
	DHS, Early Head Start Childcare Partnership Program Policy		
EDUCATION 1			
SUBJECT	Home Visits/Parent Conferences		
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:

Early Head Start-Child Care Partnership (EHS-CCP) teachers must complete two Home Visits and no less than two Parent/Teacher Conferences each program year.

A system must be in place to ensure that completion dates of the Home Visits and Parent/Teacher Conferences are entered into *Child Plus* and meet the *City of the San Antonio Data Entry and Benchmark Due Date Guide* and the *EHS-CCP File Scan Order and Process Guide*. Documentation of the Home Visit and Parent/Teacher Conference must be maintained in the child’s classroom file. If a Home Visit or Parent Conference did not occur, documentation regarding why the event did not occur must be noted in Child Plus.

The first Home Visit may be completed by the teacher no more than two weeks prior to the first day of a child’s entry into the program. If a child enters the program after January 31st, a minimum of one home visit and one Parent/Teacher Conference must be completed by the last day of the program year. If a child’s date of entry is within 45 days of the Parent/Teacher Conference benchmark due date, then the teacher may complete the Home Visit but is not required to complete both the Home Visit and the Parent Conference,



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 convenience and if necessary, at a neutral location.

Home Visits and Parent/Teacher Conferences offer opportunities for parents to enhance observational skills, knowledge, and understanding of the educational and developmental needs and activities of their child and to share concerns about their child with program staff. The teacher will document and discuss with the parent the child’s strengths, interests, and goals, as well as share with the parent work samples and educational assessment/screening information.

Service Providers should develop a process to document and share information regarding the transition into Head Start during the Home Visit or Parent/Teacher Conference.

Performance Standard:

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

	DHS, Early Head Start Childcare Partnership Program Policy		
EDUCATION 2			
SUBJECT	School Readiness		
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 Early Head Start- Child Care Partnership (EHS-CCP) 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.



The EHS-CCP Program and Service Providers will develop a collaborative School Readiness Implementation Plan and work together to develop a system for tracking, using and reporting progress on School Readiness Goals to include integration of the Parent, Family and Community Engagement Framework and the Approach to School Readiness across all EHS-CCP services areas.

Performance Standard

1302.30; 1302.102; 1304.11(2)

Head Start Act:

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

	DHS, Early Head Start Childcare Partnership Program Policy		
EDUCATION 3			
SUBJECT	Individualization		
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 program will provide individualized instruction to meet each child’s unique characteristics, strengths and needs, taking into consideration the cultural and linguistic background, 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.



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 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:

- Ongoing 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 mental wellness referrals
- An Individualized Family Service Plan for children with delays/disabilities

Performance Standard:

1302.31 (c) (1); 1302.33; 1302.61

	DHS, Early Head Start Childcare Partnership Program Policy		
EDUCATION 4			
SUBJECT	Indoor and Outdoor Environment		
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:



Early Head Start -Child Care Partnership (EHS-CCP), Service Providers will provide 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. The indoor and outdoor spaces should support and respect gender, cultural and linguistic background, and family composition. A variety of activities that include teacher directed and child initiated learning and play, large group, small group and one/one learning experiences should be offered.

Indoor and outdoor environments must be organized so that they are recognizable and accessible by children and allow for individual activities and social interactions that support positive behaviors.

Service Providers will establish a system to conduct and document daily safety inspections for indoor and outdoor spaces. Service Providers must establish a system to share the safety inspection system and information with teaching staff.

Performance Standard:

1302.31 (a-e); 1302.47(2)

	DHS, Early Head Start Childcare Partnership Program Policy		
EDUCATION 5			
SUBJECT	Development and Behavior Screening		
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 must complete the Ages and Stages Questionnaire (ASQ-3) and Ages and Stages Questionnaire: Social and Emotional (ASQ: SE - 2) in collaboration with each child’s parent/guardian on or before the 45th calendar 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 timely referrals are made.

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 accommodation for completion. To the greatest extent possible, the screening procedures must be sensitive to the child’s cultural background and home language. Referrals will be made in a timely manner. Each child will be screened annually.

The developmental and behavioral screenings may 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.

