

	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: 7/25/17	Policy Council Revision: 5/25/21	Governing Body Approval: 9/28/17	Governing Body Revision: 5/27/21
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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 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 regarding the child and family. During the Home Visits and Parent/Teacher Conferences the teacher will share work samples and applicable information related to assessment and student outcomes, behavioral and developmental screenings, program activities, and transitioning into kindergarten.

Education Service Providers will develop and implement procedures to ensure that the information shared at the Home Visits and Parent/Teacher Conferences is documented and shared with the parent/guardian.

Performance Standard(s):

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

	DHS Head Start Program Policy		 HEAD START City of San Antonio Department of Human Services
EDUCATION 2			
SUBJECT	School Readiness		
REFERENCE	Education and Early Childhood Development		
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
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Policy:

The Head Start Program will establish school readiness goals that include the following:

- Approaches to Learning
- Social and Emotional Development
- Language & Literacy
- Cognition
- Perceptual, Motor, and Physical Development

School Readiness Goals will align with the Head Start Early Learning Outcomes Framework, and the Texas Prekindergarten Guidelines and Early Learning Standards.

The Head Start Program will develop a collaborative School Readiness Implementation Plan. Education Service Providers will develop and implement a procedure for tracking, using and reporting progress on School Readiness Goals and a systematic approach to integrating the Parent, Family and Community Engagement Framework and the Approach to School Readiness across all Head Start services areas.

Performance Standard(s):

1302.30; 1302.102; 1304.11(2)

Head Start Act:

Sec. 641 A. Standards; Monitoring of Head Start Agencies and Programs

	DHS Head Start Program Policy		
EDUCATION 3			
SUBJECT	Individualization		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	6/15/2011		
Policy Council Approval: 7/25/17	Policy Council Revision: 4/23/19	Governing Body Approval: 9/28/17	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 4			
SUBJECT	Indoor and Outdoor Environment		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	6/23/2015		
Policy Council Approval: 7/25/17	Policy Council Revision: 4/23/19	Governing Body Approval: 9/28/17	Governing Body Revision: 5/23/19
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Policy:

Education Service Providers will provide developmentally appropriate indoor and outdoor space, and sufficient equipment, materials, adult guidance, and time for active play and movement that supports growth, development, and participation of all children.

All equipment and materials must be age appropriate. Any item labeled “Keep out of reach of children” or any item that lists age restrictions for children under the age of 5 should not be accessible to children.

Indoor and outdoor environments must be organized so that they are recognizable and accessible by all children and allow for individual activities and social interactions. The indoor and outdoor spaces should support and respect gender, cultural and linguistic background, varying abilities, and family composition.

Education Service Providers will develop and implement procedures and training for all staff, including teachers, to ensure daily safety inspections for indoor and outdoor spaces.

Performance Standard(s):

1302.31 (a-e); 1302.47(1)(iv); 1302.47 (2)

	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: 7/25/17	Policy Council Revision: 5/24/22	Governing Body Approval: 9/28/17	Governing Body Revision: 8/4/22
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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, including parent /guardian refusals.
- 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: 7/25/17	Policy Council Revision: 4/23/19	Governing Body Approval: 9/28/17	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 7			
SUBJECT	Ongoing Assessment		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	8/2/2011		
Policy Council Approval: 7/25/17	Policy Council Revision: 5/25/21	Governing Body Approval: 9/28/17	Governing Body Revision: 5/27/21
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Policy:

Education Service Providers will administer a formal assessment that is research based and aligned with the Head Start Early Learning Outcomes Framework (HSELOF) and Texas Prekindergarten Guidelines. The assessment will be conducted three times during the year in the child’s home language.

The data will be aggregated, analyzed, and reported according to the *City of the San Antonio Benchmark Due Date Guide*. Education Service Providers will be responsible for submitting requested reports and analysis on mandated outcomes.

Education Service Providers develop and implement procedures to ensure teachers have a system to collect and document ongoing informal assessments, including student portfolios and work samples, used to evaluate child progress and inform instruction.

Performance Standard:

1302.33

Head Start Act:

642(f)(5)(c)

	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: 7/25/17	Policy Council Revision: 5/25/21	Governing Body Approval: 9/28/17	Governing Body Revision: 5/27/21
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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 Classroom File/Portfolio must contain at a minimum, work samples from throughout the school year.

