policy		
EDUCATION 5			
SUBJECT	Development and Behavior Screening		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	4/6/2010		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

The Head Start Program uses the Ages and Stages Questionnaire (ASQ-3) as the developmental screening and Ages and Stages Questionnaire: Social and Emotional, Second Edition (ASQ: SE-2) as the behavioral screenings.

Education Service Providers will develop and implement procedures to ensure that developmental and behavioral screenings are completed in collaboration with each child's parent/guardian on or before the 45th calendar day ~~of the child's entry date~~after the child first attends the program or for any child that did not receive a developmental or behavioral screening the previous school year. ~~Each child enrolled in the program will be screened annually.~~ Developmental (ASQ-3) and behavioral screenings (ASQ:SE-2) must be completed within this timeframe to identify early concerns regarding a child's developmental, sensory, behavioral, motor, language, social, cognitive, perceptual and emotional skills for appropriate referrals.

The ASQ-3 and ASQ:SE-2 should not be completed by the teacher. If the parent or guardian needs assistance completing the questionnaire, the teacher or other staff member may provide the most appropriate accommodations for completion. The developmental and behavioral screenings may be distributed by the teacher no more than four weeks prior to the first day of a child's entry into school. To the greatest extent possible, the screening procedures must be sensitive to the child's cultural background and home language.

Education Service Providers will develop and implement procedures that include at a minimum:

- Identification of staff responsible for administering, scoring, follow-up, and referrals
- Monitoring the fidelity of the screenings
- Ensuring the appropriate version is utilized for child's age and language
- Ensuring proper completion of the screening tool
- Ensuring accurate scoring of the screening tool

- Establishing timeframes for follow-up, referrals, and documentation
- Following the *City of the San Antonio Benchmark Due Date Guide*, *applicable ChildPlus Data Entry Guide*, and the *Head Start File Scan Order and Process Guide*
- Completing routine internal monitoring of child files



Education Service Providers will develop and implement procedures to address the use of the ASQ-3 and ASQ:SE-2 with children with an identified disability or IEP. A child is not automatically disqualified from receiving a developmental or behavioral screening if they have an identified disability or IEP. Sensitivity to the parent/guardian should always be a priority. Procedures may include a determination to complete only certain sections of the ASQ-3 or the ASQ:SE-2. If it is determined by the teacher or other early childhood professional that it is not appropriate for a parent/guardian to complete any section of the developmental or behavioral screening, the information supporting this determination must be documented in Child Plus according to the applicable *ChildPlus Data Entry Guide*.

Performance Standard:

1302.33

Additional Resources:

<http://agesandstages.com/free-resources/articles/when-should-you-not-have-parents-complete-asq/>

	DHS Head Start Program Policy		
EDUCATION 6			
SUBJECT	Curriculum/Daily Schedule		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	9/13/2011		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

The Head Start definition of curriculum is a planned management of time, materials, and activities to guide children's individual pattern of learning and development. The curriculum helps children gain skills and confidence and should integrate Head Start components which form a foundation for school readiness. Education Service Providers will involve parents in the implementation of the program's curriculum and approaches to child development and education.

The curriculum must be research-based and align with the Head Start Early Learning Outcomes Framework (HSELOF) and Texas Prekindergarten Guidelines. The curriculum will address the five Central Domains from the HSELOF in an integrated approach, using intentional and individualized instruction to support children's learning and development.



The Education Service Providers will establish a daily schedule that meets the individual needs of children, provides a balance of teacher-directed and child initiated lessons and activities, and offers a variety of activities including large-group, small-group, one/one, indoor and outdoor free play. The current daily schedule will be posted for parents/guardians and other staff to review.

Education Services Providers will submit a copy of the daily schedule for each classroom and must include and must include the following:

- School name
- Teacher name
- Room number
- School name
- Classroom language designation (Co-Teach, Dual Language, etc.)

Performance Standard(s):

1302.31; 1302.32; 1302.34

	DHS Head Start Program Policy		
EDUCATION 8			
SUBJECT	Child Classroom File/ Portfolio		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	8/2/2011		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

Education Service Providers will develop and implement procedures that ensure each child has a Child Classroom File/Portfolio that is organized and contains multiple sources of information used for ongoing assessment and instructional planning.

The Child's Classroom File/Portfolio will contain the following:

- Documentation from home visits and parent conferences, including parent/guardian input
- Work samples
- Progress reports, if applicable
- Developmental Screening
- Social and Emotional Screening
- Beginning, Middle and End of year formal assessment summary information
- Individual Education Plan (IEP) [or 504 Documentation](#) -(if applicable)
- Other items pertaining to educational development



The IEP [or 504 documentation](#) may be kept in a different location in the classroom; however, the location of the IEP must be noted within the Child Classroom File/Portfolio. The file must be accessible to parents/guardians and monitors/reviewers, upon request.

If an online version of the developmental and/or social and emotional screening is completed, a paper copy is not required to be in the Child Classroom File/Portfolio. Documentation that the screening(s) were completed electronically must be noted in the Child Classroom File/Portfolio. If the paper version of either screening was used a complete copy should be included in the Child Classroom File/Portfolio

The Education Service Providers will develop and implement procedures to ensure the Child Classroom File/Portfolio is located in the teacher's classroom, kept confidential, and available for parents to review upon request.

Performance Standard(s):

1302.30-1302.34

	DHS Head Start Program Policy		
EDUCATION 9			
SUBJECT	Multidisciplinary Staffing		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	8/2/2011		
Policy Council Approval: 4/24/18	Policy Council Revision: 4/24/18	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:



Education Service Providers will develop and implement procedures for regular communication among program staff to facilitate quality outcomes for children and families. Education Service Providers will schedule at least two Multidisciplinary Staffing (MDS) meetings annually for every enrolled child. If a child enters the program after December 31st, a minimum of one MDS meeting will be held before the last day of the program year.

The MDS meeting is a documented and planned communication tool utilized to create a cohesive team approach to discuss the strengths and needs of children and families. The Campus Administrator or designee, Family Support Staff or designee, and Teachers are required to participate in the MDS. Content area coordinators responsible for Education, Health, ERSEA, Mental Health, Transportation, Nutrition, Disabilities, and other related services may be required to attend based on the child/family needs.

Each Education Service Provider will establish and maintain record-keeping systems to provide accurate and timely information regarding children, families, and staff and must ensure appropriate confidentiality of this information. The MDS documentation must include the completion date of the MDS, signatures of all in attendance, and topics covered. Procedures must be in place to ensure that MDS completion dates and documents of the MDS are entered and the MDS document is scanned into ChildPlus according to the *City of the San Antonio Benchmark Due Date Guide*, *applicable ChildPlus Data Entry Guide*, and the *Head Start File Scan Order and Process Guide*. ~~The MDS document must include the completion date of the MDS, signatures of all in attendance, and topics covered.~~

Performance Standard(s):

1302.33; 1302.34; 1302.101(b)(2-3)

	DHS Head Start Program Policy		
EDUCATION 11			
SUBJECT	Discipline and Guidance		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	12/13/2011		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

Education Service Providers will develop and implement policies and procedures on discipline and guidance appropriate for children 3-5 years old. A copy must be provided to all parents/guardians, staff, volunteers, substitute teachers, and contractors. Documentation must be maintained showing receipt of the written discipline and guidance policies and procedures.

The policies and procedures must include positive methods that ~~encourage~~ build self-esteem and support, self-control, and self-regulation such as:

- Praise and encouragement of developmentally appropriate behavior
- Frequent reminders of behavior expectations using clear and positive statements
- Redirection of behavior using positive statements

Discipline must be constructive, individualized, and consistent for each child, appropriate to the child's level of understanding, and directed toward teaching the child developmentally appropriate behavior. Education Service Providers s must prohibit or severely limit the use of suspension due to a child's behavior. The Education Service Providers must not expel or unenroll a child from Head Start ~~because of~~ due to a child's behavior, unless approved by the Head Start Administrator.

When appropriate, for the child's age and development, a brief supervised separation, or time away from the group, may be necessary, and should be limited to no more than one minute per year of the child's age.



There must be no harsh, cruel, or unusual treatment of any child. The following are prohibited:

- Corporal punishment or threats of corporal punishment
- Punishment associated with food, naps, or toilet ~~ing~~ training
- Pinching, shaking, or biting a child

- Hitting a child with hand or an object
- Putting anything in or on a child's mouth
- Humiliating, ridiculing, rejecting or yelling at a child
- Pointing a finger in a child's face
- Snapping fingers at a child
- Use of isolation to discipline a child
- Binding or tying a student to restrict movement
- Threatening phrases or sarcastic language
- Subjecting a child to harsh, abusive, or profane language
- Placing a child in a locked or dark room, bathroom, or closet with the door closed
- Requiring a child to remain silent or inactive for inappropriately long periods of time for the child's age
- Child restraint performed by staff not certified in proper restraint procedures
- Withholding outdoor free play

Performance Standard(s):

1302.17; 1302.31 (e)(2,4);1302.90 (c)(1-2)

	DHS Head Start Program Policy		
EDUCATION 12			
SUBJECT	Classroom Assessment Scoring System™ (CLASS)		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	5/8/2012		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

The Head Start Program will develop and implement a plan to utilize the Classroom Assessment Scoring System™ (CLASS) to measure interactions between children and teachers. Education Service Providers must have an average CLASS score across all three domains ~~all classrooms that exceeds the minimum threshold set by the Office of Head Start. of no less than the following but strive for the standard of excellence of six (6) across all domains:~~



- ~~For the Emotional Support domain the minimum threshold is four (4);~~
- ~~For the Classroom Organization domain, the minimum threshold is three (3);~~
- ~~For the Instructional Support domain, the minimum threshold is two (2);~~

The Grantee will facilitate a CLASS Team comprised of Grantee and Education Service Providers staff. At a minimum, Service Providers should maintain one (1) CLASS Reliable Observer per twelve (12) classrooms.

Data obtained from CLASS observations will serve as a guide ~~to~~ for professional development and help teaching staff ~~to~~ improve the quality of interactions that support children's learning and improve child outcomes.

Performance Standard(s):

1304.11(c); 1304.16

	DHS Head Start Program Policy		
EDUCATION 14			
SUBJECT	Classroom Organization, Equipment and Materials		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	9/13/2011		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:



Education Service Providers must provide sufficient age appropriate equipment, toys, materials, and furniture to promote learning in the five Central Domains in the Head Start Early Learning Outcomes Framework (HSELOF) and Texas Prekindergarten Guidelines. There should be intentional and purposeful activities for all children.

The classroom space will be arranged into learning interest centers. The centers must be labeled, organized, and clutter free. The Education Service Providers must ensure the following:

- Separate noisy activities from quiet activities as much as space allows
- Support ~~and respect for the gender,~~ cultural and ~~linguistic~~ ethnic background, ~~s~~ and family composition of all children
- Support for children with varying abilities
- Adequate space for activities
- Unobstructed supervision
- Comfortable and quiet spaces available for children
- A variety of learning experiences that encourage each child to experiment and explore
- All exits must be unobstructed by equipment, toys, materials, and furniture
- Utilize the *All About ECERS-R 3rd Edition* to create a high quality classroom environment and learning experiences

Performance Standard(s):

1302.21 (d)(1); 1302.31 (c-d); 1302.47(2)

	DHS Head Start Program Policy		
EDUCATION 15			
SUBJECT	Transitions		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	4/6/2010		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

Education Service Providers will develop and implement transition procedures for children and families including: classroom activities, outreach, coordination, and communication with parents/guardians, Early Head Start, school district personnel, and other community organizations/agencies. Transition procedures will address children and families entering and exiting the Head Start Program and include information related to the transfer of child files and information.



Education Service Providers will document all transition activities, including Early Head Start and Early Childhood Intervention (ECI) according to the *City of San Antonio Benchmark Due Date Guide* and applicable *ChildPlus Data Entry Guide*.

Performance Standard(s):

1302.70; 1302.71; 1302.72

Head Start Act:

642 (b) (13-15); 642 (e); 642 A (a) (1-14)

	DHS Head Start Program Policy		
EnvHS 3			
SUBJECT	Hygiene <u>& Cleaning</u> Practices		
REFERENCE	Environmental Health and Safety		
EFFECTIVE	6/15/2011		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

Education Service Providers must develop and implement procedures to promote safe food preparation, appropriate hand washing hygiene and standard precautions, and sanitation and disinfecting –of the classrooms, including equipment, and materials. Staff must be trained on procedures and documentation of training must be maintained.

Education Service Providers will follow Caring for Our Children National Health and Safety Standards Guidelines for Early Care and Education Programs when establishing procedures for hygiene, cleaning, disinfecting, and sanitation practices.

Performance Standard:

1302.47(b)(6)(i-iii)

	DHS Head Start Program Policy		
EnvHS 4			
SUBJECT	Management of Illness		
REFERENCE	Environmental Health and Safety		
EFFECTIVE	06/05/2011		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

Education Service Providers will develop and implement procedures for children and staff who are ill. Procedures should include:

- Practices to control an infectious disease outbreak
- Notification of any reportable illnesses to include local or state public health agencies
- Training on accommodations that must be made for children with specific health and safety needs
- Practices to ensure confidentiality of children's health and safety needs
- Exclusion criteria

A child cannot be denied enrollment based on a disability, illness, or chronic health condition or its severity.



Education Service Providers may temporarily exclude a child with an acute injury or illness from program participation for a short-term period when the child's needs cannot be readily accommodated or if they pose a significant risk to the health and safety to themselves or anyone that may come in contact with them. ~~with a short-term injury or an acute or short-term contagious illness that cannot be readily accommodated, from program participation for a short-term period when keeping the child in care poses a significant risk to the health or safety of the child or anyone in contact with the child.~~

Performance Standard:

1302.47(b)(7)(iii)

References:

Texas Department of State Health Services Communicable Disease Chart for Schools and Child-Care Centers

	DHS Head Start Program Policy		
EnvHS 5			
SUBJECT	Emergency Preparedness		
REFERENCE	Environmental Health and Safety		
EFFECTIVE	06/15/2011		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

Education Service Providers will develop and implement procedures that address emergencies including, but not limited to health and safety, fire, food allergies, natural disasters, and the control of infectious/contagious diseases. All staff must be trained in emergency preparedness, ~~and the~~ The Head Start Program, including the Grantee and Education Service Providers, will maintain documentation of trainings.

Locations and telephone numbers ~~and~~ emergency response procedures must be posted in each room used by children, including the main office and central locations on campus, and made available to all staff.

All emergency numbers including police, fire, ambulance, poison control, Child Abuse Hotline, and the Center for Disease Control must be immediately accessible to staff at all times. Up-to-date family contact information and authorization for emergency care for each child, including emergency transportation authorization must be readily available.

Education Service Providers must post evacuation routes in each classroom, as well as every room used by children and staff, including the main office, nurse's office, gymnasium, restroom facilities located in main hallways, and other central locations on campus. The location, room number, and path to safety must be highlighted on each evacuation route.

Each Head Start site must have a complete first aid kit, available at all times. A first aid kit must also be available during field trips, while transporting children on the bus, and on the playground. Education Service Providers will develop and implement procedures related to the site and contents of each first aid kit. Procedures will include Caring for our Children: National Health and Safety Performance Standards and ensure the following for each first aid kit:

- Kept in clean and sanitary condition
- Easily accessible and available to all employees at all times
- When appropriate, items should be in original packaging
- Stored in a designated location known to all employees

- Kept out of reach of children
- Maintained and restocked
- Schedule of ongoing and regular inventory
- Contain no items that are expired



Performance Standard:

1302.47(b)(1,4,7-8)

Additional Guidance:

Caring for our Children Basics 5.6.0.1

Caring for our Children: National Health and Safety Performance Standards 5.6.0.1

	DHS Head Start Program Policy		
EnvHS 6			
SUBJECT	Medication Administration		
REFERENCE	Environmental Health and Safety		
EFFECTIVE	06/15/2011		
Policy Council Approval: 7/25/17	Policy Council Revision: 7/25/17	Governing Body Approval: 9/28/17	Governing Body Revision: 9/28/17
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Policy:



Education Service Providers must develop and implement procedures regarding the administration, handling, storage, training of staff, and record keeping of medication. ~~administration.~~ Education Service Providers must retain documentation of medication administration training.

All medication must be in the original labeled container, not expired, up-to-date, stored under lock and key, and refrigerated, if necessary, including those required for staff and volunteers.

Rescue medications, including EpiPens, inhalers, and glucose, do not need to be locked up, however, they must be kept out of the children's reach and accessible to staff at all times. Any staff person administering rescue medications, whether in the classroom, on the bus, on the playground, or on field trips, must be trained in the administration of such medications.

Performance Standard:

1302.47(b)(7)(iv)

	DHS Head Start Program Policy		
EnvHS 7			
SUBJECT	Diapering and Toilet Training		
REFERENCE	Environmental Health and Safety		
EFFECTIVE	06/18/2014		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

A child cannot be denied enrollment or removed from the program based on [toileting needs or the use of](#) ~~diapers and/or pull-ups.~~ [use or toilet training](#). Education Service Providers will develop and implement procedures to address diapering and toilet training. Procedures must be provided to all Head Start staff and posted in areas used for diapering and toileting.



At a minimum, procedures must include:

- [Process to ensure the r](#)Respect and dignity for ~~the child~~[ren](#)
- [How to assist a child when toileting needs occur](#)
- Provision of extra clothing, diapers, and wipes
- Sanitation and hygiene procedures for hand washing, diapering, and changing soiled clothing
- [Cleaning and storage of soiled clothing](#)
- ~~Proper De~~isposal and removal of soiled diapers
- ~~Proper e~~Cleaning and storage of toilet training assistive equipment
- Toilet training techniques

Staff and families should work together to implement a toilet training plan for any child not toilet trained.

Performance Standard(s):

1302.42(e)(i),1302.47(b)(1),(6)(i)

	DHS, Head Start Program Policy		
FAMILY 1			
SUBJECT	Family Engagement Approach		
REFERENCE	Family and Community Support		
EFFECTIVE			
Policy Council Approval:	Policy Council Revision:	Governing Body Approval:	Governing Body Revision:
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Policy:

The Head Start Program recognizes parents/guardians as their children's primary teachers and nurturers and implements intentional strategies to engage parents/guardians in their children's learning and development and support parent-child relationships, including specific strategies for father engagement.

The Head Start Program provides parents/guardians with opportunities to participate in the program as employees or volunteers. Education Service Providers will develop and implement procedures that support and promote strategies to engage parents/guardians such as participate as employees or volunteers.

Performance Standard(s):

1302.50(b)(1) & (4)

	DHS, Head Start Program Policy		
FAMILY 2			
SUBJECT	Staff/Parent Communication System		
REFERENCE	Family and Community Support		
EFFECTIVE			
Policy Council Approval:	Policy Council Revision:	Governing Body Approval:	Governing Body Revision:
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Policy:

The Head Start Program develops relationships with parents/guardians and structure services to encourage trust and respectful, ongoing two-way communication between staff and parents/guardians to create welcoming program environments that incorporate the unique cultural, ethnic, and linguistic backgrounds of families in the program and community.

All Head Start staff will ensure continuous communication between families and themselves. This will allow our families to develop a sense of knowledge, trust and respect for our staff members, thus allowing staff and parents/guardians to work easily together to ensure that each child and family are receiving the full amount of benefits that Head Start has to offer.



The Head Start Program conducts family engagement services in the family's preferred language, or through an interpreter, to the extent possible, and ensures families have the opportunity to share personal information in an environment in which they feel safe.

The Head Start Grantee Program will work with the Education Service Provider to ensure the establishment of a Parent Connection Committee (PCC) comprised exclusively of parents/guardians of currently enrolled children at each site/center as early in the program year as possible. At a minimum, procedures must include:

- Activities to ensure parents/guardians of currently enrolled children understand the process for elections to the Head Start Policy Council (HSPC) and other leadership opportunities.
- Opportunities for PCC members to assist~~advise~~ staff in developing and implementing local program policies, activities, and services to ensure they meet the needs of children and families.
- A process for PCC members to communicate with the Head Start Policy Council (HSPC).
 - i. PCC agendas must dedicate time to allow for parent questions/discussion

Performance Standard(s):

1302.50(b)(2) & (5); 1301.4

	DHS, Head Start Program Policy		
FAMILY 3			
SUBJECT	Family Engagement and Collaboration		
REFERENCE	Family and Community Support		
EFFECTIVE			
Policy Council Approval:	Policy Council Revision:	Governing Body Approval:	Governing Body Revision:
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Policy:

The Head Start Program collaborates with families in a family partnership process that identifies needs, interests, strengths, goals, and services and resources that support family well-being, including family safety, health, and economic stability.



Head Start Program provides parents/guardians training opportunities, including presentations, activities, educational materials/resources, and/or campaigns on various topics, including:

- Vehicle and Pedestrian Safety
- Disabilities
- Health, Dental, and Nutrition
- Child Abuse Prevention
- Mental Wellness
- Financial Literacy
- Child and Community Advocacy
- And other topics that promote family well-being

The Head Start Grantee and Education Service Provider will develop and implement procedures to work together to provide training and presentation opportunities for parents/guardians.

Performance Standard(s):

1302.50(b)(3)



	DHS, Head Start Program Policy		
FAMILY 4			
SUBJECT	Family Engagement Staffing		
REFERENCE	Family and Community Support		
EFFECTIVE			
Policy Council Approval:	Policy Council Revision:	Governing Body Approval:	Governing Body Revision:
PAGE: 1 of 1			

Policy:

The Head Start Grantee Program implements procedures for ~~teachers and~~ family support staff and the Education Service Provider implements procedures for teachers to share information with each other, as appropriate and consistent with the requirements in part 1303 subpart C, of this chapter; FERPA; or IDEA, to ensure coordinated family engagement strategies with children and families in the classroom, home, and community.

Performance Standard(s):

1302.50(b)(6)

	DHS, Head Start Program Policy		
FAMILY 5			
SUBJECT	Parent Activities to Promote Child Learning and Development		
REFERENCE	Family and Community Support		
EFFECTIVE			
Policy Council Approval:	Policy Council Revision:	Governing Body Approval:	Governing Body Revision:
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Policy:

The Head Start Grantee and the Education Service Provider~~Program~~ will promote shared responsibility with parents/guardians for children's early learning and development, and implement family engagement strategies that are designed to foster parental confidence and skills in promoting children's learning and development. These strategies must include:

- Offering activities that support Parent-Child Relationships
- Offer activities that support Child Development (including language, dual language, literacy and bi-literacy development)
- Provide parents/guardians with information about the importance of regular attendance, and partner with them, as necessary to promote consistent attendance~~attendance~~ (impact of attendance on learning outcomes)
- For dual language learners, information and resources for parents about the benefits of bilingualism and biliteracy.

Performance Standard(s):

1302.51(a)



	DHS, Head Start Program Policy		
FAMILY 6			
SUBJECT	Research Based Parent Curriculum		
REFERENCE	Family and Community Support		
EFFECTIVE			
Policy Council Approval:	Policy Council Revision:	Governing Body Approval:	Governing Body Revision:
PAGE: 1 of 1			

Policy:

The Head Start Grantee and Education Service provider collaborate to~~Program~~ offers opportunities for parents/guardians to participate in a research-based parenting curriculum that builds on parents’/guardians’ knowledge and offers parents/guardians the opportunity to practice parenting skills to promote children’s learning and development. If the Head Start Grantee~~program~~ chooses to make significant adaptations to the parenting curriculum to better meet the needs of one or more specific populations, the program will work with an expert or experts to develop such adaptations.

Performance Standard(s):

1302.51(b)

	DHS, Head Start Program Policy		
FAMILY 72			
SUBJECT	Family Partnership Services		
REFERENCE	Family and Community Support		
EFFECTIVE	6/27/2017		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
PAGE: 1 of 2			

Policy:

Family Partnership Services

The Head Start Program engages in a process of collaborative and respectful partnership-building with parents/guardians to establish mutual trust and to identify needed services, –supports, family strengths, and family goals. This process must take into consideration each family’s readiness and willingness to participate in the process and must be engaged in jointly with parents. Family services are to be individualized and focused on the achievement of identified outcomes as described in the Head Start Parent, Family, and Community Engagement Framework.

~~Communication with parents/guardians is to be in the family’s preferred language, when possible, and provided in a place where family members feel safe to share personal information.~~

~~Staff is to adhere to all confidentiality policies and procedures to protect family information.~~

Family and Community Support staff will offer:



- ~~• Complete a **Family Meeting / Home Visit** with each family whose child has been accepted into the program. The **Family Meeting / Home Visit** should be scheduled at the parent’s convenience, and if necessary, at a neutral location.~~
- Engage parents/guardians in a **Family Partnership Agreement** ~~to~~ by orienting parents/guardians ~~of~~ the roles and responsibilities of Head Start parents/guardians and staff.
- ~~Use~~ a **Family Assessment** tool to identify each family’s strengths, needs and interests.
- An opportunity ~~Work with families~~ to develop family goals. The goal setting process must

include: family goals, strategies for success, staff support to be provided, timeframes, and community resources that are available to assist families in meeting their goals. ~~Families must be provided a copy of their **Goal Setting** forms. Progress on goal attainment is to be tracked until completion or until the end of the school year, based on goal timelines.~~

- ~~Refer families to community~~Community resources~~agencies~~ that are able to meet their identified needs, interests and/or goals.
- ~~At a minimum, contact families once each month.~~
- ~~Parent boards will be utilized at each site and include at a minimum:~~
 - ~~Head Start Parent Handbook~~
 - ~~Policy Council Minutes~~
 - ~~Training and Employment Information~~
 - ~~School Readiness Goals~~
 - ~~Child Abuse Hotline~~
 - ~~Mental Wellness Information~~
 - ~~Community Resources~~
 - ~~Volunteer Information~~
- ~~All communication must be documented in ChildPlus according to the City of San Antonio Benchmark Due Date Guide and the City of San Antonio ChildPlus File, Scan, Order and Process Guide and applicable City of San Antonio ChildPlus Data Entry Guide.~~

Performance Standard:

1302.52 ~~(a) (c)(1) (4) and (d)~~



	DHS, Head Start Program Policy		
FAMILY 9			
SUBJECT	Family Collaboration for Transition from Early Head Start		
REFERENCE	Family and Community Support		
EFFECTIVE			
Policy Council Approval:	Policy Council Revision:	Governing Body Approval:	Governing Body Revision:
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Policy:

The Head Start Program will collaborate with parents/guardians of Early Head Start Children to implement strategies and activities that support successful transition from Early Head Start and, at a minimum, provide information about the child's progress during the program year. The Head Stat Program will ~~and~~ provide strategies for parents/guardians to continue their involvement in and advocacy for the education and development of their child.