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 follow-up and referrals

- Ensuring appropriate follow-up is documented into ChildPlus
- Following the *City of the San Antonio Data Entry Benchmark and Due Date Guide* and the *EHS-CCP File Scan Order and Process Guide*
- Completing routine internal monitoring of child files

Service Providers will develop and implement procedures to address the use of the ASQ-3 and ASQ-SE2 with children with an identified disability or IFSP. A child is not automatically disqualified from receiving a developmental or behavioral screening if he or she has an identified disability or IFSP. Sensitivity to the parent/guardian should always be a top consideration. 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 Childcare 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. The curriculum will address the five Central Domains 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 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:

1302.34; 1302.31; 1302.32

	DHS, Early Head Start Childcare Partnership Program Policy		
EDUCATION 7			
SUBJECT	Ongoing Assessment Data		
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 administer ongoing formal assessments that are research based and aligned with the Head Start Early Learning Outcomes Framework. 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 Data Entry and 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 informal assessments conducted on an ongoing basis to inform instructional decision making.

Performance Standard:

1302.33

Head Start Act:

642 (f) (5) (c)

	DHS, Early Head Start Childcare Partnership Program Policy		
EDUCATION 8			
SUBJECT	Child's Classroom File		
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 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.

The Child's Classroom File will contain the following:

- Parent/guardian input
- Home visits and parent conferences forms
- Ongoing informal assessments and may include observations, checklists, and anecdotal notes
- 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:
1302.30-1302.34

	DHS, Early Head Start Childcare Partnership Program Policy		
EDUCATION 9			
SUBJECT	Multidisciplinary Staffing		
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 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 February 1st, 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. Community providers, such as Child Protective Services, can be invited if applicable.

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 Data Entry and Benchmark Due Date Guide* and the *Early Head Start-Child Care Partnership File Scan Order and Process Guide*.

Performance Standard:

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

	DHS, Early Head Start Childcare 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 activities, large group, small group and one/one 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:

1302.31: 1302.32

Head Start Act:

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

	DHS, Early Head Start Childcare Partnership Program Policy		
EDUCATION 11			
SUBJECT	Discipline and Guidance		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	8/1/2016		
Policy Council Approval: 7/25/16	Policy Council Revision: 7/25/16	Governing Body Approval: 9/28/17	Governing Body Revision: 9/28/17
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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 teachers, and contractors. Documentation must be maintained showing receipt of the written discipline and guidance policies.

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

- Praise and encouragement of good 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
- 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

Performance Standard(s):

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

	DHS, Early Head Start Childcare Partnership Program Policy		
EDUCATION 12			
SUBJECT	Classroom Observations		
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 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:



- 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 Childcare Partnership Program Policy		
EDUCATION 13			
SUBJECT	Classroom Organization, Equipment and Materials		
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 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 and Little Texans Big Futures. 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 following should be taken into consideration:

- Separate noisy activities from quiet activities as much as space allows;
- Support the cultural and ethnic backgrounds of all children;
- Adequate space for activities;
- Unobstructed supervision;
- Comfortable and quiet space;
- A variety of learning experiences and encourage each child to experiment and explore

Performance Standard:

1302.31 (c) (d); 1302.47 (2)

	DHS, Early Head Start Childcare Partnership Program Policy		
EDUCATION 14			
SUBJECT	Transitions		
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 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 other Head Start and 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 develop an annual transition plan, document all transition activities and develop a system to meet the *City of San Antonio Data Entry and 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 Childcare Partnership Program Policy		
EDUCATION 15			
SUBJECT	Family Style Meals		
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 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, gross and fine motor learning and development.

Food must be available to any adult participating in Family Style Meals. To the best extent possible, any adults 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 Childcare Partnership Program Policy		
EDUCATION 16			
SUBJECT	Child Arrival & Departure		
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 establish and implement ongoing procedures for child arrival and departure that includes observations and documentation of each child’s physical and mental well-being. In addition to identification and documentation, procedures should include process for appropriate and timely follow up and referral, if needed.



A daily visual health check should be completed in front of a parent/guardian when possible. 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

Performance Standard:

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

	DHS, Early Head Start Childcare Partnership Program Policy		
EDUCATION 17			
SUBJECT	Infant / Toddler Classroom Assessment Scoring System™ (CLASS)		
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 Program Early Head Start – Child Care Partnership (EHS-CCP) Program and Service Providers will develop and implement a system to utilize the Classroom Assessment Scoring System™ (CLASS) to measure interactions between children and teachers. Data will be used to support coaching strategies.

The Grantee will facilitate a CLASS Team comprised of Grantee and Service Providers staff. At a minimum, Service Providers should 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.

Head Start Performance Standards:

1304.11(c); 1304.16

	DHS, Early Head Start Childcare Partnership Program Policy		
EDUCATION 18			
SUBJECT	Coaching		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	6/27/2017		
Policy Council Approval: 7/27/17	Policy Council Revision: 7/27/17	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 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.

All coaching consultations should be documented in Child Plus according to the *City of San Antonio Data Entry and Benchmark Due Date Guide*.

Performance Standard

1302.92 (c)