The Education Service Providers will develop and implement procedures describing the location and format of the Child Classroom File/Portfolio and ensuring the Child Classroom File/Portfolio is kept confidential and accessible to parents/guardians and staff 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: 7/25/17	Policy Council Revision: 5/25/21	Governing Body Approval: 9/28/17	Governing Body Revision: 5/27/21
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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, list 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 10			
SUBJECT	Lesson Plans		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	9/13/2011		
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 will develop and implement lesson plan procedures. Lesson plans should include teacher directed and child initiated, large group, small group, and one/one 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 the Texas Prekindergarten Guidelines, and documentation of individualized instruction, modifications, and accommodations for all children, including children with an Individualized Education Plan.

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

Performance Standard(s):

1302.31; 1302.32

Head Start Act:

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

	DHS Head Start Program Policy		
EDUCATION 11			
SUBJECT	Discipline and Guidance		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	12/13/2011		
Policy Council Approval: 7/25/17	Policy Council Revision: 4/23/19	Governing Body Approval: 9/28/17	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		 HEAD START City of San Antonio Department of Human Services
EDUCATION 12			
SUBJECT	Classroom Assessment Scoring System™ (CLASS)		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	5/8/2012		
Policy Council Approval: 7/25/17	Policy Council Revision: 4/23/19	Governing Body Approval: 9/28/17	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 Grant Recipient will facilitate a CLASS Team comprised of Grant Recipient 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 13			
SUBJECT	Classroom Observations		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	10/15/2013		
Policy Council Approval: 7/25/17	Policy Council Revision: 5/25/21	Governing Body Approval: 9/28/17	Governing Body Revision: 5/27/21
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Policy:

Education Service Providers must ensure that all classrooms are in compliance with the Grant Recipient and school district standards, policies, and guidance. Education Service Providers will develop and implement procedures for conducting and documenting monthly observations in each classroom by designated staff including, but not limited to coordinators, coaches, specialists, directors, site administrators, etc.

Education Service Providers will review (at a minimum) the following areas throughout the program year:

- Indoor classroom environment
- Outdoor classroom environment
- Health & Safety
- Curriculum implementation and fidelity
- Teacher/ child interactions and relationships
- Nutrition
- Individualization
- Family Engagement

Performance Standard:

1302.92

	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: 7/25/17	Policy Council Revision: 4/23/19	Governing Body Approval: 9/28/17	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		 HEAD START City of San Antonio Department of Human Services
EDUCATION 15			
SUBJECT	Transitions		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	4/6/2010		
Policy Council Approval: 7/25/17	Policy Council Revision: 4/23/19	Governing Body Approval: 9/28/17	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		 HEAD START City of San Antonio Department of Human Services
EDUCATION 16			
SUBJECT	Learning During Mealtime		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	6/18/2014		
Policy Council Approval: 7/25/17	Policy Council Revision: 5/25/21	Governing Body Approval: 9/28/17	Governing Body Revision: 5/27/21
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Policy:

The Head Start Program recognizes the importance of Family Style Meals during breakfast and lunch in supporting social, emotional, language, gross and fine motor learning, and development.

Education Service Providers must develop and implement procedures related to food availability for adults participating in mealtime.

Any adults actively participating with the class during mealtime should share the same food as the children, free of charge, including during field trips and other Head Start related activities. Any adult receiving food, paid for by the Head Start Program, must be involved in the meal with the students at some point during the scheduled meal service.

Ratio must be maintained during mealtime 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 mealtime.

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

Each Education Service Provider will develop and implement procedures to address mealtime that includes the following:

- Role of adults, including teachers, teaching assistants, floaters, substitutes, volunteers, and parents/guardians
- Role of the children, including setting the table, passing out food, and helping with clean up
- Training for staff regarding learning opportunities during mealtime

Performance Standard(s):

1302.31 (e)(2); 1302.44

	DHS Head Start Program Policy		
EDUCATION 17			
SUBJECT	Child Arrival & Departure		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	10/17/2013		
Policy Council Approval: 7/25/17	Policy Council Revision: 4/23/19	Governing Body Approval: 9/28/17	Governing Body Revision: 5/23/19
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Policy:

Education Service Providers will develop and implement 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 of each child’s physical and mental well-being, procedures should include a process for appropriate and timely follow up and referral for any concerns identified.

Arrival and departure procedures should include, at a minimum, documentation of the following:

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

Education Service Providers will follow school district policies and guidelines related to persons authorized to pick up a child.