Performance Standard(s):

1302.50(b)(6)

	DHS, Head Start Program Policy		
FISCAL 1			
SUBJECT	Financial Management of Head Start Grant		
REFERENCE	Fiscal Management		
EFFECTIVE	8/1/2017		
Policy Council Approval: 7/25/17	Policy Council Revision: 7/25/17	Governing Body Approval: 9/28/17	Governing Body Revision: 9/28/17
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Policy:



It is the policy of the grantee, City of San Antonio, to manage the Head Start grant in accordance with Federal, State and local guidelines.

These guidelines include but are not limited to:

- Head Start Act;
- Head Start Program Performance Standards;
- 45 CFR part 75 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards;
- City of San Antonio ~~AD 8.10 Financial Management for Grants~~ Administrative Directives and
- Department of Human Services Policies.

Related Regulations:

Head Start Act; Head Start Program Performance Standards; Information Memoranda (IMs); Program Instructions (PIs); 2 CFR part 300.1 Adoption of 2 CFR Part 200; City of San Antonio Administrative Directive ~~8.10 Financial Management for Grants~~; and any other applicable law or regulation.

	DHS Head Start Program Policy		
HEALTH 3			
SUBJECT	Preventative Health Visit Requirements and Documentation		
REFERENCE	Comprehensive Health Services		
EFFECTIVE	6/15/2011		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/43/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

Education Service Providers will develop and implement procedures to ensure that all children are up-to-date on a schedule of age-appropriate preventative and primary health care and oral health care that meets the State of Texas Early and Periodic, Screening, Diagnosis, and Treatment (EPSDT) requirements schedule.

Procedures must include a system to meet the following:

30-Day

Requirement:

- Within 30 calendars days after the child first attends the program of each school year, the Head Start Program must consult with parents to determine if the child has an ongoing source of continuous health care and health insurance coverage.

45-Day

Requirement:

- Within 45 calendar days after the child first attends the program of each school year, the Head Start Program must obtain a current record of evidence-based vision and hearing screenings or conduct evidence-based vision and hearing screenings. The screenings should be in the ~~the~~ screenings in the child's home language as appropriate.

90-Day

Requirement:

- Within 90 calendar days after the child first attends the program of each school year, documentation of a physical/well child exam and an oral health determination must be received.

Follow-up, Tracking, and Data Documentation

- Follow-up must occur once a month for medical, dental, and nutrition related concerns identified by the Head Start Program as indicated on screenings, health assessments, physical/well child exams, and other health related concerns, including health insurance coverage and any missing events.

- Health related contact and follow-up must be documented in ChildPlus according to the *City of San Antonio Benchmark Due Date Guide, Head Start Program ChildPlus Scan Order and Process Guide*, and the applicable *ChildPlus Data Entry Guide*

Parent/Guardian Collaboration and Communication

- Develop a system to inform the parents/guardians about their children's health needs in a timely manner.
- Provide information and community health resources to families.
- Provide resources to families in need of assistance with prescribed medications, aids or equipment for medical, dental, or mental health conditions.
- Provide results of abnormal medical and/or dental exam/screenings administered through the program and ~~discuss ensure understanding of the~~ results.
- Obtain advance authorization to perform intrusive medical or dental services from the parent/guardian, such as unclothed physical exams, immunizations, and venous blood draws.



Head Start funds may be used for children's professional medical and/or dental services when other sources of funding are not available; documentation of efforts to access other available sources of funding must be ~~tracked in ChildPlus~~ documented.

Performance Standard(s):

1302.41; 1302.42

Reference:

[THSteps Medical Checkup Periodicity Schedule](#)

	DHS Head Start Program Policy		
HEALTH 4			
SUBJECT	Parent/ <u>Guardian</u> Refusal of Health Services		
REFERENCE	Comprehensive Health Services		
EFFECTIVE	6/15/2011		
Policy Council Approval: 7/25/17	Policy Council Revision: 7/25/17	Governing Body Approval: 9/28/17	Governing Body Revision: 9/28/17
PAGE: 1 of 1			

Policy:



Education Services Providers will develop and implement procedures to ensure a written refusal is obtained when a parent/guardian refuses to allow their child to participate in or receive health services required or provided by the Head Start Program.

At a minimum, procedures must include:

- Staff must obtain approval from the direct supervisor prior to requesting the *Refusal of Health Services* form.
- Staff must document in ChildPlus efforts made and parent/guardian responses in obtaining health services requirements.
- A completed *Refusal of Health Services* form must be scanned into ChildPlus; form must include parent/guardian and staff signatures.
- If applicable, in place of the *Refusal of Health Services* form, a parent/guardian may submit a written statement, including signature and date, indicating which health service(s) ~~he/she~~they declines.

Performance Standard(s):

1302.41; 1302.42(d) (2)

	DHS Head Start Program Policy		
PDM 2			
SUBJECT	Standards of Conduct		
REFERENCE	Program Design and Management		
EFFECTIVE	4/13/2010		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

The Head Start Program staff, consultants, contractors, and volunteers must abide by the program's Standards of Conduct that:



- a. Ensure staff, consultants, contractors, and volunteers implement positive strategies to support children's well-being and prevent and address challenging behavior;
- b. Ensure staff, consultants, contractors, and volunteers do not maltreat or endanger the health or safety of children, including, at a minimum, that staff must not:
 - i. Use corporal punishment;
 - ii. Use isolation to discipline a child;
 - iii. Bind or tie a child to restrict movement or tape a child's mouth;
 - iv. Use or withhold food as a punishment or reward;
 - v. Use toilet learning/training methods that punish, demean, or humiliate a child;
 - vi. Use any form of emotional abuse, including public or private humiliation, rejecting, terrorizing, extended ignoring, or corrupting a child;
 - vii. Physically abuse a child;
 - viii. Use any form of verbal abuse, including profane, sarcastic language, threats, or derogatory remarks about the child or child's family; or,
 - ix. Use physical activity or outdoor time as a punishment or reward;
- c. Ensure staff, consultants, contractors, and volunteers respect and promote the unique identity of each child and family and do not stereotype on any basis, including gender, race, ethnicity, culture, religion, disability, sexual orientation, or family composition;
- d. Require staff, consultants, contractors, and volunteers to comply with program confidentiality policies concerning personally identifiable information (PII) about children, families, and other staff members in accordance with subpart C of part 1303 and applicable federal, state, local, and tribal laws; and,

- e. Ensure no child is left alone or unsupervised by staff, consultants, contractors, or volunteers while under their care.

Furthermore, all staff, consultants, contractors, volunteers, ~~and~~ Head Start Policy Council members, and Advisory Committee members are required to sign a Standards of Conduct form. The Head Start Program will implement appropriate penalties including termination of staff, consultants, and volunteers who violate the Standards of Conduct.

Performance Standard(s):

1302.90(c)(1); 1303(C)

	DHS Head Start Program Policy		
PDM 4			
SUBJECT	Training and Professional Development		
REFERENCE	Program Design and Management		
EFFECTIVE	4/13/2010		
Policy Council Approval: 4/24/18	Policy Council Revision: 4/24/18	Governing Body Approval: 8/17/18	Governing Body Revision: 8/17/18
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Policy:

The Head Start Program will ensure all new staff, consultants, and volunteers receive at a minimum, an orientation that includes the goals and underlying philosophy of Head Start including the Head Start Program Performance Standards, regulations, and policies and procedures.

The Head Start Program must provide appropriate training and technical assistance to include or orientation to the governing body, ~~any~~ advisory committee ~~members~~, and ~~the~~ policy council. The training must include review of program governance and training on program performance standards and training eligibility verification indicated in 1302.12(m). This is to ensure the staff and governing body members understand the information ~~they receive~~ and can effectively oversee the direction and participate in of the Head Start Program.

Additionally, the Head Start Program will develop and implement procedures for staff training and professional development designed to assist staff in acquiring or increasing the knowledge and skills needed to provide high-quality, comprehensive services. At a minimum, the procedures must include:



- Staff completing a minimum of 15 clock hours of professional development per year. For teaching staff, such professional development must meet the requirements described in section 648A(a)(5) of the Act;
- Training on methods to handle suspected or known child abuse and neglect cases, that comply with applicable federal, state, local, and tribal laws;
- Training for child and family services staff on best practices for implementing family engagement strategies in a systemic way;
- Training for child and family services staff, including staff that work on family services, health, and disabilities, that builds their knowledge, experience, and competencies to

improve child and family outcomes. All teaching staff assigned to a co-teach classroom must receive training specific to the co-teach model; and,

- e. Research-based approaches to professional development for education staff, that are focused on effective curricula implementation, knowledge of the content in Head Start Early Learning Outcomes Framework: Ages Birth to Five, partnering with families, supporting children with disabilities and their families, providing effective and nurturing adult-child interactions, supporting dual language learners as appropriate, addressing challenging behaviors, preparing children and families for transitions, and use of data to individualize learning experiences to improve outcomes for all children.
- f. Mental health and wellness information available to staff regarding health issues that may affect their job performance. The program; must provide ~~and~~ regularly scheduled opportunities to learn about mental health, wellness, and health education. ~~must be made available to staff.~~

Performance Standard(s):

1301.5; 1302.12(m); 1302.92(a-b); 1302.93(b)

	DHS Head Start Program Policy		
PDM 5			
SUBJECT	Harassment and Discrimination		
REFERENCE	Program Design and Management		
EFFECTIVE	4/13/2010		
Policy Council Approval: 7/25/17	Policy Council Revision: 7/25/17	Governing Body Approval: 9/28/17	Governing Body Revision: 9/28/17
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Policy:

The Head Start Program will maintain a work environment free from sexual and other unlawful harassment and discrimination. Discrimination ~~with respect to~~ based on race, creed, color, national origin, sex, ~~race~~, age, religion, or ethnic group, sexual orientation, gender identity, gender expression, political affiliation, or belief, genetic information, or disability, or veteran status ~~race, creed, color, national origin, sex, political affiliation, beliefs, or a handicapping condition~~ will not be tolerated.

Additionally, the Head Start Program is governed by all existing agency, state and federal policies prohibiting unlawful harassment, in any form and discrimination on any basis.

Performance Standard:

CFR 45 Part 80; 45 CFR part 84 Sec. 654. NONDISCRIMINATION PROVISIONS; American with Disabilities Act (ADA); Age Discrimination in Employment Act (ADEA)

	DHS, Head Start Program Policy		
PDM 7			
SUBJECT	Identification and Reporting of Child Abuse and Neglect		
REFERENCE	Program Design and Management		
EFFECTIVE	4/13/2010		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

The Head Start Program, including the Grantee and Education Service Providers, must develop and implement procedures to respond to suspected or known child abuse cases whether it occurs at or away from the program.

All Head Start Program Staff, including teachers, teacher assistants, and all other campus or site personnel, consultants, and volunteers must follow the Education Service Provider policies and procedures regarding child abuse and neglect.

The Head Start Program 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 away from the Head Start Program within 24 hours of notification. Such official incident reporting must be provided in writing.

Additionally, when any Head Start Program Staff, ~~Contractors~~ contractors, Education Service Providers, ~~or~~ Child Care Center staff, or Volunteers witness or suspect child abuse or neglect, they must make a report to the Texas Department of Family and Protective Services (TDFPS) 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, but not limited to:

- Physical, mental 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~~made, the information that must be reported, and confidentiality of reported information.

Education Service Providers will develop and implement procedures to notify the parents/guardians of any suspected or known child abuse incidents ~~which occur~~ring within the Head Start Program.

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



All Head Start staff, including teachers, teacher assistants, and all other campus or site personnel, consultants and volunteers receive annual training on procedures for identifying and reporting child abuse or neglect. Head Start staff are expected to fully cooperate with TDFPS Child Protective Services and other applicable agency personnel to report any suspected or known incidents.

Performance Standard(s):

1302.47(b)(4)(i)(K); 1302.47(b)(5)(i); 1302.53(a)(2)(iii); 1302.90(b)(2); 1302.92(b)(2); 1302.102(d)(1)(ii)(A); 1303.22(c)(5)(iii); 1303.22(c)(8)

Office of the Texas Attorney General, "What Can We Do about Child Abuse Part 2":
https://www.texasattorneygeneral.gov/ag_publications/txts/childabuse2.shtml

Family Code, Chapter 261. Investigation of Report of Child Abuse or Neglect
<http://www.statutes.legis.state.tx.us/Docs/FA/htm/FA.261.htm>

	DHS Head Start Program Policy		
PDM <u>98</u>			
SUBJECT	Community Complaints		
REFERENCE	Program Design and Management		
EFFECTIVE	4/13/2010		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:



The Head Start Program encourages a climate of open communication between parents, program employees, and community members. Head Start and Education Service Provider staff are available to provide support and to assist any parent or community resident who has a complaint, problem or concern.

Parents/guardians and community residents are encouraged to attempt to resolve Head Start complaints, problems or concerns at the center/school level by talking to a teacher, Family Support Worker, center director or principal. Parent/Guardians may at any time also talk directly to any Head Start staff member or Head Start Administrator about any issues or concern. Concerns/complaints may also be submitted using the comment section of the Head Start website at www.saheadstart.org.

If attempts to informally resolve the concern/problem are not successful, the following formal steps may be taken:

1. Call, email, meet with, or provide a written statement to the Head Start Education Service Provider Director. The Director will provide the parent/guardian or community resident a recommendation for resolution of the concern/problem within five business days of receipt of the issue. The Director may request additional time if required to resolve the concern/problem. If not resolved, parents/guardians or community resident may proceed to Step 2.
2. Call, email, meet with, or provide a written statement to the City of San Antonio Head Start Program Administrator. The Head Start Administrator will have five business days to resolve the concern/problem. The Head Start Administrator may request additional time to resolve the concern/problem. If not resolved, parents/guardians or community resident may proceed to Step 3.

3. Submit a signed, written statement to the City of San Antonio City Council's Governing ~~Committee/Representative Board/~~ Advisory Committee. The statement shall describe in detail the complaint, problem or concern and steps taken to resolve the issue. The City of San Antonio City Council's Governing ~~Committee/Representative Board/~~ Advisory Committee will provide a written response within 15 business days of receipt of the written statement. The City of San Antonio City Council's Governing ~~Committee-Board~~ is the last formal step in resolving parent/community resident complaints or concerns and the resolution is final.

	DHS Head Start Program Policy		
PDM <u>109</u>			
SUBJECT	Critical Incident Reporting		
REFERENCE	Program Design and Management		
EFFECTIVE	12/13/2011		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

The Head Start Program, including the Grantee and Education Service Providers, will develop and implement procedures for Critical Incident Reporting (CIR). All staff must be trained on incident reporting.



A critical incident includes, but is not limited to:

- Suspected child abuse which may or may not have occurred during Head Start hours.
- Allegations of child abuse/neglect against any Head Start staff member, volunteer, or contractor
- Incidents which may have placed a child, family member, or staff in danger, including any-
incidents in which a child was left unsupervised.
- Health incidents and illnesses, which include, but are not limited to:
 - Injuries that require urgent medical attention by a health-care professional.
 - Child or staff member leaving by emergency medical transport.
 - Contagious diseases that could lead to an outbreak.
 - Child receiving outside medical attention at any point in time for an injury ~~that~~
occurred/sustained during Head Start program hours.
- Any incident and/or media inquiry which has the potential to generate negative media coverage.
- Any media inquiry/ coverage of the program.
- Unplanned interruption in Head Start Program services.
- Closure of any facility or part of a facility, including outdoor play areas.
- Accidents involving vehicles that transport children and families.

When applicable, parents/guardians must be notified of critical incidents within 24 hours of occurrence. Education Service Providers must also provide notification to the Head Start Administrator or designee within 24 hours.

Performance Standard(s):

1302.47(c); 1302.102(d)(1)(ii); 1304.12; 1303.79(b)(3)

	DHS, Head Start Program Policy		
PDM <u>1110</u>			
SUBJECT	Personnel		
REFERENCE	Program Design and Management		
EFFECTIVE	3/13/2012		
Policy Council Approval: 4/24/18	Policy Council Revision: 4/24/18	Governing Body Approval: 8/17/18	Governing Body Revision: 8/17/18
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Policy:

The Head Start Program and Education Service Providers will abide by their internal agency personnel policies and procedures which must meet or exceed applicable requirements including Head Start regulations as well as local, state, and federal laws.

The City of San Antonio Head Start Program personnel policies must be approved by the Governing ~~Body Board~~, or the designated CoSA Advisory Committee, and Policy Council and must be available to all staff. The Head Start Policy Council will approve decisions regarding the employment of program staff as stated in paragraph 1(E)(iv)(IX), regarding the hiring, evaluation, compensation, and termination of the Executive Director, Head Start Director, and any other person in an equivalent position within the Head Start Program.

The Head Start Program collaborates with the City of San Antonio's Human Resources Department to ensure all newly hired City staff complete the required criminal background checks prior to employment. According to the City of San Antonio's Administrative Directive (AD) 4.55, the City conducts Criminal Background Checks (CBC) as part of the initial employment process and applies to volunteers and interns.

Head Start Program and Education Service Provider Background Check Requirements:

- a. Before a person is hired, directly or through a contract, including transportation staff and contractors, the Head Start Program and Education Service Providers must conduct an interview, verify references, conduct a sex offender registry check, and obtain one of the following:
 - i. State or tribal criminal history records, including fingerprint checks; or,
 - ii. Federal Bureau of Investigation criminal history records, including fingerprint checks.
- b. A program has 90 days after an employee is hired to complete the background check process by obtaining:
 - i. Whichever check listed in paragraph (a) of this section was not obtained prior to

the date of hire; and,

- ii. Child abuse and neglect state registry check, if available.
- c. A program must review the information found in each employment application and complete background check to assess the relevancy of any issue uncovered by the complete background check.
- d. A program must ensure a newly hired employee, consultant, or contractor does not have unsupervised access to children until the background check process is complete.
- e. A program must conduct the complete background check for each employee, consultant, or contractor at least once every five years and must include each of the four checks listed above.

The Head Start Program will consider current and former program parents for employment vacancies for which such parents apply and are qualified.

Performance Standard(s):



1302.90(a-b)

Head Start Act:

642(c)(1)(E)(iv)(V)(cc); 642(c)(1)(E)(IX); 642(c)(2)(D)(vi)

City of San Antonio Administrative Directive (AD):

4.55 Background Checks/Reporting Arrests, Indictments and Convictions

	DHS, Head Start Program Policy		
PDM 1312			
SUBJECT	Impasse		
REFERENCE	Program Design and Management		
EFFECTIVE	4/13/2010		
Policy Council Approval: 7/25/17	Policy Council Revision: 7/25/17	Governing Body Approval: 9/28/17	Governing Body Revision: 9/28/17
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Policy:

To facilitate meaningful consultation and collaboration about decisions of the Governing Board, CoSA Advisory Committee, and the Head Start Policy Council (HSPC), written impasse procedures is ~~will be~~ established for resolving internal disputes in a timely manner. These procedures ~~will~~ meet the requirements established in the Head Start Program Performance Standards.



This policy, detailed further in the Impasse Procedures, ~~will~~ seeks to ensure that matters of internal dispute are resolved in a respectful, professional, and timely manner to safeguard the integrity and continued funding and operation of the Head Start Program.

Performance Standard:

1301.6

Head Start Act:

642(d)(1)

	DHS, Head Start Program Policy		
PDM <u>1413</u>			
SUBJECT	Confidentiality		
REFERENCE	Program Design and Management		
EFFECTIVE	10/15/2013		
Policy Council Approval: 7/25/17	Policy Council Revision: 7/25/17	Governing Body Approval: 9/28/17	Governing Body Revision: 9/28/17
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Policy:

The Head Start Program is committed to ensuring the security and confidentiality of personnel, children, and family information files. The Head Start Program, including the Grantee and ~~and~~ Education Service Providers must establish data management procedures on the effective use and sharing of data in accordance with the Head Start Program Performance Standards.

Confidentiality requirements include, but are not limited to, the following:

- Physical and electronic records are secured;
- Only authorized staff members may access personnel, child, and family files information;
- Staff members share child information on a need-to-know basis;
- ~~Parent/guardian's written~~ Written consent from the Parent/guardian is ~~needed~~ required prior to the release of any individual child or family records.
- Staff is trained ~~immediately after their start date either through orientation or one-on-one training~~ on how to maintain confidentiality;



Only information that is essential to provide services ~~is will be~~ recorded and maintained ~~on for~~ any child enrolled in the Head Start Program. ~~child~~. Parents/-guardians ~~will be are~~ the primary source of information about themselves, and any information sought from them ~~will be is~~ limited to that which is essential for services.

The sharing of information with ~~Head Start~~ community partners is encouraged ~~if such~~ only if it improves service delivery and is done in accordance with this confidentiality policy. Sharing of information with outside agencies for purposes other than coordination of services must be pre-approved by the Head Start Program Administrator.

Confidentiality must be maintained in accordance with this policy, local, state, and federal requirements.

Performance Standard(s):

1302.22; 1302.101(b)(4); 1303.20

	DHS, Head Start Program Policy		
PDM 1817			
SUBJECT	Emergency Preparedness and Response Plan		
REFERENCE	Program Design and Management		
EFFECTIVE	6/27/2017		
Policy Council Approval: 7/25/17	Policy Council Revision: 7/25/17	Governing Body Approval: 9/28/17	Governing Body Revision: 9/28/17
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Policy:

The Head Start Program, including the Grantee and Education Service Providers, will develop and implement an emergency management/disaster preparedness and response plan including natural and man-made disasters and emergencies, and violence in or near the program that includes, at a minimum:

- Emergency Administrative Communication Protocols
- Critical Phone Numbers to Public Emergency Services
- Emergency Management/Disaster Preparedness Team
- Parent/Guardian Contact Protocol

Performance Standard:

1302.47(b)(8)

	DHS Head Start Program Policy		
TRANSPORTATION 5			
SUBJECT	Transportation Information		
REFERENCE	Transportation		
EFFECTIVE	4/21/2016		
Policy Council Approval: 7/25/17	Policy Council Revision: 7/25/17	Governing Body Approval: 9/28/17	Governing Body Revision: 9/28/17
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Policy:

Education Service Providers will develop and implement procedures [to address the following:](#)


- [Identification of children and families in need of transportation services](#)
- [Steps to request transportation for children and families in need of transportation services](#)
- [Documentation of children](#) ~~to identify and document children~~ receiving district transportation services.


[Head Start staff must ensure d](#)Documentation of the transportation services ~~must be~~ maintained in ChildPlus according to the *City of San Antonio Benchmark Due Date Guide* and *applicable ChildPlus Data Entry Guide*.



Performance Standard(s):

1303.70(b)(1-3); 1303.71(a)

EARLY HEAD START
CHILD CARE PARTNERSHIP
(EHS-CCP)

 2020-2021 EHS-CCP Policy Index		Change Required?	Description and Volume of Change made to current Policy
Disabilities			
1	Individualized Family Service Plan (IFSP) for Children with Delays/ Disabilities	Yes	Minor Language Change
2	Timely Referrals	Yes	Minor Language Change
Education and Early Childhood Development			
3	Individualization	Yes	Minor Language Change. Added Gender and family composition.
5	Development and Behavioral Screening	Yes	Language Change. Added Monitoring the fidelity of screenings and documentation.
6	Curriculum/ Daily Schedule	Yes	Minor Language Changes.
9	Multidisciplinary Staffing	Yes	Added statement to clarify what MDS documentation must include
11	Discipline and Guidance	Yes	Minor Language Changes. Added Withhold outdoor free play.
13	Transitions	Yes	Added statement for what transition procedures will address.
17	Coaching	Yes	Added language for Peer Coach
Environmental Health and Safety			
2	Staffing and Class Size Requirements	Yes	Minor Change, added "no more than"
3	Hygiene Practices	Yes	Minor Changes, Updated title and added the word disinfecting to the policy
4	Management of Illness/ Conditions of Short Term Exclusions and Admittance	Yes	Minor changes, Language clarification of exclusion criteria
5	Environmental Preparedness/ Emergency Procedures	Yes	Minor Changes, Replaced the word system with procedure
7	Diapering and Toilet Training	Yes	Minor Changes, Updated language, replaced the word system with procedure
Family and Community Services			
1	Family Engagement Approach	Yes	Pulled 3 bullets from 1302.50(b) currently embedded in Family 1 Policy to describe parent's role & opportunities for parents
2	Staff-Parent Communication System	Yes	Pulled 1 bullet from 1302.50(b) currently embedded in Family 1 policy and added from PDM 4 to include parent connection committees
3	Family Engagement and Collaboration	Yes	Pulled 4 bullets from 1302.50(b) currently embedded in Family 1 policy to further discuss community collaboration for family engagement
4	Parent Activities to Promote Child Learning and Development	Yes	Pulled 3 bullets from 1302.51(a) currently embedded in Family 1 policy as bullets; pulled to identify language/bilingualism, attendance barriers, and literacy
5	Research-Based Parent Curriculum	Yes	Pulled 1 bullet from 1302.51(b) currently embedded in Family 1 policy to address parent curriculum requirement
6	Family Partnership Services	Yes	Cleaned up current Family 2 policy to remove any language that was procedure and specific to processes.
7	Community Partnerships	Yes	Cleaned up currently Family 3 policy to remove any language the was procedure and specific to processes.
Fiscal Management			
1	Fiscal Management of Head Start Grant	Yes	Minor Changes, broaden the directive and changed the specific directive to include administrative directives
Health Services			
3	Preventative Health Visit Requirements and Documentation	Yes	Updated language, and clarified language
4	Parent Refusal of Health Services	Yes	Minor: added guardian, gender neutral language

 2020-2021 EHS-CCP Policy Index		Change Required?	Description and Volume of Change made to current Policy
Nutrition Services			
1	Nutrition Services and Special Diets	Yes	Added language for health care professional's documentation
2	Outside Food & Adult Meals	Yes	Added language for health care professional's documentation
Program Design and Management (PDM)			
2	Standards of Conduct	Yes	Added Advisory Committee to last paragraph
4	Training and Professional Development	yes	Updated training items and added governance and items from HSPPS
5	Harassment and Discrimination	yes	Updated language to reflect HSPPS
6	Staff Qualifications and Competency Requirements	Yes	Updated language to reflect HSPPS
7	Identification and Reporting of Child Abuse and Neglect	yes	Uupdates to language for clarification
8	Community Complaints	Yes	Updated Numbering added advisory committee
9	Critical Incident Reporting	Yes	Updated Numbering, revised types of critical incidents, updates to language for clarification
10	Personnel	Yes	Updated Numbering and added Advisory Committee
12	Impasse	Yes	Updated Numbering, Added Advisory Committee
13	Confidentiality	Yes	Updates to language for clarification
17	Emergency Preparedness and Response Plan	Yes	Updated Numbering, Updated to reflect HSPPS
Wellness Support Services			
1	Identification and Intervention through Wellness Support Services	Yes	Language Change

	DHS Early Head Start-Child Care Partnership Program Policy		
DISABILITIES 1			
SUBJECT	Individualized Family Service Plan (IFSP) for Children with Delays/ Disabilities		
REFERENCE	Disabilities Services		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/24/18	Policy Council Revision: 4/24/18	Governing Body Approval: 8/17/18	Governing Body Revision: 8/17/18
PAGE: 1 of 1			

Policy:

The Individualization policy guidelines in Education and Early Child Development Policy and the information provided in the child's IFSP will be used when planning individualized strategies and activities for children with delays/disabilities. Every effort must be made to include children with delays/disabilities in all program activities.



Early Head Start-Child Care Partnership (EHS-CCP), Service Providers and City staff will coordinate to receive and review the IFSP as soon as possible after the Initial Assessment or Assessment meetings. If a child enters the EHS-CCP Program with an IFSP, City staff will coordinate with Service Providers to review the IFSP within two weeks of a child's first day of attendance.

Service Providers must initiate the implementation of the IFSP immediately after the review by modifying the child's daily activities in accordance with the IFSP and arranging for the provision of related services to accommodate the unique strengths, needs, interests, learning style, and cultural and linguistic background of the child.

Copies of the IFSP will be maintained in the Child's Classroom File. Confidentiality of information will be maintained at all times. Individual child disability information and copies of additional required documents will be entered into Child Plus according to the City of San Antonio Benchmark Due Date Guide and the EHS- CCP Child File Scan Order and Attachment Guide.

Performance Standard(s):

1302.61; 1302.62; 1302.63; 1303.75

	DHS Early Head Start-Child Care Partnership Program Policy		
DISABILITIES 2			
SUBJECT	Timely Referrals		
REFERENCE	Disabilities Services		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

A child with a delay or a suspected delay may require a formal evaluation under the Individuals with Disabilities Education Act (IDEA) to determine the child's eligibility for intervention services. The Early Head Start – Child Care Partnership (EHS-CCP) Disabilities Manager will collaborate with other program staff including Part C Agencies through the referral process for each child which may include screening, developmental assessment and formal evaluation.

The EHS-CCP Disabilities Manager will collaborate with other program staff to facilitate the provision of support services, such as educational and behavioral services and supports, to meet the needs of children, prior to an eligibility determination under the Individuals with Disabilities Education Act (IDEA). Children who do not respond to support services and are potentially eligible for Part C services should be referred for evaluation as soon as the need becomes evident.



City staff will develop a system to ensure that referrals, follow-up and timelines are documented in Child Plus and must adhere to the City of San Antonio Benchmark Due Date Guide and the EHS-CCP Program Child File Scan Order and Process Guide.

Performance Standard:

1302.61(a)(b); 1302.33(a-b)

Other references:

Head Start Act, Section 640 (d) (1 – 3) and United States Department of Education, Office of Special Education and Rehabilitative Services letter dated January 21, 2010

	DHS, Early Head Start-Child Care Partnership Program Policy		
EDUCATION 3			
SUBJECT	Individualization		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
PAGE: 1 of 1			

Policy:

The program will provide individualized caregiving and instruction to meet each child's unique characteristics, strengths and needs, taking into consideration gender, family composition, the cultural and linguistic background, pattern of development and learning. Classroom teachers must document individualized caregiving, instruction and activities including large group, small group and one/one lessons and activities into lesson plans.



The Early Head Start – Child Care Partnership (EHS-CCP) Program and Service Providers will work together to develop a system to ensure that the plan for individualized caregiving and/or instruction for each child is reviewed and updated on a regular basis.

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

- Formal and informal child assessments
- Input from parents regarding each child's individual characteristics, interests, strengths and needs
- Developmental (ASQ-3), Behavioral (ASQ:SE-2) and Sensory (hearing and vision) screenings
- Medical/dental evaluations/treatments, and
- Referrals for wellness support (if applicable)
- An Individualized Family Service Plan (IFSP) for children with delays/disabilities

Performance Standard(s):

1302.31 (c) (1); 1302.33; 1302.61

	DHS, Early Head Start-Child Care Partnership Program Policy		
EDUCATION 5			
SUBJECT	Development and Behavior Screening		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/24/18	Policy Council Revision: 4/24/18	Governing Body Approval: 8/17/18	Governing Body Revision: 8/17/18
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Policy:

The Early Head Start- Child Care Partnership Program uses the Ages and Stages Questionnaire (ASQ-3) as the developmental screening and the Ages and Stages Questionnaire Social and Emotional, Second Edition (ASQ:SE-2) as the behavioral screening.

Service Providers must complete the ASQ 3 and ASQ:SE-2 in collaboration with each child's parent/guardian on or before the 45th calendar day after the child first attends the program. Returning children will not be rescreened each program year. Developmental and behavioral screenings must be completed within the timeframe to identify early concerns regarding a child's developmental, sensory, behavioral, motor, language, social, cognitive, perceptual and emotional skills so appropriate referrals are made.

The ASQ-3 and ASQ: SE-2 will not be completed by the teacher. If the parent or guardian needs assistance completing the questionnaire, the teacher or other staff member may provide the most appropriate accommodation for completion. The ASQ-3 and ASQ: SE-2 will be distributed by the Service Provider no more than two weeks prior to the first day of a child's entry into the center. The screenings may not be distributed during Early Head Start – Child Care Partnership (EHS-CCP) enrollment, or family meetings. To the greatest extent possible, the screening procedures must be sensitive to the child's cultural background and home language.

EHS-CCP Program and Service Providers will work together to develop a comprehensive system to ensure proper training, administration and monitoring of the screening tools that includes, at a minimum, the following:



- Identifying appropriate staff responsible for administering, scoring, and follow-up and referrals.
- Ensuring the appropriate version is utilized for child's age and language.
- Ensuring proper completion of the screening tool.

- Ensuring accurate scoring of the screening tool.
- Establishing timeframes for follow-ups, referrals, and documentation
- Following the *City of the San Antonio Benchmark and Due Date Guide* and the *EHS-CCP File Scan Order and Process Guide*.
- Completing routine internal monitoring of child files.
- Monitoring the fidelity of screenings

EHS-CCP Program will develop and implement procedures to address the use of the ASQ-3 and ASQ: SE-2 with children with an identified disability or Individual Family Service Plan (IFSP). A child is not automatically disqualified from receiving a developmental or behavioral screening if they have an identified disability or IFSP. Sensitivity to the parent/guardian should always be a priority. Procedures may include a determination to complete only certain sections of the ASQ-3 or the ASQ: SE-2. If it is determined by the teacher or other early childhood professional that it is not appropriate for a parent/guardian to complete any section of the developmental or behavioral screening, the information supporting this determination must be documented in Child Plus according to the *ChildPlus Data Entry Guide*.

Performance Standard:

1302.33

	DHS, Early Head Start-Child Care Partnership Program Policy		
EDUCATION 6			
SUBJECT	Curriculum/Daily Schedule		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	8/1/2016		
Policy Council Approval: 7/25/17	Policy Council Revision: 7/25/17	Governing Body Approval: 9/28/17	Governing Body Revision: 9/28/17
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Policy:



The curriculum is a planned management of time, materials and activities to guide children's individual pattern of learning and development. The curriculum helps children gain skills and confidence and should integrate Early Head Start – Child Care Partnership (EHS-CCP) components which form a foundation for school readiness. Service Providers will involve parents in the implementation of the program's curriculum and approaches to child development and education.

The curriculum must be research-based and align with the Head Start Early Learning Outcomes Framework (HSELOF). The curriculum will address the five Central Domains from the HSELOF in an integrated approach, using intentional and individualized instruction to support children's learning and development.

The Service Providers will establish a daily schedule that meets the individual needs of children, provides a balance of teacher-directed and child initiated lessons and activities, and offers a variety of activities including large-group, small-group, individual, indoor and outdoor free play. The daily schedule will be posted for parents and other staff to review and must include the following:

- Child Care Center
- Teacher Name
- Room Number
- Designated Times

Performance Standard(s):
1302.34; 1302.31; 1302.32

	DHS, Early Head Start-Child Care Partnership Program Policy		
EDUCATION 7			
SUBJECT	Ongoing Assessment Data		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

Service Providers will administer formal assessment that is research based and aligned with the Head Start Early Learning Outcomes Framework (HSELOF). The assessment will be conducted three times during the year.

The Early Head Start – Child Care Partnership (EHS-CCP) Program and Service Providers will work together to aggregate, analyze, and report child outcomes according to the *City of the San Antonio Benchmark Due Date Guide*. Service Providers will be responsible for submitting requested reports.



The EHS-CCP Program and Service Providers will work together to develop and utilize documented ongoing informal assessments c to evaluate child progress and inform instructional decision making.

Performance Standard:

1302.33

Head Start Act:

642 (f) (5) (c)

	DHS, Early Head Start-Child Care Partnership Program Policy		
EDUCATION 8			
SUBJECT	Child Classroom File		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

The Early Head Start – Child Care Partnership (EHS-CCP) Program and Service Providers will work together to develop a system to ensure that each child has a Child Classroom File that organizes and contains multiple sources of information used for ongoing assessments and instructional planning.



The Child’s Classroom File will contain the following:

- Documentation from home visits and parent conferences including parent/guardian input
- Work samples
- Developmental Screening
- Social and Emotional Screening
- Beginning, Middle and End of year formal assessment summary information
- Transition activities (if applicable)
- IFSP, if applicable
- Other items pertaining to educational development

The Service Providers must develop a system to ensure that the Child’s Classroom File is located in the teacher’s classroom, kept confidential, and available for parents to review upon request with the teacher. The file must also be accessible to parents/guardians and monitors/reviewers upon request.

Performance Standard(s):

1302.30-1302.34

	DHS, Early Head Start-Child Care Partnership Program Policy		
EDUCATION 9			
SUBJECT	Multidisciplinary Staffing		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:



The Early Head Start – Child Care Partnership (EHS-CCP) Program and Service Providers will work together to develop a system in place for regular communication among program staff to facilitate quality outcomes for children and families. Service Providers will schedule at least two Multidisciplinary Staffing (MDS) meetings annually for every enrolled child. If a child enters the program after January 31st, a minimum of one MDS meeting will be held before the last day of the program year.

The MDS meeting is a documented and planned communication tool utilized to create a cohesive team approach to discuss the strengths and needs of children and families. The Center Director or designee, Family Support Staff, and Teachers, are required to participate in the MDS. Content area coordinators responsible for Education, Health, ERSEA, Mental Health, Transportation, Nutrition, Disabilities and other related services may be required to attend based on the child/family needs.

The EHS-CCP Program and Service Providers will work to develop a record-keeping system to provide accurate and timely information regarding children, families, and staff and must ensure appropriate confidentiality of this information. A system must be in place to ensure that completion dates of the MDS are entered and the MDS document is scanned into Child Plus and meets the *City of the San Antonio Benchmark Due Date Guide, applicable ChildPlus Data Entry Guide, and the Early Head Start-Child Care Partnership File Scan Order and Process Guide*.

Performance Standard(s):

1302.101(b)(2)(3); 1302.33; 1302.34

	DHS, Early Head Start-Child Care Partnership Program Policy		
EDUCATION 10			
SUBJECT	Lesson Plans		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	8/1/2016		
Policy Council Approval: 7/25/17	Policy Council Revision: 7/25/17	Governing Body Approval: 9/28/17	Governing Body Revision: 9/28/17
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Policy:

Service Providers will develop lesson plan guidance and procedures for classroom teachers utilizing Early Head Start – Child Care Partnership (EHS-CCP) Program designated curriculum. Lesson plans should include teacher directed and child initiated, large group, small group, and individual lessons and activities that support social, emotional, cognitive, physical development, and language skills. Lesson plans should include alignment with the five Central Domains of the Head Start Early Learning Outcomes Framework and Little Texans Big Futures and documentation of individualized instruction, modifications, and accommodations for all children, including children with an IFSP.



Current lesson plans must be posted for parents and other staff to review.

Performance Standard(s):

1302.31: 1302.32

Head Start Act:

Sec.641A. (a) (1)(B) (i) - (x)

	DHS, Early Head Start-Child Care Partnership Program Policy		
EDUCATION 11			
SUBJECT	Discipline and Guidance		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

Service Providers must establish discipline and guidance policies and procedures appropriate for infants and toddlers. A copy must be provided to all parents/guardians, staff, volunteers, substitute floater/teachers, and contractors. Documentation must be maintained showing receipt of the written discipline and guidance policies. Service Providers must ensure a signed copy of Education 11 Discipline and Guidance policy is maintained in all employee, volunteer, and substitute floater/teacher files.

The policies and procedures must include positive methods of discipline and guidance that encourage self-esteem, self-control, and self-regulation such as:

- Praise and encouragement of developmentally appropriate behavior instead of focusing only on the unacceptable behavior
- Frequent reminders of behavior expectations using clear and positive statements
- Redirection of behavior using positive statements

Discipline must be constructive, individualized, and consistent for each child, appropriate to the child's level of understanding, and directed toward teaching the child appropriate behavior. Service Provider must prohibit or severely limit the use of suspension due to a child's behavior. Service Provider must not expel or un-enroll a child from Head Start because of a child's behavior, unless approved by the Head Start Administrator.



When appropriate for the child's age and development, a brief supervised separation or time away from the group may be necessary, and should be limited to no more than one minute per year of the child's age. There must be no harsh, cruel or unusual treatment of any child. The following examples are prohibited:

- Corporal punishment or threats of corporal punishment
- Punishment associated with food, naps, toilet training
- Pinching, shaking or biting a child

- Hitting a child with hand or an object
- Putting anything in or on a child's mouth
- Humiliating, ridiculing, rejecting or yelling at a child
- Pointing a finger in a child's face
- Snapping fingers at a child
- Use of isolation to discipline a child
- Binding or tying a child to restrict movement
- Threatening phrases/tone or sarcastic language/tone
- Subjecting a child to harsh, abusive, or profane language
- Placing a child in a locked or dark room, bathroom, or closet with the door closed
- Requiring a child to remain silent or inactive for inappropriately long periods of time for the child's age including requiring a child to remain in a restrictive device
- Child restraint performed by staff not certified in proper restraint procedures

Performance Standard(s):

1302.17; 1302.90 (c) ; 1302.31 (e) (2-4)

	DHS, Early Head Start-Child Care Partnership Program Policy		
EDUCATION 12			
SUBJECT	Classroom Observations		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

The Early Head Start – Child Care Partnership (EHS-CCP) Program, City Staff and Service Providers will work together to develop and implement a system for conducting monthly classroom observations. Service Providers will review (at a minimum) the following areas throughout the program year:



- Indoor classroom environment
- Outdoor classroom environment
- Health & Safety
- Curriculum / lesson plans / daily schedule
- Teacher / child interactions and relationships
- Nutrition
- Individualization
- Family Engagement

All areas listed above must be reviewed at least once every six months (Aug-Jan and Feb- July) in each classroom. Service Providers must also ensure that all classrooms are in compliance with Head Start, City of San Antonio, and Department of Family and Protective Services Child Care Licensing Minimum Standards, policies, and guidance.

Classroom observation documentation will be shared and used to guide professional development.

Performance Standards:

1302.31

	DHS, Early Head Start-Child Care Partnership Program Policy		
EDUCATION 13			
SUBJECT	Transitions		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

The Early Head Start- Child Care Partnership (EHS-CCP) Staff and Service Providers will work together to establish procedures to support successful transitions for children and families that outline outreach, coordination, and communication with parents/guardians, Head Start and other Early Head Start Programs, school districts, child care centers, and other community organizations/ agencies, as applicable.

The EHS-CCP Program and Service Providers will work together to promote the continued involvement of parents/guardians in the transition process.

To ensure the most appropriate placement and services following participation in the EHS-CCP Program, staff will work collaboratively with Head Start providers to facilitate transition planning for prospective Head Start eligible children and their families.



The EHS-CCP Program and Service Providers will work together to document all transition activities and develop a system to meet the *City of San Antonio Benchmark Due Date Guide*.

Performance Standard(s):

1302.70: 1302.72

Head Start Act:

642 (b) (13-15); 642 (e); 642 A (a) (1-14)

	DHS, Early Head Start-Child Care Partnership Program Policy		
EDUCATION 14			
SUBJECT	Learning During Mealtime		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	8/1/2016		
Policy Council Approval:4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

The Early Head Start – Child Care Partnership (EHS-CCP) Program recognizes the importance of Family Style Meals, for age appropriate children, during breakfast and lunch in supporting social, emotional, language gross and fine motor learning and development.

Food must be available to any adult participating in Family Style Meals. Any adults actively participating with the class during Family Style Meals should share the same food as the children, free of charge, including during field trips and other EHS-CCP Program related activities. Any adult receiving food, paid for by the Program, must be involved in the meal with the students at some point during the scheduled meal service.



Ratio must be maintained during Family Style Meals and at a minimum; one adult should sit with the children during the majority of the meal service.

Children are not required to sit at one table or all at the same table. However, children must not be isolated or sit alone during Family Style Meals.

The current daily menu must be posted and made available to parents.

Performance Standard:

1302.31 (e) (2); 1302.44

	DHS, Early Head Start-Child Care Partnership Program Policy		
EDUCATION 15			
SUBJECT	Child Arrival & Departure		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

Service Providers will establish and implement ongoing procedures for child arrival and departure that includes signatures and/or initials of the individual signing in/out, a daily health check including observations and documentation of each child's physical and mental well-being. The health check should be completed in front of a parent/guardian when possible.

In addition to identification and documentation, procedures should include a process for appropriate and timely follow up and referral for any concerns identified.



Information for documenting concerns should include at a minimum:

Arrival and departure:

- Site name
- Date
- Teacher name
- Child's name
- Arrival time
- Departure Time
- Physical/mental condition
- Parent notification when a concern is identified

Performance Standard:

1302.41(a); 1302.42 (c) (2)

	DHS, Early Head Start-Child Care Partnership Program Policy		
EDUCATION 16			
SUBJECT	Infant / Toddler Classroom Assessment Scoring System™ (CLASS)		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/24/18	Policy Council Revision: 4/24/18	Governing Body Approval: 8/17/18	Governing Body Revision: 8/17/18
PAGE: 1 of 1			

Policy:



The Head Start Program Early Head Start – Child Care Partnership (EHS-CCP) Program and Service Providers will develop and implement a plan to utilize the Classroom Assessment Scoring System™ (CLASS) to measure interactions between children and teachers.

The Grantee will facilitate a CLASS Team comprised of Grantee and Service Providers staff. At a minimum, Service Providers are encouraged to maintain one (1) Infant and one (1) Toddler CLASS Reliable Observer or one (1) individual reliable in both the Infant and Toddler CLASS tools.

Data obtained from CLASS will serve as a guide to professional development and help teaching staff to improve interactions that support children’s learning and improve child outcomes.

Performance Standard(s):

1304.11(c); 1304.16

	DHS, Early Head Start-Child Care Partnership Program Policy		
EDUCATION 18			
SUBJECT	Coaching		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	6/27/2017		
Policy Council Approval: 4/24/18	Policy Council Revision: 4/24/18	Governing Body Approval: 8/17/18	Governing Body Revision: 8/17/18
PAGE: 1 of 1			

Policy:

The Early Head Start – Child Care Partnership (EHS-CCP) Program and Service Providers will implement a researched-based coordinated coaching strategy for education staff. EHS-CCP staff and Service Providers will develop and implement procedures to identify strengths, areas of needed support, and which staff would benefit most from coaching.



Coaching process will include reviewing the following areas:

- Indoor classroom environment
- Outdoor environment
- Health & Safety
- Curriculum, lesson plans and daily schedules
- Teacher/child interactions
- Family engagement

All coaching consultations should be documented.

Performance Standard

1302.92 (c)

	DHS, Early Head Start-Child Care Partnership Program Policy		
EDUCATION 18			
SUBJECT	Outdoor Play		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	8/1/19		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

The Early Head Start – Child Care Partnership Program recognizes outdoor play as an integral component of the overall development of young children. Service Providers will develop and implement procedures to ensure daily opportunities for outdoor play. Outdoor play areas will, at a minimum, include the following:

- Developmentally appropriate spaces and equipment
- Accommodations for movement and play of children with disabilities
- Shaded play space
-
- Equipment and materials that motivate children to be physically active and engage in active play
- Equipment and materials that support social emotional development
- Equipment and materials that encourage infants and toddlers to experience the environment



The Early Head Start – Child Care Partnership Program recommends following Service Provider policies and guidelines regarding weather conditions and outdoor play restrictions.

Performance Standard:

1302.31(c-d)

Other Resources:

- Developmentally Appropriate Practice, 3rd Edition
- The Institute for Childhood Education, Outdoor Play, Effective Learning Environments Publication

	DHS, Early Head Start-Child Care Partnership Program Policy		
EDUCATION 6			
SUBJECT	Curriculum/Daily Schedule		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	8/1/2016		
Policy Council Approval: 7/25/17	Policy Council Revision: 7/25/17	Governing Body Approval: 9/28/17	Governing Body Revision: 9/28/17
PAGE: 1 of 1			

Policy:



The Head Start definition of curriculum is a planned management of time, materials and activities to guide children's individual pattern of learning and development. The curriculum helps children gain skills and confidence and should integrate Early Head Start – Child Care Partnership (EHS-CCP) components which form a foundation for school readiness. Service Providers will involve parents in the implementation of the program's curriculum and approaches to child development and education.

The curriculum must be research-based and align with the Head Start Early Learning Outcomes Framework (HSELOF). The curriculum will address the five Central Domains from the HSELOF in an integrated approach, using intentional and individualized instruction to support children's learning and development.

The Service Providers will establish a daily schedule that meets the individual needs of children, provides a balance of teacher-directed and child-initiated lessons and activities, and offers a variety of activities including large-group, small-group, individual, indoor and outdoor free play. The current daily schedule will be posted for parents/guardians and other staff to review and must include the following:

- Child Care Center
- Teacher Name
- Room Number
- Designated Times

Performance Standard(s):
1302.34; 1302.31; 1302.32

	DHS, Early Head Start-Child Care Partnership Program Policy		
EDUCATION 9			
SUBJECT	Multidisciplinary Staffing		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:



The Early Head Start – Child Care Partnership (EHS-CCP) Program and Service Providers will work together to develop a system in place for regular communication among program staff to facilitate quality outcomes for children and families. Service Providers will schedule at least two Multidisciplinary Staffing (MDS) meetings annually for every enrolled child. If a child enters the program after January 31st, a minimum of one MDS meeting will be held before the last day of the program year.

The MDS meeting is a documented and planned communication tool utilized to create a cohesive team approach to discuss the strengths and needs of children and families. The Center Director or designee, Family Support Staff, and Teachers, are required to participate in the MDS. Content area coordinators responsible for Education, Health, ERSEA, Mental Health, Transportation, Nutrition, Disabilities and other related services may be required to attend based on the child/family needs.

The EHS-CCP Program and Service Providers will work to develop and maintain a record-keeping system to provide accurate and timely information regarding children, families, and staff and must ensure appropriate confidentiality of this information. The MDS documentation must include the completion date of the MDS, signatures of all in attendance, and topics covered. A system must be in place to ensure that completion dates of the MDS are entered and the MDS document is scanned into Child Plus and meets the *City of the San Antonio Benchmark Due Date Guide, applicable ChildPlus Data Entry Guide*, and the *Early Head Start-Child Care Partnership File Scan Order and Process Guide*.

Performance Standard(s):

1302.101(b)(2)(3); 1302.33; 1302.34

	DHS, Early Head Start-Child Care Partnership Program Policy		
EDUCATION 11			
SUBJECT	Discipline and Guidance		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

Service Providers must establish discipline and guidance policies and procedures appropriate for infants and toddlers. A copy must be provided to all parents/guardians, staff, volunteers, substitute floater/teachers, and contractors. Documentation must be maintained showing receipt of the written discipline and guidance policies. Service Providers must ensure a signed copy of Education 11 Discipline and Guidance policy is maintained in all employee, volunteer, and substitute floater/teacher files.