Performance Standard(s):

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

	DHS Head Start Program Policy		
EDUCATION 18			
SUBJECT	Coaching		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	6/27/2017		
Policy Council Approval: 7/25/17	Policy Council Revision: 4/23/19	Governing Body Approval: 9/28/17	Governing Body Revision: 5/23/19
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Policy:

The Head Start Program will implement a researched-based coordinated coaching program for teaching staff including teachers and aides/instructional assistants/paraprofessionals. Education Service Providers will develop and implement procedures for coaching that must include the following:

- Assessment of staff to identify strengths and areas of needed support
- A system to determine staff in need of intensive coaching
- Identification of qualified coaches
- A system that includes a cycle of observations, feedback, and goal setting and tools used to document the cycle
- Documentation of coaching consultations in Child Plus according to the *City of San Antonio Benchmark Due Date Guide* and applicable *ChildPlus Data Entry Guide*

Performance Standard:

1302.92 (c)

	DHS Head Start Program Policy		
EDUCATION 19			
SUBJECT	Behavior Consultation		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	6/27/2017		
Policy Council Approval: 7/25/17	Policy Council Revision: 5/25/21	Governing Body Approval: 9/28/17	Governing Body Revision: 5/27/21
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Policy:

Education Service Providers will develop and implement procedures to ensure Behavior Coaches provide consultation and support to teaching staff.

Procedures must include:

- A system for staff to request assistance
- A system to determine the type and level of support for children and staff within 30 school days from date of request
- Regular communication among program staff, including the Disability Coordinator, Assigned Instructional Coach/Education Specialist, Education Service Provider Mental Health Coordinator, Family & Community Support Team, COSA Wellness Support Team, campus administrator, and other applicable team members, to facilitate quality outcomes for children
- A coaching system that includes a cycle of observations, feedback, and goal setting and tools used to document the cycle

Requests for assistance, behavior consultations, and behavior coaching must be documented in ChildPlus according to the *City of San Antonio Benchmark Due Date Guide* and applicable *ChildPlus Data Entry Guide*.

Performance Standard:

1302.92

	DHS Head Start Program Policy		
EDUCATION 20			
SUBJECT	Outdoor Free 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 City of San Antonio Head Start Program recognizes outdoor free play as an integral component of the overall development of young children. Education Service Providers will develop and implement procedures to ensure daily opportunities for outdoor free play. Education Services Providers must ensure alternative activities and spaces are available when outdoor areas are inaccessible. Outdoor free play must not be withheld from any child as a form of discipline or punishment.

Outdoor free play areas will, at a minimum, include the following:

- Age-appropriate spaces, equipment, and furniture
- Accommodations for movement and play of children with varying abilities
- Play equipment storage accessible to the play space
- Shaded play space
- Equipment, materials, and space to allow all children to be active

The City of San Antonio Head Start Program recommends following Education Service Provider district and campus 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 Head Start Program Policy		
EDUCATION 21			
SUBJECT	Field Trips		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	8/1/2019		
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 related to field trips. The procedures should address the following:

- Opportunities for parents/guardians to participate/volunteer for the fieldtrip.
- A system to select attendees and ensure all parents/guardians are offered an equal opportunity to participate throughout the program year.
- Any parent/guardian or volunteer that is asked to attend must have all entrance fees paid for by the program.
- How field trips are funded and the process to ensure payment.
- A system to provide lunch for staff, children, parents/guardians, and volunteers during field trips.
- Food not on the approved menu is not allowed during field trips.
- A system to ensure class ratio is maintained during field trips and ensure no child is left alone or unsupervised. Children may be placed in small groups to ensure safety. While a parent/guardian or volunteer may be used to maintain the required teacher/student ratio a parent/guardian or volunteer must never be left alone with children.
- All volunteers must sign the Head Start Standards of Conduct, pass a background check, and receive volunteer training. Education Service Providers must maintain documentation of volunteer training, background checks, and Standards of Conduct.
- Transportation of children, parents/guardians, volunteers, and staff during field trips. Vehicles that are not school buses, or do not meet the definition of an allowable alternative vehicle cannot be used for the purpose of transporting children for field trips.
- A parent/guardian cannot be required to attend a field trip. Every child must be offered the opportunity to attend the field trip regardless of parent/guardian attendance.
- Early release to a parent/guardian during a field trip.

Performance Standard(s):

1302.18; 1302.21(b)(1-4); 1302.47(5)(iii); 1302.90; 1302.94(b); 1303.71(a)