The policies and procedures must include positive methods of discipline and guidance that build self-esteem and support self-control and self-regulation such as:

- Praise and encouragement of developmentally appropriate behavior instead of focusing only on the unacceptable behavior
- Frequent reminders of behavior expectations using clear and positive statements
- Redirection of behavior using positive statements

Discipline must be constructive, individualized, and consistent for each child, appropriate to the child's level of understanding, and directed toward teaching the child appropriate behavior. Service Provider must prohibit or severely limit the use of suspension due to a child's behavior. Service Provider must not expel or un-enroll a child from Head Start due to a child's behavior, unless approved by the Head Start Administrator.



When appropriate for the child's age and development, a brief supervised separation or time away from the group may be necessary and should be limited to no more than one minute per year of the child's age. There must be no harsh, cruel or unusual treatment of any child. The following examples are prohibited:

- Corporal punishment or threats of corporal punishment
- Punishment associated with food, naps, toilet training
- Pinching, shaking or biting a child

- Hitting a child with hand or an object
- Putting anything in or on a child's mouth
- Humiliating, ridiculing, rejecting or yelling at a child
- Pointing a finger in a child's face
- Snapping fingers at a child
- Use of isolation to discipline a child
- Binding or tying a child to restrict movement
- Threatening phrases/tone or sarcastic language/tone
- Subjecting a child to harsh, abusive, or profane language
- Placing a child in a locked or dark room, bathroom, or closet with the door closed
- Requiring a child to remain silent or inactive for inappropriately long periods of time for the child's age including requiring a child to remain in a restrictive device
- Child restraint performed by staff not certified in proper restraint procedures
- Withholding outdoor free play

Performance Standard(s):

1302.17; 1302.90 (c) ; 1302.31 (e) (2-4)

	DHS, Early Head Start-Child Care Partnership Program Policy		
EDUCATION 12			
SUBJECT	Classroom Observations		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
PAGE: 1 of 1			

Policy:

The Early Head Start – Child Care Partnership (EHS-CCP) Program, City Staff and Service Providers will work together to develop and implement a system for conducting monthly classroom observations. Service Providers will review (at a minimum) the following areas throughout the program year:



- Indoor classroom environment
- Outdoor classroom environment
- Health & Safety
- Curriculum / lesson plans / daily schedule
- Teacher / child interactions and relationships
- Nutrition
- Individualization
- Family Engagement

All areas listed above must be reviewed at least once every six months (Aug-Jan and Feb- July) in each classroom. Service Providers must also ensure that all classrooms are in compliance with Head Start, City of San Antonio, and Department of Family and Protective Services Child Care Licensing Minimum Standards, policies, and guidance.

Classroom observation documentation will be shared and used to guide professional development.

Performance Standards:

1302.31

	DHS, Early Head Start-Child Care Partnership Program Policy		
EDUCATION 13			
SUBJECT	Transitions		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

The Early Head Start- Child Care Partnership (EHS-CCP) Staff and Service Providers will work together to establish procedures to support successful transitions for children and families that outline outreach, coordination, and communication with parents/guardians, Head Start and other Early Head Start Programs, school districts, child care centers, and other community organizations/ agencies, as applicable.

The EHS-CCP Program and Service Providers will work together to promote the continued involvement of parents/guardians in the transition process.

To ensure the most appropriate placement and services following participation in the EHS-CCP Program, staff will work collaboratively with Head Start providers to facilitate transition planning for prospective Head Start eligible children and their families.



The EHS-CCP Program and Service Providers will work together to document all transition activities and develop a system to meet the *City of San Antonio Benchmark Due Date Guide*.

Performance Standard(s):

1302.70: 1302.72

Head Start Act:

642 (b) (13-15); 642 (e); 642 A (a) (1-14)

	DHS, Early Head Start-Child Care Partnership Program Policy		
EDUCATION 14			
SUBJECT	Learning During Mealtime		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	8/1/2016		
Policy Council Approval:4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
PAGE: 1 of 1			

Policy:

The Early Head Start – Child Care Partnership (EHS-CCP) Program recognizes the importance of Family Style Meals, for age appropriate children, during breakfast and lunch in supporting social, emotional, language gross and fine motor learning and development.

Food must be available to any adult participating in Family Style Meals. Any adults actively participating with the class during Family Style Meals should share the same food as the children, free of charge, including during field trips and other EHS-CCP Program related activities. Any adult receiving food, paid for by the Program, must be involved in the meal with the students at some point during the scheduled meal service.



Ratio must be maintained during Family Style Meals and at a minimum; one adult should sit with the children during the majority of the meal service.

Children are not required to sit at one table or all at the same table. However, children must not be isolated or sit alone during Family Style Meals.

The current daily menu must be posted and made available to parents.

Performance Standard:

1302.31 (e) (2); 1302.44

	DHS, Early Head Start-Child Care Partnership Program Policy		
EDUCATION 15			
SUBJECT	Child Arrival & Departure		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

Service Providers will establish and implement ongoing procedures for child arrival and departure that includes signatures and/or initials of the individual signing in/out, a daily health check including observations and documentation of each child's physical and mental well-being. The health check should be completed in front of a parent/guardian when possible.

In addition to identification and documentation, procedures should include a process for appropriate and timely follow up and referral for any concerns identified.



Information for documenting concerns should include at a minimum:

Arrival and departure:

- Site name
- Date
- Teacher name
- Child's name
- Arrival time
- Departure Time
- Physical/mental condition
- Parent notification when a concern is identified

Performance Standard:

1302.41(a); 1302.42 (c) (2)

	DHS, Early Head Start-Child Care Partnership Program Policy		
EDUCATION 16			
SUBJECT	Infant / Toddler Classroom Assessment Scoring System™ (CLASS)		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/24/18	Policy Council Revision: 4/24/18	Governing Body Approval: 8/17/18	Governing Body Revision: 8/17/18
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Policy:



The Head Start Program Early Head Start – Child Care Partnership (EHS-CCP) Program and Service Providers will develop and implement a plan to utilize the Classroom Assessment Scoring System™ (CLASS) to measure interactions between children and teachers.

The Grantee will facilitate a CLASS Team comprised of Grantee and Service Providers staff. At a minimum, Service Providers are encouraged to maintain one (1) Infant and one (1) Toddler CLASS Reliable Observer or one (1) individual reliable in both the Infant and Toddler CLASS tools.

Data obtained from CLASS will serve as a guide to professional development and help teaching staff to improve interactions that support children’s learning and improve child outcomes.

Performance Standard(s):

1304.11(c); 1304.16

	DHS, Early Head Start-Child Care Partnership Program Policy		
EDUCATION 18			
SUBJECT	Coaching		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	6/27/2017		
Policy Council Approval: 4/24/18	Policy Council Revision: 4/24/18	Governing Body Approval: 8/17/18	Governing Body Revision: 8/17/18
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Policy:

The Early Head Start – Child Care Partnership (EHS-CCP) Program and Service Providers will implement a researched-based coordinated coaching strategy for education staff. EHS-CCP staff and Service Providers will develop and implement procedures to identify strengths, areas of needed support, and which staff would benefit most from coaching.



Coaching process will include reviewing the following areas:

- Indoor classroom environment
- Outdoor environment
- Health & Safety
- Curriculum, lesson plans and daily schedules
- Teacher/child interactions
- Family engagement

All coaching consultations should be documented.

Performance Standard

1302.92 (c)

	DHS, Early Head Start-Child Care Partnership Program Policy		
EDUCATION 18			
SUBJECT	Outdoor Play		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	8/1/19		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

The Early Head Start – Child Care Partnership Program recognizes outdoor play as an integral component of the overall development of young children. Service Providers will develop and implement procedures to ensure daily opportunities for outdoor play. Outdoor play areas will, at a minimum, include the following:

- Developmentally appropriate spaces and equipment
- Accommodations for movement and play of children with disabilities
- Shaded play space
-
- Equipment and materials that motivate children to be physically active and engage in active play
- Equipment and materials that support social emotional development
- Equipment and materials that encourage infants and toddlers to experience the environment



The Early Head Start – Child Care Partnership Program recommends following Service Provider policies and guidelines regarding weather conditions and outdoor play restrictions.

Performance Standard:

1302.31(c-d)

Other Resources:

- Developmentally Appropriate Practice, 3rd Edition
- The Institute for Childhood Education, Outdoor Play, Effective Learning Environments Publication

	DHS, Early Head Start-Child Care Partnership Program Policy		
EDUCATION 13			
SUBJECT	Transitions		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

The Early Head Start- Child Care Partnership (EHS-CCP) Staff and Service Providers will work together to establish procedures to support successful transitions for children and families that outline outreach, coordination, and communication with parents/guardians, Head Start and other Early Head Start Programs, school districts, child care centers, and other community organizations/ agencies, as applicable. Transition procedures will address children and families entering and exiting the EHS-CCP Program and include information related to the transfer of child files and information.

The EHS-CCP Program and Service Providers will work together to promote the continued involvement of parents/guardians in the transition process.

To ensure the most appropriate placement and services following participation in the EHS-CCP Program, staff will work collaboratively with Head Start providers to facilitate transition planning for prospective Head Start eligible children and their families.



The EHS-CCP Program and Service Providers will work together to document all transition activities and develop a system to meet the *City of San Antonio Benchmark Due Date Guide*.

Performance Standard(s):

1302.70: 1302.72

Head Start Act:

642 (b) (13-15); 642 (e); 642 A (a) (1-14)

	DHS Early Head Start-Child Care Partnership Program Policy		
EDUCATION 17			
SUBJECT	Coaching		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	6/27/2017		
Policy Council Approval: 4/24/18	Policy Council Revision: 4/24/18	Governing Body Approval: 8/17/18	Governing Body Revision: 8/17/18
PAGE: 1 of 1			

Policy:

The Early Head Start – Child Care Partnership (EHS-CCP) Program and Service Providers will implement a researched-based coordinated coaching strategy for education staff. EHS-CCP staff and Service Providers will develop and implement procedures to identify strengths, areas of needed support, and which staff would benefit most from coaching.

Service providers must collaborate with the EHS-CCP Program to designate a qualified staff member who has the knowledge, skills and abilities to serve as a Peer Coach. The Peer Coach will provide ongoing coaching and support to teachers to strengthen their skills and help increase the quality of care and child outcomes.



Ongoing Coaching will include reviewing the following areas:

- Indoor classroom environment
- Outdoor environment
- Health & Safety
- Curriculum Implementation and Fidelity
- Lesson plans and daily schedules
- Teacher/child interactions
- Family engagement

All coaching consultations will be documented.

Performance Standard

1302.92 (c)

	DHS Early Head Start-Child Care Partnership Program Policy		
ENVIRONMENTAL HEALTH AND SAFETY 2			
SUBJECT	Staffing and Class Size Requirements		
REFERENCE	Environmental Health and Safety		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/24/18	Policy Council Revision: 4/24/18	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
PAGE: 1 of 2			

Policy:

Early Head Start - Child Care Partnership (EHS-CCP) Program, Service Providers will ensure that EHS-CCP classes are designed with no more than eight children and staffed by two paid teachers. It is recommended, whenever possible, that a third person be in the classroom, such as a volunteer.

Classroom Design

Ages	Classroom Design
6 Wks -36 Months	All EHS-CCP classrooms, by design, will have no more than eight children enrolled per class. The integration of EHS-CCP enrolled children and non EHS-CCP children per classroom is encouraged.

Group Size

Ages	Group Size
6 Wks -36 Months	Maximum of eight children enrolled per class. Two teachers with no more than eight children.

Ratios

Ages	Ratios
6 Wks -36 Months	One teacher to four children

Class sizes are determined based on square footage, with a minimum of 35 square feet/child. Service Providers must seek prior approval before any change to a classroom age group designation. As children age throughout the program, they may remain in their current classrooms until room becomes available in the next age appropriate classroom.

Classroom management entails both teachers meeting the needs of all children. However, Service Providers must ensure that each teacher working exclusively with infants and toddlers has the responsibility for no more than four infants and toddlers when meeting home visits, parent/teacher conference expectations and developmental needs of the children. All EHS-CCP sites must comply with the above stated staffing, group and class size requirements.



Ratios must be maintained during EHS-CCP hours. Program hours vary by site and are set and approved at the beginning of the program year as part of the EHS-CCP Program Design.

Volunteers being counted in classroom ratios

A volunteer may be used to supplement the required adult/child ratio only for short periods of time, 10-15 minutes to accommodate for unscheduled interruptions/emergencies. Volunteers may be used to supplement for restroom breaks, children's needs and to cover lunch hours as long as a qualified EHS-CCP teacher in the classroom. **A volunteer must never be left alone with a child or group of children and must remain with a qualified EHS-CCP teacher at all times.** All volunteers must sign the Head Start Standards of Conduct, pass a background check, and receive volunteer training. Providers must keep documentation of volunteer training and comply with the Texas Health and Human Services Commission/ Child Care Licensing.

Performance Standard(s):

1302.21(b)(1)(2); 1302.94(a)(b)

	DHS Early Head Start-Child Care Partnership Program Policy		
ENVIRONMENTAL HEALTH AND SAFETY 3			
SUBJECT	Hygiene & Cleaning Practices		
REFERENCE	Environmental Health and Safety		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/24/18	Policy Council Revision: 4/24/18	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

Early Head Start-Child Care Partnership (EHS-CCP) Program Service Providers will develop and implement systems that promote hand washing, hygiene and sanitation and disinfecting of the classroom including equipment and materials. Providers must ensure staff is trained on the procedures and documentation of training must be maintained.

Hand washing

- Staff, volunteers, and children must wash their hands with soap and running water at a minimum during the following times:
 - Upon arrival, after diapering or toilet use
 - Before food preparation, handling, or any other food-related activity
 - Before and after eating
 - Whenever hands are contaminated with blood or other bodily fluids
 - After handling pets or other animals
 - After outdoor activities
 - Before and after playing in a water/sand play table
 - Any other time there is reason to believe the child has come in contact with substances that could be harmful to the child
- Staff and volunteers must also wash their hands with soap and running water:
 - Before and after giving medication
 - Treating or bandaging a wound
 - After assisting a child with toilet use
 - After using any cleaners or toxic chemicals; and
 - After removing gloves

Hygiene



- Easily accessible nonporous, on-latex, disposable gloves are to be worn by all staff when they are in contact with blood or bodily fluids.
- Bodily fluids should be cleaned and disinfected immediately in keeping with Head Start Performance Standards and Texas Health and Human Services Commission/Child Care Licensing Minimum Standards.
- Any tools and equipment used to clean bodily fluids should be cleaned, disinfected immediately, and blood-contaminated materials must be disposed of properly.
- Hand Sanitizers, pre-moistened towelettes, and waterless hand cleaners are not allowed to replace hand-washing and should not be accessible or used on children.

Sanitation

- Toys and equipment that are placed in a child's mouth, or otherwise contaminated by body secretion or excrement, must be sanitized before handling by another child
- Cloth toys must be washed at least weekly and when contaminated
- All linens must be washed at least weekly and when soiled or before another child uses them
- All sleeping equipment must be sanitized before a different child uses it and when soiled
- Water play tables must be empty, and toys used in water tables must be sanitized daily, children and caregivers must wash their hands before using the water table
- Sand boxes and tables must be maintained in a sanitary manner
- All garbage must be inaccessible to children and managed to keep the child-care center inside and outside, free of insects, rodents, and offensive odors and disposing of it according to local and state requirements
- All floors, ceilings and walls must be kept in good repair and clean. Paint used at the center must be lead-free
- All areas in the center used by children will be kept heated, lighted and ventilated
- All tabletops, furniture and other similar equipment used by children when soiled or contaminated with matter such as food, body secretions or excrement will be sanitized
- All cleaning supplies and other toxic materials will be marked and kept separate from food and inaccessible to children
- Hazardous materials will be stored and disposed of as recommended by the manufacturer

Performance Standard:

1302.47(b)(6)(i)(ii)(iii)

	DHS Early Head Start-Child Care Partnership Program Policy		
ENVIRONMENTAL HEALTH AND SAFETY 4			
SUBJECT	Management of Illness / Conditions of Short-Term Exclusions and Admittance		
REFERENCE	Environmental Health and Safety		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/24/18	Policy Council Revision: 4/24/18	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

Early Head Start-Child Care Partnership (EHS-CCP) Service Providers will develop and implement procedures for children and staff who are ill. Procedures should include:

- Practices to control an infectious disease outbreak
- Notification of any reportable illnesses to include local or state public health agencies
- Training on accommodations that must be made for children with specific health and safety needs
- Practices to ensure confidentiality of children's health and safety needs
- Exclusion criteria

A child cannot be denied enrollment based on a disability, illness or chronic health condition or its severity.

Early Head Start-Child Care Partnership (EHS-CCP) Program Service Providers may temporarily exclude a child with an acute injury or illness from program participation for a short-term period when the child's needs cannot be readily accommodated or if they pose a significant risk to the health and safety to themselves or anyone that may come in contact with them.



Providers will create and implement procedures to ensure that appropriate staff is informed and trained on any accommodations that must be made for children with specific health and safety needs. Information about any child's health or safety needs should be kept confidential.

Performance Standard:

1302.47 (b)(7)(iii)

References:

Texas Department of State Health Services Communicable Disease Chart for Schools and Child-Care Centers

	DHS Early Head Start-Child Care Partnership Program Policy		
ENVIRONMENTAL HEALTH AND SAFETY 5			
SUBJECT	Emergency Preparedness / Emergency Procedures		
REFERENCE	Environmental Health and Safety		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/24/18	Policy Council Revision: 4/24/18	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
PAGE: 1 of 2			

Policy:

The program will develop and implement procedures that address emergencies including, but not limited to health, fire, food allergies, natural disasters, and the control of infectious/contagious diseases. Staff must be trained in emergency preparedness and the Service Provider will maintain documentation of such training.

Locations and telephone numbers and emergency response procedures must be posted in each room used by children, including the main office and central locations and made available to all staff.

All emergency numbers including police, fire, ambulance, poison control, Child Abuse Hotline, and the Center for Disease Control, must be immediately accessible to staff at all times. Up-to-date family contact information and authorization for emergency care for each child, including emergency transportation authorization must be readily available.

Service Providers must post evacuation routes in each classroom, as well as every room used by children and staff, including the main office and central locations, and made available to all staff

Emergency evacuation routes and other safety procedures for emergencies are practiced regularly, in keeping with Head Start Performance Standards and Texas Health and Human Services Commission/Child Care Licensing Minimum Standards. Service Providers must retain documentation of these events and activities.

Each classroom must have a first aid kit, available at all times, including outdoor play time. The Early Head Start –Child Care Partnership (EHS-CCP) Program will develop and implement procedures related to the location and contents of each first aid kit. Procedures will include Caring for our Children: National Health and Safety Performance Standards and ensure the following for each first aid kit:

- Kept in clean and sanitary condition

- Easily accessible and available to all employees at all times
- Antiseptics should be in original packaging
- Stored in a designated location known to all employees
- Kept out of reach of children
- Maintained and restocked
- Schedule of ongoing and regular inventory
- Contain no items that are expired



Performance Standard:

1302.47(8)

Additional Guidance:

Caring for our Children Basics 5.6.0.1

Caring for our Children: National Health and Safety Performance Standards 5.6.0.1

	DHS Early Head Start-Child Care Partnership Program Policy		
ENVIRONMENTAL HEALTH AND SAFETY 7			
SUBJECT	Diapering and Toilet Training		
REFERENCE	Environmental Health and Safety		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/24/18	Policy Council Revision: 4/24/18	Governing Body Approval: 8/17/18	Governing Body Revision: 8/17/18
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Policy:

A child cannot be denied enrollment or removed from the program based on toileting needs or the use of diapers and/or pull-ups. Early Head Start-Child Care Partnership Program (EHS-CCP), Service Providers must develop and implement a procedure to address diapering and toilet training. Procedures must be provided to all EHS-CCP staff/volunteers and posted in areas used for diapering and toileting.



At a minimum the system will include the following:

- Process to ensure the respect and dignity for children
- How to assist a child when toileting needs occur
- Provision of diapers and wipes
- Sanitation and hygiene procedures for hand washing, diapering, and toilet training for children and staff
- Cleaning and storage of soiled clothing
- Disposal and removal of soiled diapers
- Cleaning and storage of toilet training assistive equipment
- Posted procedures in areas used for diapering and toileting
- Regular internal monitoring of the system

Staff and families will work together according to developmentally appropriate practices regarding toilet training.

Performance Standard:

1302.42 (e)(i), 1302.47 (b)(1),(6)(i)

	DHS, Early Head Start-Child Care Partnership Program Policy		
FAMILY 1			
SUBJECT	Family Engagement Approach		
REFERENCE	Family and Community Support		
EFFECTIVE	8/1/2017		
Policy Council Approval: 4/24/18	Policy Council Revision: 4/24/18	Governing Body Approval: 8/17/18	Governing Body Revision: 8/17/18
PAGE: 1 of 2			

Policy:



Family Engagement

The Head Start Program, including the Early Head Start-Child Care Partnership program recognizes parents/guardians as their children’s primary teachers and nurturers and implements intentional strategies to engage parents/guardians in their children’s learning and development and support parent-child relationships, including specific strategies for father engagement.

The Head Start Program provides parents/guardians with opportunities to participate in the program as employees or volunteers. Service Providers will develop and implement procedures that support and promote strategies to engage parents/guardians such as opportunities to participate as employees or volunteers.

Performance Standard(s):

1302.50 (b)(1)& (4)

	DHS, Head Start Program Policy		
FAMILY 2			
SUBJECT	Staff/Parent Communication System		
REFERENCE	Family and Community Support		
EFFECTIVE			
Policy Council Approval:	Policy Council Revision:	Governing Body Approval:	Governing Body Revision:
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Policy:

The Head Start Program, including the Early Head Start – Child Care Partnership (EHS-CCP), develops relationships with parents/guardians and structure services to encourage trust and respectful, ongoing two-way communication between staff and parents/guardians to create welcoming program environments that incorporate the unique cultural, ethnic, and linguistic backgrounds of families in the program and community.

All Head Start staff will ensure continuous communication between families and themselves. This will allow our families to develop a sense of knowledge, trust and respect for our staff members, thus allowing staff and parents/guardians to work easily together to ensure that each child and family are receiving the full amount of benefits that Head Start has to offer.



The Head Start Program conducts family engagement services in the family’s preferred language, or through an interpreter, to the extent possible, and ensures families have the opportunity to share personal information in an environment in which they feel safe.

The Head Start Grantee will work with the Service Provider to ensure the establishment of a Parent Connection Committee (PCC) comprised exclusively of parents/guardians of currently enrolled children at each site/center as early in the program year as possible. At a minimum, procedures must include:

- Activities to ensure parents/guardians of currently enrolled children understand the process for elections to the Head Start Policy Council (HSPC) and other leadership opportunities.
- Opportunities for PCC members to assist staff in developing and implementing local program policies, activities, and services to ensure they meet the needs of children and families.
- A process for PCC members to communicate with the Head Start Policy Council (HSPC).
 - i. PCC agendas must dedicate time to allow for parent questions/discussion

Performance Standard(s):

1302.50(b)(2) & (5); 1301.4

	DHS, Head Start Program Policy		
FAMILY 3			
SUBJECT	Family Engagement and Collaboration		
REFERENCE	Family and Community Support		
EFFECTIVE			
Policy Council Approval:	Policy Council Revision:	Governing Body Approval:	Governing Body Revision:
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Policy:

The Head Start Program collaborates with families in a family partnership process that identifies needs, interests, strengths, goals, and services and resources that support family well-being, including family safety, health, and economic stability.



Head Start Program provides parents/guardians training opportunities, including presentations, activities, educational materials/resources, and/or campaigns on various topics, including:

- Vehicle and Pedestrian Safety
- Disabilities
- Health, Dental, and Nutrition
- Child Abuse Prevention
- Mental Wellness
- Financial Literacy
- Child and Community Advocacy
- And other topics that promote family well-being

The Head Start Grantee and Service Provider will develop and implement procedures to work together to provide training and presentation opportunities for parents/guardians.

Performance Standard(s):

1302.50(b)(3)

	DHS, Head Start Program Policy		
FAMILY 4			
SUBJECT	Parent Activities to Promote Child Learning and Development		
REFERENCE	Family and Community Support		
EFFECTIVE			
Policy Council Approval:	Policy Council Revision:	Governing Body Approval:	Governing Body Revision:
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Policy:

The Head Start Grantee and Service Provider will promote shared responsibility with parents/guardians for children's early learning and development and implement family engagement strategies that are designed to foster parental confidence and skills in promoting children's learning and development. These strategies must include:

- Offering activities that support Parent-Child Relationships
- Offer activities that support Child Development (including language, dual language, literacy and bi-literacy development)
- Provide parents/guardians with information about the importance of regular attendance, and partner with them, as necessary to promote consistent attendance (impact of attendance on learning outcomes)
- For dual language learners, information and resources for parents about the benefits of bilingualism and bi literacy

Performance Standard(s):

1302.51(a)



	DHS, Head Start Program Policy		
FAMILY 5			
SUBJECT	Research Based Parent Curriculum		
REFERENCE	Family and Community Support		
EFFECTIVE			
Policy Council Approval:	Policy Council Revision:	Governing Body Approval:	Governing Body Revision:
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Policy:

The Head Start Program, including the Early Head Start-Child Care Partnership Program and Service Providers collaborate to offers opportunities for parents/guardians to participate in a research-based parenting curriculum that builds on parents'/guardians' knowledge and offers parents/guardians the opportunity to practice parenting skills to promote children's learning and development. If the Head Start Grantee chooses to make significant adaptations to the parenting curriculum to better meet the needs of one or more specific populations, the program will work with an expert or experts to develop such adaptations.

Performance Standard(s):

1302.51(b)

	DHS, Early Head Start Childcare Partnership Program Policy		
FAMILY 6			
SUBJECT	Family Partnership Services		
REFERENCE	Family and Community Support		
EFFECTIVE	8/1/2017		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

Family Partnership Services

The Head Start Program, including the Early Head Start- Child Care Partnership (EHS-CCP) Program, engages in a process of collaborative and respectful partnership-building with parents/guardians to establish mutual trust and to identify needed services, supports, family strengths, and family goals. This process must take into consideration each family's readiness and willingness to participate in the process and must be engaged in jointly with parents. Family services are to be individualized and focused on the achievement of identified outcomes as described in the Head Start Parent, Family, and Community Engagement Framework.



Staff is to adhere to all confidentiality policies and procedures to protect family information.

Family and Community Support staff will offer:

- A ***Family Partnership Agreement*** to orient parents/guardians of the roles and responsibilities of Head Start parents/guardians and staff.
- A ***Family Assessment*** tool to identify each family's strengths, needs and interests.
- An opportunity to develop family goals. The goal setting process must include: family goals, strategies for success, staff support to be provided, timeframes, and community resources that are available to assist families in meeting their goals.
- Community resources that are able to meet their identified needs, interests and/or goals.

Performance Standard(s):

1302.52



	DHS Early Head Start-Child Care Partnership Program Policy		
FAMILY 7			
SUBJECT	Community Partnerships		
REFERENCE	Family and Community Support		
EFFECTIVE	8/1/2017		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

The Head Start Program, including the Early Head Start – Child Care Partnership (EHS-CCP) Program establishes ongoing collaborative relationships and partnerships with community organizations. Relationships are built by establishing joint agreements, procedures, or contracts and arranging for onsite delivery of services as appropriate. This helps to facilitate access to community services that are responsive to children’s and families’ needs and family partnership goals, and community needs and resources, as determined by the community assessment.

Performance Standard:

1302.53 (a) (1) (2)

	DHS Head Start Program Policy		
FISCAL 1			
SUBJECT	Financial Management of Head Start Grant		
REFERENCE	Fiscal Management		
EFFECTIVE	8/1/2017		
Policy Council Approval: 7/25/17	Policy Council Revision: 7/25/17	Governing Body Approval: 9/28/17	Governing Body Revision: 9/28/17
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Policy:



It is the policy of the grantee, City of San Antonio, to manage the Head Start and Early Head Start-Child Care Partnership program grants in accordance with Federal, State and local guidelines.

These guidelines include but are not limited to:

- Head Start Act;
- Head Start Program Performance Standards;
- 45 CFR part 75 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards;
- City of San Antonio Administrative Directives and Department of Human Services Policies.

Related Regulations:

Head Start Act; Head Start Program Performance Standards; Information Memoranda (IMs); Program Instructions (PIs); 2 CFR part 300.1 Adoption of 2 CFR Part 200; City of San Antonio Administrative Directives; and any other applicable law or regulation.

	DHS Early Head Start-Child Care Partnership Program Policy		
HEALTH 3			
SUBJECT	Preventative Health Visit Requirements and Documentation		
REFERENCE	Comprehensive Health Services		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

Early Head Start – Child Care Partnership Program (EHS-CCP) staff will ensure that all children are up to date on a schedule of age-appropriate preventative and primary health care that meets the Texas Health Steps Medical Checkup Periodicity Schedule: Early, Periodic Screening, Diagnosis, and Treatment (EPSDT) schedule.

A system must be in place to meet the requirements of the *City of San Antonio Benchmark Due Date Guide*:

30-Day Requirement:

Within 30 calendar days after the child first attends the program, staff must consult with parent/ guardian to determine whether the child has ongoing sources of continuous, accessible, health care and health insurance coverage.

45-Day Requirement:

Within 45 calendar days after the child first attends the program a program must either obtain or perform evidence-based vision and hearing screenings. The screenings should be in the child’s home language as appropriate.

90-Day Requirement:

Within 90 calendar days after the child first attends the program, documentation of a current well child exam and oral health determination must be received based on the EPSDT requirements.

Follow up, Tracking and Data Documentation

- Staff will follow procedures for follow-up on medical and dental concerns as indicated on screenings, health assessments, well child exams, and other health related concerns, including health insurance coverage, medical/ dental home, and any missing events.
- All health-related contacts and follow-ups will be documented in ChildPlus according to

the *City of San Antonio Benchmark Due Date Guide, EHS-CCP Program ChildPlus Scan Order and Process Guide* and the Health Services Handbook.

Parent/Guardian Collaboration and Communication

- Develop a system to inform the parents/guardians about their child's health needs in a timely manner.
- Provide information and community health resources to families.
- Provide resources to families in need of assistance with prescribed medications, aids or equipment for medical, dental, or mental health conditions.
- Provide results of abnormal medical and/or dental exam/screening administered through the program and discuss the results.
- Obtain advance authorization to perform intrusive medical or dental services from the parent/guardian, such as unclothed physical exams, immunizations, and venous blood draws.



Head Start funds may be used for children's professional medical and/or dental services when other sources of funding are not available. In such cases, documentation of efforts to access other available sources of funding must be documented in Child Plus.

Performance Standard(s):

1302.41; 1302.42; 1302.45

Reference:

[THSteps Medical Checkup Periodicity Schedule](#), Caring for Our Children

	DHS Early Head Start-Child Care Partnership Program Policy		
HEALTH 4			
SUBJECT	Parent/ Guardian Refusal of Health Services		
REFERENCE	Comprehensive Health Services		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:



A written refusal is required when a parent/guardian refuses to allow their child to participate in or receive health services required or provided by the Early Head Start – Child Care Partnership (EHS-CCP) Program and/or outside health service providers.

EHS-CCP staff must obtain approval from their direct supervisor or management staff prior to requesting the Refusal of Health Services form. Staff will document in Child Plus efforts made and parent/guardian responses in obtaining health services requirements.

A completed Refusal of Health Services form must be scanned into Child Plus. The form must include parent/guardian and staff signatures. In place of the Refusal of Health Services form, a parent/guardian may submit a written statement, including signature and date, indicating which health service(s) they decline. The refusal on a consent form does not require any other statement from the parent or guardian.

Performance Standard(s):

1302.41(b)(1); 1302.42 (d)(2)

	DHS Early Head Start-Child Care Partnership Program Policy		
NUTRITION 1			
SUBJECT	Nutrition Services and Special Diets		
REFERENCE	Nutrition Services		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
PAGE: 1 of 2			

Policy:

Early Head Start – Child Care Partnership (EHS-CCP) staff will use the EHS-CCP Program Nutrition Assessment Form to identify information on family eating patterns, including cultural, religious, ethnic, and special dietary requirements for each child with nutrition-related health problems.

- Meals and snacks provided are 2/3 of the child’s daily nutritional needs and conform to appropriate US Department of Agriculture (USDA)/ Child and Adult Care Food Program (CACFP) requirements.
- Serve, children who have not received breakfast upon arrival at the program a nourishing breakfast no matter the arrival time of the child.
- Food allergies and intolerances that require special dietary restrictions must be diagnosed by a healthcare professional and documented on a signed statement/ form before child attends the center.
A parent/ guardian’s declaration of a religious or ethnic preference for their child’s dietary restrictions must be provided in a written statement indicating the child’s food restrictions. Service provider will make accommodations for food substitutions.
- For individual children with special medical or dietary needs, substitutions/ modifications can be made in meal patterns without approval from the USDA/CACFP program if a supporting statement signed by a healthcare professional is on file. Supporting statement should specify how each child’s diet is restricted and which foods provided by the program must be substituted.

EHS-CCP staff in collaboration with the Service Providers will develop a system to:

- Identify and provide necessary substitutions for a child’s meal once a health care professional’s note has been provided. All formula for infants/toddlers will be provided.

- Identify and address major community nutritional issues, as indicated in the Community Assessment and parent survey and shared at the Health Advisory Committee or by the local health department.
- Identify and address any relevant nutrition-related child assessment data, including nutrition-related health problems such as obesity, iron deficiency, failure-to-thrive, food allergies and food intolerances and any other condition requiring special dietary considerations (e.g., diabetes). Provide resources/ information when needed.
- Share relevant individual child nutrition-related information with appropriate center staff.
- Identify appropriate professionals, such as physical therapists, speech therapists, occupational therapists, nutritionists or dietitians for consultations on ways to assist staff and families, working with children with disabilities or nutrition related concerns.



The current weekly menu must be posted at all times on the parent board in the classrooms.

Performance Standard(s):

1302.31 (e)(2); 1302.42 (b)(4); 1302.44

Reference:

USDA 7CFR 226.17

	DHS Early Head Start-Child Care Partnership Program Policy		
NUTRITION 2			
SUBJECT	Outside Food & Adult Meals		
REFERENCE	Nutritional Services		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

To ensure the nutritional needs and safety of all Early Head Start – Child Care Partnership (EHS-CCP) Program children are met, only food on the approved menu is allowed during EHS-CCP meal service times.

Exceptions will only be allowed and must be accompanied by a Health Care Professional's note indicating medical, and/ or dietary needs of the child. A parent/ guardian's note will be accepted for religious/ ethnic dietary restrictions for the child.

Due to food allergies and intolerances, Service Providers will ensure that each child's health, safety, and confidentiality is maintained during meal service by developing a communication system to share relevant individual child nutrition-related information with appropriate staff according to the Texas Health and Human Services Child Care Licensing Minimum Standards.

Classroom Staff, Parents/Guardians, and Volunteers:

Any adults, including teachers, teacher substitutes/ floaters, parents/guardian's and/or volunteers, participating during mealtimes including breakfast, lunch, and snack, must share the same meals as the children, free of charge. This includes field trips and other EHS-CCP related activities/ events.

Staff and volunteers will only drink what is available for the children by utilizing the same type and size of cups during mealtimes and/or clear water bottles throughout the day.

Class Parties and Celebrations:

Service providers will follow Texas Department of Family and Protective Services Child Care Licensing and USDA/CACFP guidelines in regard to birthday celebrations and outside food. Staff should promote healthy eating habits, ensure that all children receive a nutritious and balanced diet, and accommodate children with food allergies and/or intolerances, and/or other dietary restrictions.

Performance Standard:



1302.31 (e)(2);1302.44;1302.47(7)(vi)

Related Policies:

Education 14 Learning during Mealtime

Reference:

USDA 7CFR 226.17

	DHS Early Head Start-Child Care Partnership Program Policy		
PDM 2			
SUBJECT	Standards of Conduct		
REFERENCE	Program Design and Management		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

The Head Start Program staff, consultants, contractors, and volunteers must abide by the program's Standards of Conduct that:



- a. Ensure staff, consultants, contractors, and volunteers implement positive strategies to support children's well-being and prevent and address challenging behavior;
- b. Ensure staff, consultants, contractors, and volunteers do not maltreat or endanger the health or safety of children, including, at a minimum, that staff must not:
 - i. Use corporal punishment;
 - ii. Use isolation to discipline a child;
 - iii. Bind or tie a child to restrict movement or tape a child's mouth;
 - iv. Use or withhold food as a punishment or reward;
 - v. Use toilet learning/training methods that punish, demean, or humiliate a child;
 - vi. Use any form of emotional abuse, including public or private humiliation, rejecting, terrorizing, extended ignoring, or corrupting a child;
 - vii. Physically abuse a child;
 - viii. Use any form of verbal abuse, including profane, sarcastic language, threats, or derogatory remarks about the child or child's family; or,
 - ix. Use physical activity or outdoor time as a punishment or reward;
- c. Ensure staff, consultants, contractors, and volunteers respect and promote the unique identity of each child and family and do not stereotype on any basis, including gender, race, ethnicity, culture, religion, disability, sexual orientation, or family composition;
- d. Require staff, consultants, contractors, and volunteers to comply with program confidentiality policies concerning personally identifiable information (PII) about children, families, and other staff members in accordance with subpart C of part 1303 and applicable federal, state, local, and tribal laws; and,

- e. Ensure no child is left alone or unsupervised by staff, consultants, contractors, or volunteers while under their care.

Furthermore, all staff, consultants, contractors, volunteers, Head Start Policy Council members, and Advisory Committee members are required to sign a Standards of Conduct form. The Head Start Program will implement appropriate penalties including termination of staff, consultants, and volunteers who violate the Standards of Conduct.

Performance Standard(s):

1302.90(c)(1); 1303(C)

	DHS Early Head Start-Child Care Partnership Program Policy		
PDM 4			
SUBJECT	Training and Professional Development		
REFERENCE	Program Design and Management		
EFFECTIVE	4/13/2010		
Policy Council Approval: 4/24/18	Policy Council Revision: 4/24/18	Governing Body Approval: 8/17/18	Governing Body Revision: 8/17/18
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Policy:

The Head Start Program will ensure all new staff, consultants and volunteers receive, at a minimum, an orientation that includes the goals and underlying philosophy of Head Start including the Head Start Program Performance Standards, regulations, policies and procedures.

The Head Start Program must provide appropriate training and technical assistance to include orientation to the governing body, advisory committee, and policy council. The training must include review of program governance and eligibility verification indicated in 1302.12(m). This is to ensure the staff and governing body members understand the information and can effectively oversee the direction of the Head Start Program.

Additionally, the Head Start Program will develop and implement a procedure for staff training and professional development designed to assist staff in acquiring or increasing the knowledge and skills needed to provide high-quality, comprehensive services. At a minimum, the procedures must include:



- a. Staff completing a minimum of 15 clock hours of professional development per year. For teaching staff, such professional development must meet the requirements described in section 648A(a)(5) of the Act;
- b. Training on methods to handle suspected or known child abuse and neglect cases, that comply with applicable federal, state, local, and tribal laws;
- c. Training for child and family services staff on best practices for implementing family engagement strategies in a systemic way
- d. Training for child and family services staff, including staff that work on family services, health, and disabilities, that builds their knowledge, experience, and competencies to improve child and family outcomes. All teaching staff assigned to a co-teach classroom

must receive training specific to the co-teach model; and,

- e. Research-based approaches to professional development for education staff, that are focused on effective curricula implementation, knowledge of the content in Head Start Early Learning Outcomes Framework: Ages Birth to Five, partnering with families, supporting children with disabilities and their families, providing effective and nurturing adult-child interactions, supporting dual language learners as appropriate, addressing challenging behaviors, preparing children and families for transitions (as described in subpart G of this part), and use of data to individualize learning experiences to improve outcomes for all children.
- f. Mental health and wellness information available to staff regarding health issues that may affect their job performance. The program must provide regularly scheduled opportunities to learn about mental health, wellness, and health education.

Performance Standard(s):

1301.5; 1302.12(m); 1302.92(a-b); 1302.93(b)

	DHS Early Head Start-Child Care Partnership Program Policy		
PDM 5			
SUBJECT	Harassment and Discrimination		
REFERENCE	Program Design and Management		
EFFECTIVE	8/1/2016		
Policy Council Approval: 7/25/17	Policy Council Revision: 7/25/17	Governing Body Approval: 9/28/17	Governing Body Revision: 9/28/17
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Policy:



The Early Head Start- Child Care Partnership (EHS-CCP) Program will maintain a work environment free from sexual and other unlawful harassment and discrimination. Discrimination on race, creed, color, national origin, sex, age, religion, or ethnic group, sexual orientation, gender identity, gender expression, political affiliation, or belief, genetic information, or disability or veteran status will not be tolerated.

Additionally, the EHS-CCP Program is governed by all existing agency, state and federal policies prohibiting unlawful harassment, in any form and discrimination on any basis.

Head Start Act:

CFR 45 Part 80; 45 CFR Part 84

Sec. 654. NONDISCRIMINATION PROVISIONS; American with Disabilities Act (ADA); Age Discrimination in Employment Act (ADEA)

	DHS Early Head Start-Child Care Partnership Program Policy		
PDM 6			
SUBJECT	Staff Qualifications and Competency Requirements		
REFERENCE	Program Design and Management		
EFFECTIVE	8/1/2016		
Policy Council Approval: 7/25/17	Policy Council Revision: 7/25/17	Governing Body Approval: 9/28/17	Governing Body Revision: 9/28/17
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Policy:

The Head Start Program will ensure all staff, consultants, and contractors meet the following criteria and have sufficient knowledge, training and experience, and must provide ongoing training and professional development to fulfill their roles and responsibilities:

A. Early Head Start or Head Start Director

- i. At a minimum, a baccalaureate degree if hired after November 7, 2016;
- ii. Experience in supervision of staff, fiscal management, and administration.

B. Fiscal Officer

- i. At a minimum, a baccalaureate degree in accounting, business, fiscal management, or a related field;
- ii. Certified Public Accountant.

C. Child and Family Services Management Staff

- i. **Family, Health, and Disabilities Management**
 - a. At a minimum, a baccalaureate degree, preferably related to one or more of the disciplines they oversee.
- ii. **Education Management-**
 - a. A baccalaureate or advanced degree in early childhood education; or
 - b. A baccalaureate or advanced degree and equivalent coursework in early childhood education with early education teaching experience

D. Child and Family Services Staff

i. Early Head Start Teacher

- a. Child development associate (CDA) credential for Infant and Toddler; or
- b. Comparable credential and have been trained with a focus on infant and toddler development or;
- c. Equivalent coursework in early childhood development with a focus on infant and toddler development that meets or exceeds the CDA within one year of hire as a teacher of infants and toddlers;

ii. Head Start Pre-K Teachers

- a) A baccalaureate or advanced degree in child development, early childhood education or equivalent coursework;
- b) A baccalaureate or advanced degree and coursework equivalent to a major relating to early childhood education, with experience teaching early childhood education.
 - I. The Head Start Program recognizes licenses or certifications that qualify teachers to teach pre-school aged children within the State of Texas.

iii. Pre-K Head Start Teacher Assistants

- a. Child Development Associate (CDA) credential or enrolled in a program to be completed within two years of hire; or
- b. Technical Certificate in Early Childhood Studies or Early Childhood Development that meets or exceeds the requirements for a CDA Credential; or
- c. Associate or baccalaureate degree (in any area) or be enrolled in a program that will lead to degree within two years of hire.

*Infants are defined as children between the ages of birth – 17 months and Toddlers are defined as children between the ages of 18 -36 months

iv. Family Support Workers

- a. Must have within eighteen months of hire, at a minimum, a credential or certification in social work, human services, family services, counseling or a related field.

E. Health Professionals

- b. Health procedures must only be performed by a licensed or certified health professional.
- c. All mental health consultants must be licensed or certified mental health professionals. Program must use mental health consultants with knowledge of and experience in serving young children and their families.
- d. Staff or consultants who support nutrition services must be registered dietitians or nutritionists with appropriate qualifications.

F. Coaches



- i. Minimum of a baccalaureate degree in early childhood education or a related field.

Performance Standard(s):

1302.91(a-d); 1302.92(c-d)

Head Start Act:

HS Act 645A(h); Sec 648 A (a)(1-3)

	DHS Early Head Start-Child Care Partnership Program Policy		
PDM 7			
SUBJECT	Identification and Reporting of Child Abuse and Neglect		
REFERENCE	Program Design and Management		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

The Early Head Start –Child Care Partnership Program (EHS-CCP) must develop and implement procedures to respond to suspected or known child abuse whether it occurs at or away from the program.

All Head Start staff including Service Provider staff, as well as teachers, teacher assistants, floaters, substitutes, a site personnel, and consultants and volunteers must follow the Service Provider’s policies and procedures regarding child abuse and neglect.

The EHS-CCP Special Projects Manager must be notified within 24 hours of an incident that has occurred within the EHS-CCP Program. The Head Start Administrator must also be notified of any report that has been made for suspected child abuse or neglect occurring away from the EHS-CCP within 24 hours of notification. Such official incident reporting must be provided in writing.

Additionally, when any Head Start Program Staff, contractors, Service Providers, Child Care Center staff or Volunteers witness or suspect child abuse or neglect they must make a report to the Texas Department of Family and Protective Services (TDFPS) 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, but not limited to:

- Physical, mental 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 made, the information that must be reported, and confidentiality of reported information.

Service Providers will develop and implement procedures to notify the parents/guardians of any suspected or known child abuse incidents occurring within the EHS-CCP Program. EHS-CCP City staff and Service Providers must also comply with Texas Health and Human Services Commission/Child Care Licensing Minimum Standards.

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

All EHS-CCP staff, including teachers, teacher assistants, and all other campus or site personnel, consultants and volunteers receive training on procedures for identifying and reporting child abuse or neglect. EHS-CCP staff are expected to fully cooperate with Texas Department of Family Protective Services, Texas Health and Human Services Child Care Licensing and other applicable agency personnel to report any suspected or known incidents.



Performance Standard(s):

1302.41; 1302.47(5)(i); 1302.90; 1302.92(b)(2); 1302.102
1302.47(b)(4)(i)(K); 1302.47(b)(5)(i); 1302.53(a)(2)(iii); 1302.90(b)(2); 1302.92(b)(2)
1302.102(d)(1)(ii)(A); 1303.22(c)(5)(iii); 1303.22(c)(8)

Resources:

Office of the Texas Attorney General, "What Can We Do about Child Abuse Part 2":
https://www.texasattorneygeneral.gov/ag_publications/txts/childabuse2.shtml

Family Code, Chapter 261. Investigation of Report of Child Abuse or Neglect
<http://www.statutes.legis.state.tx.us/Docs/FA/htm/FA.261.htm>

	DHS Early Head Start-Child Care Partnership Program Policy		
PDM 8			
SUBJECT	Community Complaints		
REFERENCE	Program Design and Management		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:



The Head Start Program encourages a climate of open communication between parents, program employees, and community members. Head Start and Education Service Provider staff are available to provide support and to assist any parent or community resident who has a complaint, problem or concern.

Parents/guardians and community residents are encouraged to attempt to resolve Head Start complaints, problems or concerns at the center/school level by talking to a teacher, Family Support Worker, center director or principal. Parent/Guardians may at any time also talk directly to any Head Start staff member or Head Start Administrator about any issues or concern. Concerns/complaints may also be submitted using the comment section of the Head Start website at www.saheadstart.org.

If attempts to informally resolve the concern/problem are not successful, the following formal steps may be taken:

1. Call, email, meet with, or provide a written statement to the Head Start Education Service Provider Director. The Director will provide the parent/guardian or community resident a recommendation for resolution of the concern/problem within five business days of receipt of the issue. The Director may request additional time if required to resolve the concern/problem. If not resolved, parents/guardians or community resident may proceed to Step 2.
2. Call, email, meet with, or provide a written statement to the City of San Antonio Head Start Program Administrator. The Head Start Administrator will have five business days to resolve the concern/problem. The Head Start Administrator may request additional time to resolve the concern/problem. If not resolved, parents/guardians or community resident may proceed to Step 3.

3. Submit a signed, written statement to the City of San Antonio City Council's Governing Board/Advisory Committee. The statement shall describe in detail the complaint, problem or concern and steps taken to resolve the issue. The City of San Antonio City Council's Governing Board/Advisory Committee will provide a written response within 15 business days of receipt of the written statement. The City of San Antonio City Council's Governing Board is the last formal step in resolving parent/community resident complaints or concerns and the resolution is final.

	DHS Early Head Start-Child Care Partnership Program Policy		
PDM 9			
SUBJECT	Critical Incident Reporting		
REFERENCE	Program Design and Management		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

The Early Head Start- Child Care Partnership Program (EHS-CCP) must develop and implement a system for Critical Incident Reporting (CIR). All staff must be trained on incident reporting.



A critical incident includes, but is not limited to:

- Suspected child abuse which may or may not have occurred during service hours.
- Allegations of child abuse/neglect against any EHS-CCP staff member, volunteer or contractor, injury to a child due to lack of supervision or unacceptable methods of child guidance
- Incidents which may have placed a child, family member or staff in danger, including any incidents in which a child was left unsupervised
- Health incidents and illnesses, which include, but are not limited to:
 - Injuries that require urgent medical attention by a health-care professional
 - Child or staff member leaving by emergency medical transport
 - Contagious diseases that could lead to an outbreak
 - Child receiving outside medical attention at any point in time for an injury sustained during EHS-CCP program hours
- Any incident which has the potential to generate negative media coverage
- Any media inquiry/coverage of the program
- Unplanned interruption in EHS-CCP Program services
- Closure of any facility or part of a facility, including outdoor play areas
- Accidents involving vehicles that transport children and families

When applicable, parents/guardians must be notified of critical incidents within 24 hours of occurrence. Providers must also provide notification to the EHS-CCP Special Projects Manager or designee within 24 hours.

Performance Standard(s):

1302.47(c); 1302.102(d)(1)(ii); 1304.12; 1303.79(b)(3)

	DHS Early Head Start-Child Care Partnership Program Policy		
PDM 10			
SUBJECT	Personnel		
REFERENCE	Program Design and Management		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/24/18	Policy Council Revision: 4/24/18	Governing Body Approval: 8/17/18	Governing Body Revision: 8/17/18
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Policy:

The Head Start Program and Education Service Providers will abide by their internal agency personnel policies and procedures which must meet or exceed applicable requirements including Head Start regulations as well as local, state and federal laws.

The City of San Antonio Head Start Program personnel policies must be approved by the Governing Board, or the designated Advisory Committee, and Policy Council and must be available to all staff. The Head Start Policy Council will approve decisions regarding the employment of program staff as stated in paragraph 1(E)(iv)(IX), regarding the hiring, evaluation, compensation, and termination of the Executive Director, Head Start Director, and any other person in an equivalent position within the Head Start Program.

The Head Start Program collaborates with the City of San Antonio's Human Resources Department to ensure all newly hired City staff complete the required criminal background checks prior to employment. According to the City of San Antonio's Administrative Directive (AD) 4.55, the City conducts Criminal Background Checks (CBC) as part of the initial employment process and applies to volunteers and interns.

Head Start Program and Education Service Provider Background Check Requirements:

- a. Before a person is hired, directly or through a contract, including transportation staff and contractors, the Head Start Program and Education Service Providers must conduct an interview, verify references, conduct a sex offender registry check and obtain one of the following:
 - i. State or tribal criminal history records, including fingerprint checks; or,
 - ii. Federal Bureau of Investigation criminal history records, including fingerprint checks.
- b. A program has 90 days after an employee is hired to complete the background check process

by obtaining:

- i. Whichever check listed in paragraph (a) of this section was not obtained prior to the date of hire; and,
 - ii. Child abuse and neglect state registry check, if available.
- c. A program must review the information found in each employment application and complete background check to assess the relevancy of any issue uncovered by the complete background check.
- d. A program must ensure a newly hired employee, consultant, or contractor does not have unsupervised access to children until the background check process is complete.
- e. A program must conduct the complete background check for each employee, consultant, or contractor at least once every five years and must include each of the four checks listed above.

Staff who has direct contact with children will abide by Department of Health and Human Services Commission Child Care Licensing requirements, whichever is most stringent.

The Head Start Program will consider current and former program parents for employment vacancies for which such parents apply and are qualified.

Performance Standard(s):



1302.90(a-b);

Head Start Act:

642(c)(1)(E)(iv)(V)(cc); 642(c)(1)(E)(IX); 642(c)(2)(D)(vi)

City of San Antonio Administrative Directive (AD):

4.55 Background Checks/Reporting Arrests, Indictments and Convictions

	DHS Early Head Start-Child Care Partnership Program Policy		
PDM 12			
SUBJECT	Impasse		
REFERENCE	Program Design and Management		
EFFECTIVE	8/1/2016		
Policy Council Approval: 7/25/17	Policy Council Revision: 7/25/17	Governing Body Approval: 9/28/17	Governing Body Revision: 9/28/17
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Policy:

To facilitate meaningful consultation and collaboration about decisions of the Governing Board, Advisory Committee and the Head Start Policy Council (HSPC), written impasse procedures is established for resolving internal disputes in a timely manner. These procedures meet the requirements established in the Head Start Program Performance Standards.

This policy, detailed further in the Impasse Procedure, seeks to ensure that matters of internal dispute are resolved in a respectful, professional, and timely manner to safeguard the integrity and continued funding and operation of the Head Start Program.

Performance Standards:

1301.6; HS Act 642(d)(1)

	DHS Early Head Start-Child Care Partnership Program Policy		
PDM 13			
SUBJECT	Confidentiality		
REFERENCE	Program Design and Management		
EFFECTIVE	8/1/2016		
Policy Council Approval: 7/25/17	Policy Council Revision: 7/25/17	Governing Body Approval: 9/28/17	Governing Body Revision: 9/28/17
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Policy:

The Early Head Start – Child Care Partnership (EHS-CCP) Program is committed to ensure the security and confidentiality of personnel, children, and family information. The EHS-CCP Program, including Grantee and Service Providers must establish data management procedures on the effective use and sharing of data in accordance with the Head Start Program Performance Standards.

Confidentiality requirements include, but are not limited to, the following:

- a) Physical and electronic records are secured;
- b) Only authorized staff members may access personnel child and family information;
- c) Staff members share child information on a need-to-know basis;
- d) Written consent from the parent/guardian is required prior to the release of any individual child or family records.
- e) Staff is trained on how to maintain confidentiality;



Only information that is essential to provide services is recorded and maintained for any child enrolled in the Head Start Program. Parents/ guardians are the primary source of information about themselves, and any information sought from them is limited to that which is essential for service.

The sharing of information with community partners is encouraged only if it improves service delivery and is done in accordance with this confidentiality policy. Sharing of information with outside agencies for purposes other than coordination of services must be pre-approved by the Head Start Program Administrator.

Confidentiality must be maintained in accordance with this policy, local, state and federal requirements.

Performance Standard:

1302.22; 1302.101(b)(4); 1303.20

	DHS Early Head Start-Child Care Partnership Program Policy		
PDM 17			
SUBJECT	Emergency Preparedness and Response Plan		
REFERENCE	Program Design and Management		
EFFECTIVE	8/1/2017		
Policy Council Approval: 4/24/18	Policy Council Revision: 4/24/18	Governing Body Approval: 8/17/18	Governing Body Revision: 8/17/18
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Policy:

The Head Start Program, including the Early Head Start – Child Care Partnership Program (EHS-CCP) and Service Providers, will develop and implement an emergency management/disaster preparedness and response plan including natural and man-made disasters and emergencies, and violence in or near the program that includes, at a minimum:

- Emergency Administrative Communication Protocols
- Critical Phone Numbers to Public Emergency Services
- Emergency Management/Disaster Preparedness Team
- Parent/Guardian Contact Protocol

Performance Standards:

1302.47(b)(8)

	DHS Early Head Start-Child Care Partnership Program Policy		
WELLNESS SUPPORT SERVICES 1			
SUBJECT	Identification and Intervention through Wellness Support Services		
REFERENCE	Mental Health		
EFFECTIVE	10/15/2013		
Policy Council Approval: 7/25/17	Policy Council Revision: 7/25/17	Governing Body Approval: 9/28/17	Governing Body Revision: 9/28/17
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Policy:

The Head Start Program will develop and implement procedures for the identification and the effective provision of mental health services to Head Start children, their family members, and to Head Start staff in need of wellness supports through the program's Wellness Support Services. Wellness Support Services will be provided by mental health professionals and consultants with experience in early childhood social-emotional development and in the provision of mental health services to young children, their families, and staff.

Head Start mental health professionals, behavior coaches/consultants, and other designated staff will support the social-emotional development of children and the wellness of family members and staff by providing education and services at the following levels:

Foundation - Effective Workforce

The Head Start Program will provide services to children, families and staff in need of assistance. Emphasis will be placed on the provision of training and supports to staff to promote staff mental wellness so that they are better equipped to interact with children and families in healthier and more positive ways.

- **Tier I: Promotion - Nurturing and Responsive Relationships and High-Quality Supportive Environments**

The Head Start program will promote the positive social-emotional development of all children by creating and implementing an approach that focuses on positive and nurturing relationships between staff, children and parents.

Tier II: Prevention - Targeted Social-Emotional Supports

The Head Start program will promote the positive social-emotional development of identified children through parent and teacher education, classroom observations and teacher consultations to impact effective strategies that promote wellness.

- **Tier III: Intensive Intervention**



The Head Start program will respond to children, family members and staff in need of intensive interventions by providing consultation, referrals to community providers or direct clinical services. Services and referrals will be documented in the mental health area of ChildPlus.

The Head Start program will ensure compliance with all confidentiality policies, as required by law, including when documenting services, referrals and follow-up provided in all data management systems utilized by the Head Start program.

All mental health documentation must be entered according the *City of San Antonio Data Entry & Benchmark Due Date Guide*.

Performance Standard:

1302.45

	DHS Early Head Start-Child Care Partnership Program Policy		
DISABILITIES 1			
SUBJECT	Individualized Family Service Plan (IFSP) for Children with Delays/ Disabilities		
REFERENCE	Disabilities Services		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/24/18	Policy Council Revision: 4/24/18	Governing Body Approval: 8/17/18	Governing Body Revision: 8/17/18
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Policy:

The Individualization policy guidelines in Education and Early Child Development Policy and the information provided in the child's IFSP will be used when planning individualized strategies and activities for children with delays/disabilities. Every effort must be made to include children with delays/disabilities in all program activities.



Early Head Start-Child Care Partnership (EHS-CCP), Service Providers and City staff will coordinate to receive and review the IFSP as soon as possible after the Initial Assessment or Assessment meetings. If a child enters the EHS-CCP Program with an IFSP, City staff will coordinate with Service Providers to review the IFSP within two weeks of a child's first day of attendance.

Service Providers must initiate the implementation of the IFSP immediately after the review by modifying the child's daily activities in accordance with the IFSP and arranging for the provision of related services to accommodate the unique strengths, needs, interests, learning style, and cultural and linguistic background of the child.

Copies of the IFSP will be maintained in the Child's Classroom File. Confidentiality of information will be maintained at all times. Individual child disability information and copies of additional required documents will be entered into Child Plus according to ~~as noted on~~ the City of San Antonio Benchmark Due Date Guide and the EHS- CCP Child File Scan Order and Attachment Guide.

Performance Standard(s):

1302.61; 1302.62; 1302.63; 1303.75

	DHS Early Head Start-Child Care Partnership Program Policy		
DISABILITIES 2			
SUBJECT	Timely Referrals		
REFERENCE	Disabilities Services		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

A child with a delay or a suspected delay may require a formal evaluation under the Individuals with Disabilities Education Act (IDEA) to determine the child's eligibility for intervention services. The Early Head Start – Child Care Partnership (EHS-CCP) Disabilities ~~Management Analyst~~Manager will collaborate with other program staff including Part C Agencies through the referral process for each child which may include screening, developmental assessment and formal evaluation.

The EHS-CCP Disabilities ~~Management Analyst~~Manager will collaborate with other program staff to facilitate the provision of support services, such as educational and behavioral services and supports, to meet the needs of children, prior to an eligibility determination under the Individuals with Disabilities Education Act (IDEA). Children who do not respond to support services and are potentially eligible for Part C services should be referred for evaluation as soon as the need becomes evident.



City staff will develop a system to ensure that referrals, follow-up and timelines are documented in Child Plus and must adhere to the City of San Antonio Benchmark Due Date Guide and the EHS-CCP Program Child File Scan Order and Process Guide.

Performance Standard:

1302.61(a)(b); 1302.33(a-b)

Other references:

Head Start Act, Section 640 (d) (1 – 3) and United States Department of Education, Office of Special Education and Rehabilitative Services letter dated January 21, 2010

	DHS, Early Head Start-Child Care Partnership Program Policy		
EDUCATION 3			
SUBJECT	Individualization		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

The program will provide individualized caregiving and instruction to meet each child's unique characteristics, strengths and needs, taking into consideration gender, family composition, the cultural and linguistic background, pattern of development and learning. Classroom teachers must document individualized caregiving, instruction and activities including large group, small group and one/one lessons and activities into lesson plans.



The Early Head Start – Child Care Partnership (EHS-CCP) Program and Service Providers will work together to develop a system to ensure that the plan for individualized caregiving and/or instruction for each child is reviewed and updated on a regular basis.

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

- Formal and informal child assessments
- Input from parents regarding each child's individual characteristics, interests, strengths and needs
- Developmental (ASQ-3), Behavioral (ASQ:SE-2) and Sensory (hearing and vision) screenings
- Medical/dental evaluations/treatments, and
- Referrals for wellness support (if applicable)
- An Individualized Family Service Plan (IFSP) for children with delays/disabilities

Performance Standard(s):

1302.31 (c) (1); 1302.33; 1302.61

	DHS, Early Head Start-Child Care Partnership Program Policy		
EDUCATION 5			
SUBJECT	Development and Behavior Screening		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/24/18	Policy Council Revision: 4/24/18	Governing Body Approval: 8/17/18	Governing Body Revision: 8/17/18
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Policy:

The Early Head Start- Child Care Partnership Program uses the Ages and Stages Questionnaire (ASQ-3) as the developmental screening and the Ages and Stages Questionnaire Social and Emotional, Second Edition (ASQ:SE-2) as the behavioral screening.

Service Providers must complete the ~~Ages and Stages Questionnaire (ASQ-3) and Ages and Stages Questionnaire: Social and Emotional (ASQ:SE-2)~~ the ASQ-3 and ASQ:SE-2 in collaboration with each child's parent/guardian on or before the 45th calendar day after the child first attends the program. Returning children will not be rescreened each program year. Developmental and behavioral screenings must be completed within the timeframe to identify early concerns regarding a child's developmental, sensory, behavioral, motor, language, social, cognitive, perceptual and emotional skills so appropriate referrals are made.

The ASQ-3 and ASQ: SE-2 will not be completed by the teacher. If the parent or guardian needs assistance completing the questionnaire, the teacher or other staff member may provide the most appropriate accommodation for completion. ~~To the greatest extent possible, the screening procedures must be sensitive to the child's cultural background and home language.~~

The ~~ASQ-3 and ASQ: SE-2 developmental and behavioral screenings~~ will be distributed by the Service Provider no more than two weeks prior to the first day of a child's entry into the center. The screenings may not be distributed during Early Head Start – Child Care Partnership (EHS-CCP) enrollment, or family meetings. To the greatest extent possible, the screening procedures must be sensitive to the child's cultural background and home language.

EHS-CCP Program and Service Providers will work together to develop a comprehensive system to ensure proper training, administration and monitoring of the screening tools that includes, at a minimum, the following:

- Identifying appropriate staff responsible for administering, scoring, and follow-up and referrals.

- Ensuring the appropriate version is utilized for child's age and language.
- Ensuring proper completion of the screening tool.
- Ensuring accurate scoring of the screening tool.
- Establishing timeframes ~~to address for~~ follow-ups, ~~and~~ referrals, and documentation
- ~~Following the City of the San Antonio Benchmark and Due Date Guide and the EHS-CCP File Scan Order and Process Guide.~~
- Completing routine internal monitoring of child files.
- Monitoring the fidelity of screenings

EHS-CCP Program will develop and implement procedures to address the use of the ASQ-3 and ASQ-SE-2 with children with an identified disability or Individual Family Service Plan (IFSP). A child is not automatically disqualified from receiving a developmental or behavioral screening if they have an identified disability or IFSP. Sensitivity to the parent/guardian should always be a priority. Procedures may include a determination to complete only certain sections of the ASQ-3 or the ASQ-SE-2. If it is determined by the teacher or other early childhood professional that it is not appropriate for a parent/guardian to complete any section of the developmental or behavioral screening, the information supporting this determination must be documented in Child Plus according to the *ChildPlus Data Entry Guide*.

Performance Standard:

1302.33

- ~~Ensuring appropriate follow up is documented into ChildPlus.~~



~~Following the *City of the San Antonio Benchmark and Due Date Guide* and the *EHS CCP File Scan Order and Process Guide*.~~

- ~~• Completing routine internal monitoring of child files.~~

~~EHS CCP Program will develop and implement procedures to address the use of the ASQ-3 and ASQ-SE2 with children with an identified disability or Individual Family Service Plan (IFSP). A child is not automatically disqualified from receiving a developmental or behavioral screening if they have an identified disability or IFSP. Sensitivity to the parent/guardian should always be a priority. Procedures may include a determination to complete only certain sections of the ASQ-3 or the ASQ-SE2. If it is determined by the teacher or other early childhood professional that it is not appropriate for a parent/guardian to complete any section of the developmental or behavioral screening, the information supporting this determination must be documented in Child Plus according to the *ChildPlus Data Entry Guide*.~~

Performance Standard:

~~1302.33~~

	DHS, Early Head Start-Child Care Partnership Program Policy		
EDUCATION 6			
SUBJECT	Curriculum/Daily Schedule		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	8/1/2016		
Policy Council Approval: 7/25/17	Policy Council Revision: 7/25/17	Governing Body Approval: 9/28/17	Governing Body Revision: 9/28/17
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Policy:



The Head Start definition of curriculum is a planned management of time, materials and activities to guide children's individual pattern of learning and development. The curriculum helps children gain skills and confidence and should integrate Early Head Start – Child Care Partnership (EHS-CCP) components which form a foundation for school readiness. Service Providers will involve parents in the implementation of the program's curriculum and approaches to child development and education.

The curriculum must be research-based and align with the Head Start Early Learning Outcomes Framework (HSELOF). The curriculum will address the five Central Domains from the HSELOF in an integrated approach, using intentional and individualized instruction to support children's learning and development.

The Service Providers will establish a daily schedule that meets the individual needs of children, provides a balance of teacher-directed and child initiated lessons and activities, and offers a variety of activities including large-group, small-group, individual, indoor and outdoor free play. The current daily schedule will be posted for parents/guardians and other staff to review and must include the following:

- Child Care Center
- Teacher Name
- Room Number
- Designated Times

Performance Standard(s):
1302.34; 1302.31; 1302.32

	DHS, Early Head Start-Child Care Partnership Program Policy		
EDUCATION 9			
SUBJECT	Multidisciplinary Staffing		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:



The Early Head Start – Child Care Partnership (EHS-CCP) Program and Service Providers will work together to develop a system in place for regular communication among program staff to facilitate quality outcomes for children and families. Service Providers will schedule at least two Multidisciplinary Staffing (MDS) meetings annually for every enrolled child. If a child enters the program after January 31st, a minimum of one MDS meeting will be held before the last day of the program year.

The MDS meeting is a documented and planned communication tool utilized to create a cohesive team approach to discuss the strengths and needs of children and families. The Center Director or designee, Family Support Staff, and Teachers, are required to participate in the MDS. Content area coordinators responsible for Education, Health, ERSEA, Mental Health, Transportation, Nutrition, Disabilities and other related services may be required to attend based on the child/family needs.

The EHS-CCP Program and Service Providers will work to develop and maintain a record-keeping system to provide accurate and timely information regarding children, families, and staff and must ensure appropriate confidentiality of this information. The MDS documentation must include the completion date of the MDS, signatures of all in attendance, and topics covered. A system must be in place to ensure that completion dates of the MDS are entered and the MDS document is scanned into Child Plus and meets the *City of the San Antonio Benchmark Due Date Guide, applicable ChildPlus Data Entry Guide, and the Early Head Start-Child Care Partnership File Scan Order and Process Guide.*

Performance Standard(s):

1302.101(b)(2)(3); 1302.33; 1302.34

	DHS, Early Head Start-Child Care Partnership Program Policy		
EDUCATION 11			
SUBJECT	Discipline and Guidance		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

Service Providers must establish discipline and guidance policies and procedures appropriate for infants and toddlers. A copy must be provided to all parents/guardians, staff, volunteers, substitute floater/teachers, and contractors. Documentation must be maintained showing receipt of the written discipline and guidance policies. Service Providers must ensure a signed copy of Education 11 Discipline and Guidance policy is maintained in all employee, volunteer, and substitute floater/teacher files.

The policies and procedures must include positive methods of discipline and guidance that encourage build self-esteem and support self-control, and self-regulation such as:

- Praise and encouragement of developmentally appropriate behavior instead of focusing only on the unacceptable behavior
- Frequent reminders of behavior expectations using clear and positive statements
- Redirection of behavior using positive statements

Discipline must be constructive, individualized, and consistent for each child, appropriate to the child's level of understanding, and directed toward teaching the child appropriate behavior. Service Provider must prohibit or severely limit the use of suspension due to a child's behavior. Service Provider must not expel or un-enroll a child from Head Start due to~~because of~~ a child's behavior, unless approved by the Head Start Administrator.



When appropriate for the child's age and development, a brief supervised separation or time away from the group may be necessary, and should be limited to no more than one minute per year of the child's age. There must be no harsh, cruel or unusual treatment of any child. The following examples are prohibited:

- Corporal punishment or threats of corporal punishment
- Punishment associated with food, naps, toilet training
- Pinching, shaking or biting a child

- Hitting a child with hand or an object
- Putting anything in or on a child's mouth
- Humiliating, ridiculing, rejecting or yelling at a child
- Pointing a finger in a child's face
- Snapping fingers at a child
- Use of isolation to discipline a child
- Binding or tying a child to restrict movement
- Threatening phrases/tone or sarcastic language/tone
- Subjecting a child to harsh, abusive, or profane language
- Placing a child in a locked or dark room, bathroom, or closet with the door closed
- Requiring a child to remain silent or inactive for inappropriately long periods of time for the child's age including requiring a child to remain in a restrictive device
- Child restraint performed by staff not certified in proper restraint procedures
- Withholding outdoor free play

Performance Standard(s):

1302.17; 1302.90 (c) ; 1302.31 (e) (2-4)

	DHS, Early Head Start-Child Care Partnership Program Policy		
EDUCATION 13			
SUBJECT	Transitions		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

The Early Head Start- Child Care Partnership (EHS-CCP) Staff and Service Providers will work together to establish procedures to support successful transitions for children and families that outline outreach, coordination, and communication with parents/guardians, Head Start and other Early Head Start Programs, school districts, child care centers, and other community organizations/ agencies, as applicable. Transition procedures will address children and families entering and exiting the EHS-CCP Program and include information related to the transfer of child files and information.

The EHS-CCP Program and Service Providers will work together to promote the continued involvement of parents/guardians in the transition process.

To ensure the most appropriate placement and services following participation in the EHS-CCP Program, staff will work collaboratively with Head Start providers to facilitate transition planning for prospective Head Start eligible children and their families.



The EHS-CCP Program and Service Providers will work together to document all transition activities and develop a system to meet the *City of San Antonio Benchmark Due Date Guide*.

Performance Standard(s):

1302.70: 1302.72

Head Start Act:

642 (b) (13-15); 642 (e); 642 A (a) (1-14)

	DHS Early Head Start-Child Care Partnership Program Policy		
EDUCATION 17			
SUBJECT	Coaching		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	6/27/2017		
Policy Council Approval: 4/24/18	Policy Council Revision: 4/24/18	Governing Body Approval: 8/17/18	Governing Body Revision: 8/17/18
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Policy:

The Early Head Start – Child Care Partnership (EHS-CCP) Program and Service Providers will implement a researched-based coordinated coaching strategy for education staff. EHS-CCP staff and Service Providers will develop and implement procedures to identify strengths, areas of needed support, and which staff would benefit most from coaching.

Service providers must collaborate with the EHS-CCP Program to designate a qualified staff member who has the knowledge, skills and abilities to serve as a Peer Coach. The Peer Coach will provide ongoing coaching and support to teachers to strengthen their skills and help increase the quality of care and child outcomes.



~~Coaching~~ Ongoing Coaching process will include reviewing the following areas:

- Indoor classroom environment
- Outdoor environment
- Health & Safety
- Curriculum Implementation and Fidelity
- Lesson plans and daily schedules
- Teacher/child interactions
- Family engagement

All coaching consultations ~~will~~should be documented.

Performance Standard

1302.92 (c)

	DHS Early Head Start-Child Care Partnership Program Policy		
ENVIRONMENTAL HEALTH AND SAFETY 2			
SUBJECT	Staffing and Class Size Requirements		
REFERENCE	Environmental Health and Safety		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/24/18	Policy Council Revision: 4/24/18	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

Early Head Start - Child Care Partnership (EHS-CCP) Program, Service Providers will ensure that EHS-CCP classes are designed with no more than eight children and staffed by two paid teachers. It is recommended, whenever possible, that a third person be in the classroom, such as a volunteer.

Classroom Design

Ages	Classroom Design
6 Wks -36 Months	All EHS-CCP classrooms, by design, will have <u>no more than</u> eight children enrolled per class. The integration of EHS-CCP enrolled children and non EHS-CCP children per classroom is <u>encouraged</u> .

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Group Size

Ages	Group Size
6 Wks -36 Months	Maximum of eight children enrolled per class. Two teachers with no more than eight children.

Ratios

Ages	Ratios
6 Wks -36 Months	One teacher to four children

Class sizes are determined based on square footage, with a minimum of 35 square feet/child. Service Providers must seek prior approval before any change to a classroom age group designation. As children age throughout the program, they may remain in their current classrooms until room becomes available in the next age appropriate classroom.

Classroom management entails both teachers meeting the needs of all children. However, Service Providers must ensure that each teacher working exclusively with infants and toddlers has the responsibility for no more than four infants and toddlers when meeting home visits, parent/teacher conference expectations and developmental needs of the children. All EHS-CCP sites must comply with the above stated staffing, group and class size requirements.



Ratios must be maintained during EHS-CCP hours. Program hours vary by site and are set and approved at the beginning of the program year as part of the EHS-CCP Program Design.

Volunteers being counted in classroom ratios

A volunteer may be used to supplement the required adult/child ratio only for short periods of time, 10-15 minutes to accommodate for unscheduled interruptions/emergencies. Volunteers may be used to supplement for restroom breaks, children's needs and to cover lunch hours as long as a qualified EHS-CCP teacher in the classroom. **A volunteer must never be left alone with a child or group of children and must remain with a qualified EHS-CCP teacher at all times.** All volunteers must sign the Head Start Standards of Conduct, pass a background check, and receive volunteer training. Providers must keep documentation of volunteer training and comply with the Texas Health and Human Services Commission/ Child Care Licensing.

Performance Standard(s):

1302.21(b)(1)(2); 1302.94(a)(b)

	DHS Early Head Start-Child Care Partnership Program Policy		
ENVIRONMENTAL HEALTH AND SAFETY 3			
SUBJECT	Hygiene <u>& Cleaning</u> Practices		
REFERENCE	Environmental Health and Safety		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/24/18	Policy Council Revision: 4/24/18	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
PAGE: 1 of 2			

Policy:

Early Head Start-Child Care Partnership (EHS-CCP) Program Service Providers will develop and implement systems that promote hand washing, hygiene and sanitation and disinfecting of the classroom including equipment and materials. Providers must ensure ~~staff are~~staff is trained on the procedures and documentation of training must be maintained.

Hand washing

- Staff, volunteers, and children must wash their hands with soap and running water at a minimum during the following times:
 - Upon arrival, after diapering or toilet use
 - Before food preparation, handling, or any other food-related activity
 - Before and after eating
 - Whenever hands are contaminated with blood or other bodily fluids
 - After handling pets or other animals
 - After outdoor activities
 - Before and after playing in a water/sand play table
 - Any other time there is reason to believe the child has come in contact with substances that could be harmful to the child
- Staff and volunteers must also wash their hands with soap and running water:
 - Before and after giving medication
 - Treating or bandaging a wound
 - After assisting a child with toilet use
 - After using any cleaners or toxic chemicals; and
 - After removing gloves

Hygiene

- Easily accessible nonporous, on-latex, disposable gloves are to be worn by all staff when they are in contact with blood or bodily fluids.
- Bodily fluids should be cleaned and disinfected immediately in keeping with Head Start Performance Standards and Texas Health and Human Services Commission/Child Care Licensing Minimum Standards.
- Any tools and equipment used to clean bodily fluids should be cleaned, disinfected immediately, and blood-contaminated materials must be disposed of properly.
- Hand Sanitizers, pre-moistened towelettes, and waterless hand cleaners are not allowed to replace hand-washing, and should not be accessible or used on children.



Sanitation

- Toys and equipment that are placed in a child's mouth, or otherwise contaminated by body secretion or excrement, must be sanitized before handling by another child
- Cloth toys must be washed at least weekly and when contaminated
- All linens must be washed at least weekly and when soiled or before another child uses them
- All sleeping equipment must be sanitized before a different child uses it and when soiled
- Water play tables must be empty and toys used in water tables must be sanitized daily, children and caregivers must wash their hands before using the water table
- Sand boxes and tables must be maintained in a sanitary manner
- All garbage must be inaccessible to children and managed to keep the child-care center inside and outside, free of insects, rodents, and offensive odors and disposing of it according to local and state requirements
- All floors, ceilings and walls must be kept in good repair and clean. Paint used at the center must be lead-free
- All areas in the center used by children will be kept heated, lighted and ventilated
- All table tops, furniture and other similar equipment used by children when soiled or contaminated with matter such as food, body secretions or excrement will be sanitized
- All cleaning supplies and other toxic materials will be marked and kept separate from food and inaccessible to children
- Hazardous materials will be stored and disposed of as recommended by the manufacturer

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Performance Standard:

1302.47(b)(6)(i)(ii)(iii)

	DHS Early Head Start-Child Care Partnership Program Policy		
ENVIRONMENTAL HEALTH AND SAFETY 4			
SUBJECT	Management of Illness / Conditions of Short Term Exclusions and Admittance		
REFERENCE	Environmental Health and Safety		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/24/18	Policy Council Revision: 4/24/18	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
PAGE: 1			

Policy:

Early Head Start-Child Care Partnership (EHS-CCP) Service Providers will develop and implement procedures for children and staff who are ill. Procedures should include:

- Practices to control an infectious disease outbreak
- Notification of any reportable illnesses to include local or state public health agencies
- Training on accommodations that must be made for children with specific health and safety needs
- Practices to ensure confidentiality of children's health and safety needs
- Exclusion criteria

A child cannot be denied enrollment based on a disability, illness or chronic health condition or its severity.

Early Head Start-Child Care Partnership (EHS-CCP) Program Service Providers may temporarily exclude a child with an acute injury or illness from program participation for a short-term period when the child's needs cannot be readily accommodated or if they pose a significant risk to the health and safety to themselves or anyone that may come in contact with them. ~~short-term injury or an acute or short-term contagious illness that cannot be readily accommodated, from program participation for a short-term period when keeping the child in care poses a significant risk to the health or safety of the child or anyone in contact with the child.~~



Providers will create and implement procedures to ensure that appropriate staff is informed and trained on any accommodations that must be made for children with specific health and safety needs. Information about any child's health or safety needs should be kept confidential.

Performance Standard:

1302.47 (b)(7)(iii)

References:

Texas Department of State Health Services Communicable Disease Chart for Schools and Child-Care Centers

	DHS Early Head Start-Child Care Partnership Program Policy		
ENVIRONMENTAL HEALTH AND SAFETY 5			
SUBJECT	Emergency Preparedness / Emergency Procedures		
REFERENCE	Environmental Health and Safety		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/24/18	Policy Council Revision: 4/24/18	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

The program will develop and implement ~~a system that~~procedures that addresses emergencies including, but not limited to health, fire, food allergies, natural disasters, and the control of infectious/contagious diseases. Staff must be trained in emergency preparedness and the Service Provider will maintain documentation of such training.

Locations and telephone numbers ~~and of~~ emergency response ~~systems~~procedures must be posted in each room used by children, including the main office and central locations and made available to all staff.

All emergency numbers including police, fire, ambulance, poison control, Child Abuse Hotline, and the Center for Disease Control, must be immediately accessible to staff at all times. Up-to-date family contact information and authorization for emergency care for each child, including emergency transportation authorization must be readily available.

Service Providers must post evacuation routes in each classroom, as well as every room used by children and staff, including the main office and central locations, and made available to all staff

Emergency evacuation routes and other safety procedures for emergencies are practiced regularly, in keeping with Head Start Performance Standards and Texas Health and Human Services Commission/Child Care Licensing Minimum Standards. Service Providers must retain documentation of these events and activities.

Each classroom must have a first aid kit, available at all times, including outdoor play time. The Early Head Start –Child Care Partnership (EHS-CCP) Program will develop and implement procedures related to the location and contents of each first aid kit. Procedures will include Caring for our Children: National Health and Safety Performance Standards and ensure the following for each first aid kit:

- Kept in clean and sanitary condition

- Easily accessible and available to all employees at all times
- Antiseptics should be in original packaging
- Stored in a designated location known to all employees
- Kept out of reach of children
- Maintained and restocked
- Schedule of ongoing and regular inventory
- Contain no items that are expired



Performance Standard:

1302.47(8)

Additional Guidance:

Caring for our Children Basics 5.6.0.1

Caring for our Children: National Health and Safety Performance Standards 5.6.0.1

	DHS Early Head Start-Child Care Partnership Program Policy		
ENVIRONMENTAL HEALTH AND SAFETY 7			
SUBJECT	Diapering and Toilet Training		
REFERENCE	Environmental Health and Safety		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/24/18	Policy Council Revision: 4/24/18	Governing Body Approval: 8/17/18	Governing Body Revision: 8/17/18
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Policy:

A child cannot be denied enrollment or removed from the program based on toileting needs or the use of ~~diapers and/or pull-ups, use or toilet training~~. Early Head Start-Child Care Partnership Program (EHS-CCP), Service Providers must develop and implement a system-procedure to address diapering and toilet training. Procedures must be provided to all EHS-CCP staff/volunteers and posted in areas used for diapering and toileting.



At a minimum the system will include the following:

- Process to ensure the r~~Respect~~ and dignity for ~~the child~~ren
- How to assist a child when toileting needs occur
- Provision of diapers and wipes
- Sanitation and hygiene procedures for hand washing, diapering, and toilet training for children and staff
- Cleaning and storage of soiled clothing
- ~~Proper d~~isposal and removal of soiled diapers
- ~~Proper e~~leaning and storage of toilet training assistive equipment
- Posted procedures in areas used for diapering and toileting
- Regular internal monitoring of the system

Staff and families will work together according to developmentally appropriate practices regarding toilet training.

Performance Standard:

1302.42 (e)(i), 1302.47 (b)(1),(6)(i)

	DHS, Early Head Start-Child Care Partnership Program Policy		
FAMILY 1			
SUBJECT	Family Engagement: Parent Activities to Promote Child Learning and Development Approach		
REFERENCE	Family and Community Support		
EFFECTIVE	8/1/2017		
Policy Council Approval: 4/24/18	Policy Council Revision: 4/24/18	Governing Body Approval: 8/17/18	Governing Body Revision: 8/17/18
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Policy:

Family Engagement

The Head Start Program, including the Early Head Start-Child Care Partnership program recognizes parents/guardians as their children's primary teachers and nurturers and implements intentional strategies to engage parents/guardians in their children's learning and development and support parent-child relationships, including specific strategies for father engagement.

The Head Start Program provides parents/guardians with opportunities to participate in the program as employees or volunteers. Service Providers will develop and implement procedures that support and promote strategies to engage parents/guardians such as opportunities to participate as employees or volunteers.

~~The Head Start Program, including the Early Head Start — Child Care Partnership, integrates parent and family engagement strategies into all systems and program services to support family well-being and promote children's learning and development.~~

~~Head Start staff:~~

- ~~● Recognizes parents as their children's primary teachers and supports parents in healthy parent-child relationships.~~
- ~~● Ensures a dual-generation approach in serving families.~~
- ~~● Implements strategies to promote fatherhood engagement.~~
- ~~● Provides families with leadership and decision-making activities through parent committee meetings held every other month, at a minimum, and other parent engagement opportunities.~~
- ~~● Provides opportunities for parents to engage in the program as employees or volunteers.~~
- ~~● Provides parent training opportunities, including presentations, activities, educational materials/resources, and /or campaigns on various topics, including:~~

- ~~Parent-Child Relationships~~
- ~~Child Development (including language, dual language, literacy and bi-literacy development)~~
- ~~Attendance (impact of attendance on learning outcomes)~~
- ~~Vehicle and Pedestrian Safety~~
- ~~Parenting Education (utilizing research-based parenting curriculum)~~
- ~~School Readiness~~
- ~~Child Education and Curriculum~~
- ~~Disabilities~~
- ~~Health, Dental and Nutrition~~



- ~~○ Child Abuse Prevention~~
- ~~○ Mental Wellness~~
- ~~○ Financial Literacy (Asset Development)~~
- ~~○ Child and Community Advocacy~~
- ~~○ Transitions (from EHS to HS and from HS to Kindergarten)~~
- ~~○ Other topics that promote Family Well-Being~~

~~PCC meeting agendas must reflect an opportunity for parent input from the center level to the program level and must be submitted according to the *City of San Antonio Benchmark Due Date Guide*.~~

~~A monthly Parent Engagement Activity Report that includes all completed center activities, trainings and presentations and the number and names of EHS CCP attendees must be submitted according to the *City of San Antonio Benchmark Due Date Guide*.~~

Performance Standard(s):

~~1302.50(a) and (b)(1) & (4) (6); 1302.51(a)(1) (3) and (b); 1302.70 (a),(b)(1) (2), (c) (c); 1302.71(a) and (b)(1) and (20)(i) (iv), (c)(2)(i) (iii) and (3); and (d) (e); and 1302.72 (a) (c)~~

	DHS, Head Start Program Policy		
FAMILY 2			
SUBJECT	Staff/Parent Communication System		
REFERENCE	Family and Community Support		
EFFECTIVE			
Policy Council Approval:	Policy Council Revision:	Governing Body Approval:	Governing Body Revision:
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Policy:

The Head Start Program, including the Early Head Start – Child Care Partnership (EHS-CCP), develops relationships with parents/guardians and structure services to encourage trust and respectful, ongoing two-way communication between staff and parents/guardians to create welcoming program environments that incorporate the unique cultural, ethnic, and linguistic backgrounds of families in the program and community.

All Head Start staff will ensure continuous communication between families and themselves. This will allow our families to develop a sense of knowledge, trust and respect for our staff members, thus allowing staff and parents/guardians to work easily together to ensure that each child and family are receiving the full amount of benefits that Head Start has to offer.



The Head Start Program conducts family engagement services in the family’s preferred language, or through an interpreter, to the extent possible, and ensures families have the opportunity to share personal information in an environment in which they feel safe.

The Head Start Grantee will work with the Service Provider to ensure the establishment of a Parent Connection Committee (PCC) comprised exclusively of parents/guardians of currently enrolled children at each site/center as early in the program year as possible. At a minimum, procedures must include:

- Activities to ensure parents/guardians of currently enrolled children understand the process for elections to the Head Start Policy Council (HSPC) and other leadership opportunities.
- Opportunities for PCC members to assist staff in developing and implementing local program policies, activities, and services to ensure they meet the needs of children and families.
- A process for PCC members to communicate with the Head Start Policy Council (HSPC).
 - i. PCC agendas must dedicate time to allow for parent questions/discussion

Performance Standard(s):

1302.50(b)(2) & (5); 1301.4

	DHS, Head Start Program Policy		
FAMILY 3			
SUBJECT	Family Engagement and Collaboration		
REFERENCE	Family and Community Support		
EFFECTIVE			
Policy Council Approval:	Policy Council Revision:	Governing Body Approval:	Governing Body Revision:
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Policy:

The Head Start Program collaborates with families in a family partnership process that identifies needs, interests, strengths, goals, and services and resources that support family well-being, including family safety, health, and economic stability.



Head Start Program provides parents/guardians training opportunities, including presentations, activities, educational materials/resources, and/or campaigns on various topics, including:

- Vehicle and Pedestrian Safety
- Disabilities
- Health, Dental, and Nutrition
- Child Abuse Prevention
- Mental Wellness
- Financial Literacy
- Child and Community Advocacy
- And other topics that promote family well-being

The Head Start Grantee and Service Provider will develop and implement procedures to work together to provide training and presentation opportunities for parents/guardians.

Performance Standard(s):

1302.50(b)(3)

	DHS, Head Start Program Policy		
FAMILY 4			
SUBJECT	Parent Activities to Promote Child Learning and Development		
REFERENCE	Family and Community Support		
EFFECTIVE			
Policy Council Approval:	Policy Council Revision:	Governing Body Approval:	Governing Body Revision:
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Policy:

The Head Start Grantee and Service Provider will promote shared responsibility with parents/guardians for children's early learning and development, and implement family engagement strategies that are designed to foster parental confidence and skills in promoting children's learning and development. These strategies must include:

- Offering activities that support Parent-Child Relationships
- Offer activities that support Child Development (including language, dual language, literacy and bi-literacy development)
- Provide parents/guardians with information about the importance of regular attendance, and partner with them, as necessary to promote consistent attendance (impact of attendance on learning outcomes)
- For dual language learners, information and resources for parents about the benefits of bilingualism and bi-literacy

Performance Standard(s):

1302.51(a)



	DHS, Head Start Program Policy		
FAMILY 5			
SUBJECT	Research Based Parent Curriculum		
REFERENCE	Family and Community Support		
EFFECTIVE			
Policy Council Approval:	Policy Council Revision:	Governing Body Approval:	Governing Body Revision:
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Policy:

The Head Start Program, including the Early Head Start-Child Care Partnership Program and Service Providers collaborate to offers opportunities for parents/guardians to participate in a research-based parenting curriculum that builds on parents'/guardians' knowledge and offers parents/guardians the opportunity to practice parenting skills to promote children's learning and development. If the Head Start Grantee chooses to make significant adaptations to the parenting curriculum to better meet the needs of one or more specific populations, the program will work with an expert or experts to develop such adaptations.

Performance Standard(s):

1302.51(b)

	DHS, Early Head Start Childcare Partnership Program Policy		
FAMILY 62			
SUBJECT	Family Partnership Services		
REFERENCE	Family and Community Support		
EFFECTIVE	8/1/2017		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

Family Partnership Services

The Head Start Program, including the Early Head Start- Child Care Partnership (EHS-CCP) Program, engages in a process of collaborative and respectful partnership-building with parents/guardians to establish mutual trust and to identify needed services, supports, family strengths, and family goals. This process must take into consideration each family's readiness and willingness to participate in the process and must be engaged in jointly with parents. Family services are to be individualized and focused on the achievement of identified outcomes as described in the Head Start Parent, Family, and Community Engagement Framework.

~~Communication with parents/guardians is to be in the family's preferred language, when possible, and provided in a place where family members feel safe to share personal information.~~

Staff is to adhere to all confidentiality policies and procedures to protect family information.

Family and Community Support staff will offer:



- ~~• Complete a Family Meeting/ Home Visit with each family whose child has been accepted into the program. The Family Meeting/ Home Visit should be scheduled at the parent's convenience, and if necessary, at a neutral location.~~
- ~~• Engage parents/guardians in A **Family Partnership Agreement** by to orienting parents/guardians of the roles and responsibilities of Head Start parents/guardians and staff.~~
- ~~• Use a A **Family Assessment** tool to identify each family's strengths, needs and interests.~~
- ~~• An opportunity Work with families to develop family goals. The goal setting process must include: family goals, strategies for success, staff support to be provided, timeframes, and community resources that are available to assist families in meeting their goals. **Families**~~

~~must be provided a copy of their **Goal Setting** forms. Progress on goal attainment to be tracked until completion or until the end of the program year, based on goal time lines.~~

- ~~**Refer** families to Community resourcesagencies~~ that are able to meet their identified needs, interests and/or goals.
- ~~At a minimum, contact families once each month.~~
- ~~Parent boards will be utilized at each site and include at a minimum:~~
 - ~~Head Start Parent Handbook~~
 - ~~Policy Council Minutes~~
 - ~~Training and Employment Information~~
 - ~~School Readiness Goals~~
 - ~~Child Abuse Hotline~~
 - ~~Mental Wellness Information~~
 - ~~Community Resources~~
 - ~~Volunteer Information~~
- ~~Communication must be documented in ChildPlus according to the *City of San Antonio Benchmark Due Date Guide and applicable ChildPlus Data Entry Guide.*~~

Performance Standard(s):

~~1302.50,~~ 1302.52

	DHS Early Head Start-Child Care Partnership Program Policy		
FAMILY <u>73</u>			
SUBJECT	Community Partnerships		
REFERENCE	Family and Community Support		
EFFECTIVE	8/1/2017		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

The Head Start Program, including the Early Head Start – Child Care Partnership (EHS-CCP) Program establishes ongoing collaborative relationships and partnerships with community organizations. Relationships are built by establishing joint agreements, procedures, or contracts and arranging for onsite delivery of services as appropriate. This helps to facilitate access to community services that are responsive to children’s and families’ needs and family partnership goals, and community needs and resources, as determined by the community assessment.

~~The Head Start Program, including the Early Head Start – Child Care Partnership (EHS-CCP) Program, and Grantee and EHS-CCP Service Providers (Providers) will collaborate with community agencies which support comprehensive services to children and families.~~

~~The Head Start staff will establish collaborative relationships with community organizations to promote access to community services and will include:~~

- ~~● Health Care Providers~~
- ~~● Mental Health Providers~~
- ~~● Dental Providers~~
- ~~● Nutritional Programs~~
- ~~● Benefit Programs (Medicaid, TANF, Housing, etc.)~~
- ~~● Homeless Services~~
- ~~● Workforce Development Programs~~
- ~~● Family Literacy Programs (ABE, GED, ESL, etc.)~~
- ~~● Financial Literacy and Asset Building Programs~~
- ~~● Disability Services~~
- ~~● Family Preservation and Support Services~~
- ~~● Child Protective Services~~
- ~~● Family Preservation and Support Services~~
- ~~● Domestic Violence Agencies~~



- ~~Institutes of Higher Education~~
- ~~Child Care Providers~~
- ~~Cultural Organizations (such as libraries and museums)~~
- ~~Organizations that may provide other supports or resources to EHS-CCP families~~

~~The program will collaborate with community agencies to present information and resources at various EHS CCP meetings, Policy Council, Parent Connection Committee meetings, and other parent meetings and engagement events.~~

~~Community members will be invited to participate in the Head Start Health and Education Advisory Committees. Providers will be responsible for maintaining a Community Partnership list.~~

Performance Standard:

1302.53 (a) (1) (2)

	DHS Head Start Program Policy		
FISCAL 1			
SUBJECT	Financial Management of Head Start Grant		
REFERENCE	Fiscal Management		
EFFECTIVE	8/1/2017		
Policy Council Approval: 7/25/17	Policy Council Revision: 7/25/17	Governing Body Approval: 9/28/17	Governing Body Revision: 9/28/17
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Policy:



It is the policy of the grantee, City of San Antonio, to manage the Head Start [grant and Early Head Start-Child Care Partnership program grants](#) in accordance with Federal, State and local guidelines.

These guidelines include but are not limited to:

- Head Start Act;
- Head Start Program Performance Standards;
- 45 CFR part 75 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards;
- City of San Antonio [AD 8.10 Financial Management for Grants](#); [Administrative Directives and Department of Human Services Policies](#).

Related Regulations:

Head Start Act; Head Start Program Performance Standards; Information Memoranda (IMs); Program Instructions (PIs); 2 CFR part 300.1 Adoption of 2 CFR Part 200; City of San Antonio Administrative Directives [s-8.10 Financial Management for Grants](#); and any other applicable law or regulation.

	DHS Early Head Start-Child Care Partnership Program Policy		
HEALTH 3			
SUBJECT	Preventative Health Visit Requirements and Documentation		
REFERENCE	Comprehensive Health Services		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

Early Head Start – Child Care Partnership Program (EHS-CCP) staff will ensure that all children are up to date on a schedule of age-appropriate preventative and primary health care that meets the Texas Health Steps Medical Checkup Periodicity Schedule: Early, Periodic Screening, Diagnosis, and Treatment (EPSDT) schedule.

A system must be in place to meet the requirements of the City ~~of San Antonio~~ Antonio Benchmark Due Date Guide:

30-Day Requirement:

Within 30 calendar days after the child first attends the program, staff must consult with parent/ guardian to determine whether the child has ongoing sources of continuous, accessible, health care and health insurance coverage.

45-Day Requirement:

Within 45 calendar days after the child first attends the program a program must either obtain or perform evidence based vision and hearing screenings. The screenings should be in the child's home language as appropriate.

90-Day Requirement:

Within 90 calendar days after the child first attends the program, documentation of a current well child exam and oral health determination must be received based on the EPSDT requirements.

Follow up, Tracking and Data Documentation

- Staff will follow procedures for follow-up ~~on for~~ medical and dental concerns as indicated on screenings, health assessments, well child exams, and other health related concerns, including health insurance coverage, medical/ dental home, and any missing events. ~~missing events.~~

- All health related contacts and follow-ups will be documented in ChildPlus according to

the *City of San Antonio Benchmark Due Date Guide, EHS-CCP Program ChildPlus Scan Order and Process Guide* and the Health Services Handbook.

~~If a follow up is not documented in ChildPlus within 30 days, do not back date a follow up.~~

Parent/Guardian Collaboration and Communication

- Develop a system to inform the parents/guardians about ~~their children's~~their – healthchild's health needs in a timely manner.
 - Provide information and community health resources to families.
 - Provide resources to families in need of assistance with prescribed medications, aids or equipment for medical, dental, or mental health conditions.
 - Provide results of abnormal medical and/or dental exam/screening administered through the program and ~~discuss the results to ensure the parent/guardian understanding of the~~understands resultsthe results.
 - Obtain advance authorization to perform intrusive medical or dental services from the parent/guardian, such as unclothed physical exams, immunizations, and venous blood draws.
- ◆Head Start funds may be used for children's professional medical and/or dental services when other sources of funding are not available. In such cases, documentation of efforts to access other available sources of funding must be documented~~included~~ in Child Plus.

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Performance Standard(s):

1302.41; 1302.42; 1302.45

Reference:

[THSteps Medical Checkup Periodicity Schedule](#), Caring for Our Children

	DHS Early Head Start-Child Care Partnership Program Policy		
HEALTH 4			
SUBJECT	Parent/ <u>Guardian</u> Refusal of Health Services		
REFERENCE	Comprehensive Health Services		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:



A written refusal is required when a parent/guardian refuses to allow their child to participate in or receive health services required or provided by the Early Head Start – Child Care Partnership (EHS-CCP) Program and/or outside health service providers.

EHS-CCP staff must obtain approval from their direct supervisor or management staff prior to requesting the Refusal of Health Services form. Staff will document in Child Plus efforts made and parent/guardian responses in obtaining health services requirements.

A completed Refusal of Health Services form must be scanned into Child Plus. The form must include parent/guardian and staff signatures. In place of the Refusal of Health Services form, a parent/guardian may submit a written statement, including signature and date, indicating which health service(s) ~~he/she declines~~they decline. The refusal on a consent form does not require any other statement from the parent or guardian.

Performance Standard(s):

1302.41(b)(1); 1302.42 (d)(2)

	DHS Early Head Start-Child Care Partnership Program Policy		
NUTRITION 1			
SUBJECT	Nutrition Services and Special Diets		
REFERENCE	Nutrition Services		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:

Early Head Start – Child Care Partnership (EHS-CCP) staff will use the EHS-CCP Program Nutrition Assessment Form to identify information on family eating patterns, including cultural, religious, ethnic, and special dietary requirements for each child with nutrition-related health problems.

- Meals and snacks provided are 2/3 of the child's daily nutritional needs and ~~conform~~ to conform to appropriate US Department of Agriculture (USDA)/ Child and Adult Care Food Program (CACFP) requirements.
- Serve, children who have not received breakfast upon arrival at the program a nourishing breakfast no matter the arrival time of the child.
- Food allergies and intolerances that require special dietary restrictions must be diagnosed by a healthcare professional and documented on a signed statement/ form before child attends the center.
- ~~○~~ A parent/ guardian's declaration of a religious or ethnic preference for their child's dietary restrictions must be provided ~~in a~~ written statement indicating the child's food restrictions. Service provider will make accommodations for food substitutions.
- For individual children with special medical or dietary needs, substitutions/ modifications can be made in meal patterns without approval from the USDA/CACFP program if a supporting statement signed by a healthcare professional is on file. Supporting statement should specify how each child's diet is restricted and which foods provided by the program ~~or the parents~~ must be substituted.

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EHS-CCP staff in collaboration with the Service Providers will develop a system to:

- Identify and provide necessary substitutions for a child's meal once a health care professional's note has been provided. All formula for infants/toddlers whether they require special dietary accommodations will be provided for all EHS-CCP families through the program.

- Identify and address major community nutritional issues, as indicated in the Community Assessment and parent survey and shared at the Health Advisory Committee or by the local health department.
- Identify and address any relevant nutrition-related child assessment data, including nutrition-related health problems such as obesity, iron deficiency, failure-to-thrive, food allergies and food intolerances and any other condition requiring special dietary considerations (e.g., diabetes). Provide resources/ information when needed.
- Share relevant individual child nutrition-related information with appropriate center staff.
- Identify appropriate professionals, such as physical therapists, speech therapists, occupational therapists, nutritionists or dietitians for consultations on ways to assist staff and families, working with children with disabilities or nutrition related concerns.



The current weekly menu must be posted at all times on the parent board in the classrooms.

Performance Standard(s):

1302.31 (e)(2); 1302.42 (b)(4); 1302.44

Reference:

USDA 7CFR 226.17

	DHS Early Head Start-Child Care Partnership Program Policy		
NUTRITION 2			
SUBJECT	Outside Food & Adult Meals		
REFERENCE	Nutritional Services		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
PAGE: 1 of 2			

Policy:

To ensure the nutritional needs and safety of all Early Head Start – Child Care Partnership (EHS-CCP) Program children are met, only food on the approved menu is allowed during EHS-CCP meal service times.

Exceptions will only be allowed and must be accompanied by a Health Care Professional's note indicating medical, and/ or dietary needs of the child. A parent/guardian's note will be accepted for religious/ ethnic dietary restrictions for the child.

Due to food allergies and intolerances, Service Providers will ensure that each child's health, and safety, and confidentiality is maintained during meal service by developing a communication system to share relevant individual child nutrition-related information with appropriate staff according to the Texas Health and Human Services Child Care Licensing Minimum Standards.

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Classroom Staff, Parents/Guardians, and Volunteers:

Any adults, including teachers, teacher substitutes/ floaters, parents/guardian's and/or volunteers, participating during meal times including breakfast, lunch, and snack, must share the same meals as the children, free of charge. This includes field trips and other EHS-CCP related activities/events.

Staff and volunteers will only drink what is available for the children by utilizing the same type and size of cups during meal times and/or clear water bottles throughout the day.

Class Parties and Celebrations:

Service providers will follow Texas Department of Family and Protective Services Child Care Licensing and USDA/CACFP guidelines in regards to birthday celebrations and outside food. Staff should promote healthy eating habits, ensure that all children receive a nutritious and balanced diet, and accommodate children with food allergies and/or intolerances, and/or other dietary restrictions.

Performance Standard:



1302.31 (e)(2);1302.44;1302.47(7)(vi)

Related Policies:

Education 14 Learning ~~During~~during Meal Time

Reference:

USDA 7CFR 226.17

	DHS Early Head Start-Child Care Partnership Program Policy		
PDM 2			
SUBJECT	Standards of Conduct		
REFERENCE	Program Design and Management		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
PAGE: 1 of 2			

Policy:

The Head Start Program staff, consultants, contractors, and volunteers must abide by the program's Standards of Conduct that:



- a. Ensure staff, consultants, contractors, and volunteers implement positive strategies to support children's well-being and prevent and address challenging behavior;
- b. Ensure staff, consultants, contractors, and volunteers do not maltreat or endanger the health or safety of children, including, at a minimum, that staff must not:
 - i. Use corporal punishment;
 - ii. Use isolation to discipline a child;
 - iii. Bind or tie a child to restrict movement or tape a child's mouth;
 - iv. Use or withhold food as a punishment or reward;
 - v. Use toilet learning/training methods that punish, demean, or humiliate a child;
 - vi. Use any form of emotional abuse, including public or private humiliation, rejecting, terrorizing, extended ignoring, or corrupting a child;
 - vii. Physically abuse a child;
 - viii. Use any form of verbal abuse, including profane, sarcastic language, threats, or derogatory remarks about the child or child's family; or,
 - ix. Use physical activity or outdoor time as a punishment or reward;
- c. Ensure staff, consultants, contractors, and volunteers respect and promote the unique identity of each child and family and do not stereotype on any basis, including gender, race, ethnicity, culture, religion, disability, sexual orientation, or family composition;
- d. Require staff, consultants, contractors, and volunteers to comply with program confidentiality policies concerning personally identifiable information (PII) about children, families, and other staff members in accordance with subpart C of part 1303 and applicable federal, state, local, and tribal laws; and,

- e. Ensure no child is left alone or unsupervised by staff, consultants, contractors, or volunteers while under their care.

Furthermore, all staff, consultants, contractors, volunteers, ~~and~~ Head Start Policy Council members, and Advisory Committee members are required to sign a Standards of Conduct form. The Head Start Program will implement appropriate penalties including termination of staff, consultants, and volunteers who violate the Standards of Conduct.

Performance Standard(s):

1302.90(c)(1); 1303(C)

	DHS Early Head Start-Child Care Partnership Program Policy		
PDM 4			
SUBJECT	Training and Professional Development		
REFERENCE	Program Design and Management		
EFFECTIVE	4/13/2010		
Policy Council Approval: 4/24/18	Policy Council Revision: 4/24/18	Governing Body Approval: 8/17/18	Governing Body Revision: 8/17/18
PAGE: 1 of 2			

Policy:

The Head Start Program will ensure all new staff, consultants and volunteers receive, at a minimum, an orientation that includes the goals and underlying philosophy of Head Start including the Head Start Program Performance Standards, regulations, and policies and procedures.

The Head Start Program must provide appropriate training and technical assistance to include or orientation to the governing body, ~~any~~ advisory committee ~~members~~, and ~~the~~ policy council. ~~The training must include~~ ing review of program governance and training on program performance standards-eligibility verification and training indicated in 1302.12(m). This is to ensure the staff and governing body members understand the information ~~they receive~~ and can effectively oversee the direction and participate in the Head Start Program.

Additionally, the Head Start Program will develop and implement a procedure for staff training and professional development designed to assist staff in acquiring or increasing the knowledge and skills needed to provide high-quality, comprehensive services. At a minimum, the procedures must include:

- Staff completing a minimum of 15 clock hours of professional development per year. For teaching staff, such professional development must meet the requirements described in section 648A(a)(5) of the Act;
- Training on methods to handle suspected or known child abuse and neglect cases, that comply with applicable federal, state, local, and tribal laws;
- Training for child and family services staff on best practices for implementing family engagement strategies in a systemic way
- Training for child and family services staff, including staff that work on family services,



health, and disabilities, that builds their knowledge, experience, and competencies to improve child and family outcomes. All teaching staff assigned to a co-teach classroom

must receive training specific to the co-teach model; and,

- e. Research-based approaches to professional development for education staff, that are focused on effective curricula implementation, knowledge of the content in Head Start Early Learning Outcomes Framework: Ages Birth to Five, partnering with families, supporting children with disabilities and their families, providing effective and nurturing adult-child interactions, supporting dual language learners as appropriate, addressing challenging behaviors, preparing children and families for transitions (as described in subpart G of this part), and use of data to individualize learning experiences to improve outcomes for all children.
- f. Mental health and wellness information available to staff regarding health issues that may affect their job performance. The program, must provide ~~and~~ regularly scheduled opportunities to learn about mental health, wellness, and health education. ~~must be made available to staff.~~

Performance Standard(s):

1301.5; 1302.12(m); 1302.92(a-b); 1302.93(b)

	DHS Early Head Start-Child Care Partnership Program Policy		
PDM 5			
SUBJECT	Harassment and Discrimination		
REFERENCE	Program Design and Management		
EFFECTIVE	8/1/2016		
Policy Council Approval: 7/25/17	Policy Council Revision: 7/25/17	Governing Body Approval: 9/28/17	Governing Body Revision: 9/28/17
PAGE: 1 of 1			

Policy:



The Early Head Start- Child Care Partnership (EHS-CCP) Program will maintain~~s~~ a work environment free from sexual and other unlawful harassment and discrimination. Discrimination on race, creed, color, national origin, sex, age, religion, or ethnic group, sexual orientation, gender identity, gender expression, political affiliation, or belief, genetic information, or disability or veteran status with respect to race, creed, color, national origin, sex, political affiliation, beliefs, or a handicapping condition will not be tolerated.

Additionally, the EHS-CCP Program is governed by all existing agency, state and federal policies prohibiting unlawful harassment, in any form and discrimination on any basis.

Head Start Act:

CFR 45 Part 80; 45 CFR Part 84

Sec. 654. NONDISCRIMINATION PROVISIONS; American with Disabilities Act (ADA); Age Discrimination in Employment Act (ADEA)

	DHS Early Head Start-Child Care Partnership Program Policy		
PDM 6			
SUBJECT	Staff Qualifications and Competency Requirements		
REFERENCE	Program Design and Management		
EFFECTIVE	8/1/2016		
Policy Council Approval: 7/25/17	Policy Council Revision: 7/25/17	Governing Body Approval: 9/28/17	Governing Body Revision: 9/28/17
PAGE: 1 of 3			

Policy:

The Head Start Program will ensure all staff, consultants, and contractors meet the following criteria and have sufficient knowledge, training and experience, and must provide ongoing training and professional development to fulfill their roles and responsibilities:

A. Early Head Start or Head Start Director

- i. At a minimum, a baccalaureate degree if hired after November 7, 2016;
- ii. Experience in supervision of staff, fiscal management, and administration.

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B. Fiscal Officer

- i. At a minimum, a baccalaureate degree in accounting, business, fiscal management, or a related field;
- ii. Certified Public Accountant.

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C. Child and Family Services Management Staff

- i. **Family, Health, and Disabilities Management**
 - a. At a minimum, a baccalaureate degree, preferably related to one or more of the disciplines they oversee.
- ii. **Education Management-**
 - a. A baccalaureate or advanced degree in early childhood education; or
 - b. A baccalaureate or advanced degree and equivalent coursework in early childhood education with early education teaching experience

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D. Child and Family Services Staff

i. Early Head Start Teacher

- a. Child development associate (CDA) credential for Infant and Toddler; or
- b. Comparable credential and have been trained with a focus on infant and toddler development or;
- ~~b-c.~~ Equivalent coursework in early childhood development with a focus on infant and toddler development that meets or exceeds the CDA credential that meets or exceeds the CDA and addresses comparable competencies within one year of hire as a teacher of infants and toddlers;

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ii. Head Start Pre-K Teachers ~~and Education Coordinators~~

ii.

- a) A baccalaureate or advanced degree in child development, ~~or early childhood education; or, equivalent coursework;~~
- b) ~~A~~ a baccalaureate or advanced degree and coursework equivalent to a major relating to early childhood education, with experience teaching early childhood education.
- ~~i.~~ i. The Head Start Program ~~will also~~ recognizes licenses or certifications that qualify teachers to teach pre-school aged children within the State of Texas.
- ~~b) At least an associate's or bachelor's degree in child development or early childhood education, equivalent coursework~~

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iii. Pre-K Head Start Teacher Assistants

- a. Child Development Associate (CDA) credential or enrolled in a program to be completed within two years of hire; or
- b. Technical Certificate in Early Childhood Studies or Early Childhood Development that meets or exceeds the requirements for a CDA Credential; or
- c. Associate or baccalaureate degree (in any area) or be enrolled in a program that will lead to degree within two years of hire.

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*Infants are defined as children between the ages of birth – 17 months and Toddlers are defined as children between the ages of 18 -36 months

iv. Family Support Workers

- a. Must have within eighteen months of hire, at a minimum, a credential or certification in social work, human services, family services, counseling or a related field.

v.E. Health Professionals

- ~~a-b.~~ a. Health procedures must only be performed by a licensed or certified health professional.
- ~~b-c.~~ b. All mental health consultants must be licensed or certified mental health

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professionals. Program must use mental health consultants with knowledge of and experience in serving young children and their families.

[e.d.](#) Staff or consultants who support nutrition services must be registered dietitians or nutritionists with appropriate qualifications.

vi.F. Coaches

ai. Minimum of a baccalaureate degree in early childhood education or a related field.

Performance Standard(s):



1302.91(a-d); 1302.92(c-d)

Head Start Act:

HS Act 645A(h); Sec 648 A (a)(1-3)

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	DHS Early Head Start-Child Care Partnership Program Policy		
PDM 7			
SUBJECT	Identification and Reporting of Child Abuse and Neglect		
REFERENCE	Program Design and Management		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
PAGE: 1 of 2			

Policy:

The Early Head Start –Child Care Partnership Program (EHS-CCP) must develop and implement procedures to respond to suspected ~~or known~~ child abuse ~~cases~~ whether it occurs at or away from the program.

All Head Start staff including Service Provider staff, as well as teachers, teacher assistants, floaters, substitutes, a site personnel, and consultants and volunteers must follow the Service Provider’s policies and procedures regarding child abuse and neglect.

The ~~Head Start Program Administrator~~ EHS-CCP Special Projects Manager must be notified within 24 hours of an incident that has occurred within the EHS-CCP Program. The Head Start Administrator must also be notified of any report that has been made for suspected child abuse or neglect occurring away from the EHS-CCP within 24 hours of notification. Such official incident reporting must be provided in writing.

Additionally, when any Head Start Program Staff, ~~c~~Contractors, Service Providers, ~~or~~ Child Care Center staff or Volunteers witness or suspect child abuse or neglect they must make a report to the Texas Department of Family and Protective Services (TDFPS) 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, but not limited to:

- Physical, mental 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 ~~made~~[submitted](#), the information that must be reported, and confidentiality of reported information.

Service Providers will develop and implement procedures to notify the parents/guardians of any suspected or known child abuse incidents ~~which~~[occurring](#) within the EHS-CCP Program. EHS-CCP City staff and Service Providers must also comply with Texas Health and Human Services Commission/Child Care Licensing Minimum Standards.

Should the Service Provider be informed that a report has been made for suspected child abuse [or neglect](#) occurring outside the Head Start Program, they must comply with notification requirements outlined in this policy.

All EHS-CCP staff, including teachers, teacher assistants, and all other campus or site personnel, consultants and volunteers receive training on procedures for identifying and reporting child abuse or neglect. EHS-CCP staff are expected to fully cooperate with [Texas Department of Family Protective Services](#)~~Child Protective Services~~, ~~THHSC~~[Texas Health and Human Services](#) Child Care Licensing and other applicable agency personnel to report any suspected or known incidents.



Performance Standard(s):

1302.41; 1302.47(5)(i); 1302.90; 1302.92(b)(2); 1302.102
1302.47(b)(4)(i)(K); 1302.47(b)(5)(i); 1302.53(a)(2)(iii); 1302.90(b)(2); 1302.92(b)(2)
1302.102(d)(1)(ii)(A); 1303.22(c)(5)(iii); 1303.22(c)(8)

Resources:

Office of the Texas Attorney General, "What Can We Do about Child Abuse Part 2":
https://www.texasattorneygeneral.gov/ag_publications/txts/childabuse2.shtml

Family Code, Chapter 261. Investigation of Report of Child Abuse or Neglect
<http://www.statutes.legis.state.tx.us/Docs/FA/htm/FA.261.htm>

	DHS Early Head Start-Child Care Partnership Program Policy		
PDM <u>89</u>			
SUBJECT	Community Complaints		
REFERENCE	Program Design and Management		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
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Policy:



The Head Start Program encourages a climate of open communication between parents, program employees, and community members. Head Start and Education Service Provider staff are available to provide support and to assist any parent or community resident who has a complaint, problem or concern.

Parents/guardians and community residents are encouraged to attempt to resolve Head Start complaints, problems or concerns at the center/school level by talking to a teacher, Family Support Worker, center director or principal. Parent/Guardians may at any time also talk directly to any Head Start staff member or Head Start Administrator about any issues or concern. Concerns/complaints may also be submitted using the comment section of the Head Start website at www.saheadstart.org.

If attempts to informally resolve the concern/problem are not successful, the following formal steps may be taken:

1. Call, email, meet with, or provide a written statement to the Head Start Education Service Provider Director. The Director will provide the parent/guardian or community resident a recommendation for resolution of the concern/problem within five business days of receipt of the issue. The Director may request additional time if required to resolve the concern/problem. If not resolved, parents/guardians or community resident may proceed to Step 2.
2. Call, email, meet with, or provide a written statement to the City of San Antonio Head Start Program Administrator. The Head Start Administrator will have five business days to resolve the concern/problem. The Head Start Administrator may request additional time to resolve the concern/problem. If not resolved, parents/guardians or community resident may proceed to Step 3.

3. Submit a signed, written statement to the City of San Antonio City Council's Governing ~~Committee/Representative~~Board/Advisory Committee. The statement shall describe in detail the complaint, problem or concern and steps taken to resolve the issue. The City of San Antonio City Council's Governing Board/Advisory Committee~~Committee/Representative~~ will provide a written response within 15 business days of receipt of the written statement. The City of San Antonio City Council's Governing ~~Committee—Board~~ is the last formal step in resolving parent/community resident complaints or concerns and the resolution is final.

	DHS Early Head Start-Child Care Partnership Program Policy		
PDM 910			
SUBJECT	Critical Incident Reporting		
REFERENCE	Program Design and Management		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/23/19	Policy Council Revision: 4/23/19	Governing Body Approval: 5/23/19	Governing Body Revision: 5/23/19
PAGE: 1 of 1			

Policy:

The Early Head Start- Child Care Partnership Program (EHS-CCP) must develop and implement a system for Critical Incident Reporting (CIR). All staff must be trained on incident reporting. A critical incident includes, but is not limited to:

- Suspected child abuse which may or may not have occurred during service hours.
- Allegations of child abuse/neglect against any EHS-CCP staff member, volunteer or contractor, injury to a child due to lack of supervision or unacceptable methods of child guidance
- Incidents which may have placed a child, family member or staff in danger, including any
 - ~~incidents~~ incidents in which a child was left unsupervised
- Health incidents and illnesses, which include, but are not limited to:
 - Injuries that require urgent medical attention by a health-care professional
 - Child or staff member leaving by emergency medical transport
 - Contagious diseases that could lead to an outbreak
 - Child receiving outside medical attention at any point in time for an injury ~~that occurred-sustained~~ during EHS-CCP program hours
- Any incident ~~and or media inquiry~~ which has the potential to generate negative media coverage
- Any media inquiry/coverage of the program
- Unplanned interruption in EHS-CCP Program services
- Closure of any facility or part of a facility, including outdoor play areas
- Accidents involving vehicles that transport children and families

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When applicable, parents/guardians must be notified of critical incidents within 24 hours of occurrence. Providers must also provide notification to the [EHS-CCP Special Projects Manager](#) or designee within 24 hours.

Performance Standard(s):

1302.47(c); 1302.102(d)(1)(ii); 1304.12; 1303.79(b)(3)

	DHS Early Head Start-Child Care Partnership Program Policy		
PDM <u>101</u>			
SUBJECT	Personnel		
REFERENCE	Program Design and Management		
EFFECTIVE	8/1/2016		
Policy Council Approval: 4/24/18	Policy Council Revision: 4/24/18	Governing Body Approval: 8/17/18	Governing Body Revision: 8/17/18
PAGE: 1 of 2			

Policy:

The Head Start Program and Education Service Providers will abide by their internal agency personnel policies and procedures which must meet or exceed applicable requirements including Head Start regulations as well as local, state and federal laws.

The City of San Antonio Head Start Program personnel policies must be approved by the Governing Body Board, or the designated Advisory Committee, and Policy Council and must be available to all staff. The Head Start Policy Council will approve decisions regarding the employment of program staff as stated in paragraph 1(E)(iv)(IX), regarding the hiring, evaluation, compensation, and termination of the Executive Director, Head Start Director, and any other person in an equivalent position within the Head Start Program.

The Head Start Program collaborates with the City of San Antonio's Human Resources Department to ensure all newly hired City staff complete the required criminal background checks prior to employment. According to the City of San Antonio's Administrative Directive (AD) 4.55, the City conducts Criminal Background Checks (CBC) as part of the initial employment process and applies to volunteers and interns.

Head Start Program and Education Service Provider Background Check Requirements:

- a. Before a person is hired, directly or through a contract, including transportation staff and contractors, the Head Start Program and Education Service Providers must conduct an interview, verify references, conduct a sex offender registry check and obtain one of the following:
 - i. State or tribal criminal history records, including fingerprint checks; or,
 - ii. Federal Bureau of Investigation criminal history records, including fingerprint checks.

- b. A program has 90 days after an employee is hired to complete the background check process

by obtaining:

- i. Whichever check listed in paragraph (a) of this section was not obtained prior to the date of hire; and,
 - ii. Child abuse and neglect state registry check, if available.
- c. A program must review the information found in each employment application and complete background check to assess the relevancy of any issue uncovered by the complete background check.
- d. A program must ensure a newly hired employee, consultant, or contractor does not have unsupervised access to children until the background check process is complete.
- e. A program must conduct the complete background check for each employee, consultant, or contractor at least once every five years and must include each of the four checks listed above.

Staff who has direct contact with children will abide by Department of Health and Human Services Commission Child Care Licensing requirements, whichever is most stringent.

The Head Start Program will consider current and former program parents for employment vacancies for which such parents apply and are qualified.

Performance Standard(s):



1302.90(a-b);

Head Start Act:

642(c)(1)(E)(iv)(V)(cc); 642(c)(1)(E)(IX); 642(c)(2)(D)(vi)

City of San Antonio Administrative Directive (AD):

4.55 Background Checks/Reporting Arrests, Indictments and Convictions

	DHS Early Head Start-Child Care Partnership Program Policy		
PDM <u>123</u>			
SUBJECT	Impasse		
REFERENCE	Program Design and Management		
EFFECTIVE	8/1/2016		
Policy Council Approval: 7/25/17	Policy Council Revision: 7/25/17	Governing Body Approval: 9/28/17	Governing Body Revision: 9/28/17
PAGE: 1 of 1			



Policy:

To facilitate meaningful consultation and collaboration about decisions of the Governing ~~Body~~ Board, Advisory Committee and the Head Start Policy Council (HSPC), written impasse procedures ~~will be~~is established for resolving internal disputes in a timely manner. These procedures ~~will~~ meet the requirements established in the Head Start Program Performance Standards.

This policy, detailed further in the Impasse Procedures, ~~will seek~~s to ensure that matters of internal dispute are resolved in a respectful, professional, and timely manner to safeguard the integrity and continued funding and operation of the Head Start Program.

Performance Standards:

1301.6; HS Act 642(d)(1)

	DHS Early Head Start-Child Care Partnership Program Policy		
PDM <u>134</u>			
SUBJECT	Confidentiality		
REFERENCE	Program Design and Management		
EFFECTIVE	8/1/2016		
Policy Council Approval: 7/25/17	Policy Council Revision: 7/25/17	Governing Body Approval: 9/28/17	Governing Body Revision: 9/28/17
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Policy:

The Early Head Start – Child Care Partnership (EHS-CCP) Program is committed to ensure the security and confidentiality of personnel, children, and family ~~files~~information. The EHS-CCP Program, including Grantee and Service Providers must establish data management procedures on the effective use and sharing of data in accordance with the Head Start Program Performance Standards.

Confidentiality requirements include, but are not limited to, the following:

- a) Physical and electronic records are secured;
- b) Only authorized staff members may access personnel child and family information~~files~~;
- c) Staff members share child information on a need-to-know basis;
- d) ~~Parent/guardian's written~~ Written consent ~~from the parent/guardian~~ is ~~needed~~ required prior to the release of any individual child or family records.
- e) Staff is trained ~~immediately after their start date either through orientation or one-on-one training~~ on how to maintain confidentiality;



Only information that is essential to provide services ~~will be~~is recorded and maintained ~~on for~~ any child enrolled in the Head Start Program ~~child~~. Parents/ guardians ~~will be~~are the primary source of information about themselves, and any information sought from them ~~is~~will be limited to that which is essential for service.

The sharing of information with ~~Head Start~~ community partners is encouraged ~~if such~~ only if it improves service delivery and is done in accordance with this confidentiality policy. Sharing of information with outside agencies for purposes other than coordination of services must be pre-approved by the Head Start Program Administrator.

Confidentiality must be maintained in accordance with this policy, local, state and federal requirements.

Performance Standard:

1302.22; 1302.101(b)(4); 1303.20

	DHS Early Head Start-Child Care Partnership Program Policy		
PDM <u>178</u>			
SUBJECT	Emergency Preparedness and Response Plan		
REFERENCE	Program Design and Management		
EFFECTIVE	8/1/2017		
Policy Council Approval: 4/24/18	Policy Council Revision: 4/24/18	Governing Body Approval: 8/17/18	Governing Body Revision: 8/17/18
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Policy:

The Head Start Program, including the Early Head Start – Child Care Partnership Program (EHS-CCP) and Service Providers, will develop and implement an emergency management/disaster preparedness and response plan including natural and man-made disasters and emergencies, and violence in or near the program that includes, at a minimum:

- Emergency Administrative Communication Protocols
- Critical Phone Numbers to Public Emergency Services
- Emergency Management/Disaster Preparedness Team
- Parent/Guardian Contact Protocol

Performance Standards:

1302.47(b)(8)

	DHS Early Head Start-Child Care Partnership Program Policy		
WELLNESS SUPPORT SERVICES 1			
SUBJECT	Identification and Intervention through Wellness Support Services		
REFERENCE	Mental Health		
EFFECTIVE	10/15/2013		
Policy Council Approval: 7/25/17	Policy Council Revision: 7/25/17	Governing Body Approval: 9/28/17	Governing Body Revision: 9/28/17
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Policy:

The Head Start Program will develop and implement procedures ~~to ensure for the identification and the effective provision~~ effective provision of mental health services to Head Start children, ~~their, their~~ family members, ~~and, and~~ to Head Start staff in need of wellness supports through the program's Wellness Support Services. ~~by Wellness Support Services will be provided by utilizing professional mental health staff professionals~~ Wellness Support Services will be provided by utilizing and consultants with ~~experience inexperience in~~ early childhood social-emotional development and in the provision of mental health services to young children, their families, and staff.

Head Start mental health professionals, behavior coaches/consultants, and other designated staff will support the social-emotional development of children and the ~~functioning wellness of other~~ family members and staff by providing education and services at the following levels:. ~~The program will develop and implement procedures for the identification of children, families and staff that need behavioral supports and mental health services using evidenced-based practices.~~

~~Wellness Support Services will promote the social-emotional competence of children and the wellness of family members and staff by providing education and services at the following levels:~~

Foundation - Effective Workforce

The Head Start Program will provide services to children, families and staff in ~~need of need assistance of assistance~~ need of assistance. Emphasis will be placed on the provision of training and supports to staff to promote staff mental wellness so that they are better equipped to interact with children and families in healthier and more positive ways.

- **Tier I: Promotion - Nurturing and Responsive Relationships and High Quality Supportive Environments**

The Head Start program will promote the positive social-emotional development of all children by creating and implementing an approach that focuses on positive and nurturing

relationships between staff, children and parents.

Tier II: Prevention - Targeted Social-Emotional Supports

The Head Start program will promote the positive social-emotional development of identified children through parent and teacher education, classroom observations and teacher consultations to impact effective strategies that promote wellness.

- **Tier III: Intensive Intervention**

The Head Start program will respond to children, family members and staff in need of intensive interventions by providing consultation, referrals to community providers or direct clinical services. Services and referrals will be documented in the mental health area of ChildPlus.

The Head Start program will ensure compliance with all confidentiality policies, as required by law, including when documenting services, referrals and follow-up provided in all data management systems utilized by the Head Start program.

All mental health documentation must be entered according the *City of San Antonio Data Entry & Benchmark Due Date Guide*.

Performance Standard:

1302.45