
		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: 7/25/17		Governing Body Approval: 9/28/17	
				Governing Body Revision: 9/28/17	
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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 Data Entry and Benchmark Due Date Guide* and the *Child Plus File Scan Order and Process Guide*.

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 school. If a child enters the program after December 31st, 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 45 days of the Parent/Teacher Conference benchmark due date, then the teacher may complete either the Home Visit or the Parent Conference, but is not required to complete both.

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 ChildPlus.



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.

Education Service Providers will document and share information regarding the transition into Kindergarten during the Home Visit or Parent/Teacher Conference.

Performance Standard:

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: 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.



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:

- 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) and Sensory (hearing and vision) screenings, medical/dental evaluations/treatments, and mental wellness referrals
- An Individualized Education Plan for children with disabilities

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: 7/25/17		Governing Body Approval: 9/28/17	
				Governing Body Revision: 9/28/17	
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Policy:

Education 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.

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.

Education Service Providers will develop and implement procedures to conduct and document daily safety inspections for indoor and outdoor spaces and to share the safety inspection system and information with teaching staff.

Performance Standard(s):
1302.31 (a-e); 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: 7/25/17		Governing Body Approval: 9/28/17	
				Governing Body Revision: 9/28/17	
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Policy:

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

Education Service Providers will develop and implement procedures to ensure that developmental and behavior screenings are completed in collaboration with each child’s parent/guardian on or before the 45th calendar day of the child’s entry date. Each child enrolled in the program will be screened annually.

Developmental (ASQ-3) and behavioral screenings (ASQ-SE) 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 so timely referrals are made.

The ASQ-3 and ASQ: SE 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. The developmental and behavioral screenings may be distributed by the teacher no more than two weeks prior to the first day of a child’s entry into school. The screenings may not be distributed during enrollment, face/face, or registration. 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.

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 Data Entry Benchmark and Due Date 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 with children with an identified disability or IEP. A child is not automatically disqualified from receiving a developmental or behavioral screening if he or she has an identified disability or IEP. 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-SE. 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

Additional Resources:

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

		DHS, Head Start Program Policy		 HEAD START City of San Antonio Department of Human Services	
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: 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 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 and Texas Prekindergarten Guidelines. 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 Head Start Education 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:

- Campus
- Teacher Name
- Room Number

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: 7/25/17	Governing Body Approval: 9/28/17	Governing Body Revision: 9/28/17
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Policy:

Education Service Providers will administer ongoing formal assessments that are research based and aligned with the Head Start Early Learning Outcomes Framework 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 Data Entry and Benchmark Due Date Guide*. Education Service Providers will be responsible for submitting requested reports and analysis on mandated outcomes.



Education Service Providers will 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, Head Start Program Policy			
EDUCATION 8					
SUBJECT		Child's Classroom File/ Portfolio			
REFERENCE		Education and Early Childhood Development			
EFFECTIVE		8/2/2011			
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 procedures that each child has a Child Classroom File/ Portfolio that is organized and contains multiple sources of information used for ongoing assessments.

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

- Parent/guardian input from home visits and parent conferences
- Ongoing informal assessments that may include observations, checklists, and anecdotal notes
- Work samples
- Progress reports, if applicable
- Developmental Screening
- Social and Emotional Screening
- Beginning, Middle and End of year formal assessment summary information
- Transition activities (if applicable)
- IEP (if applicable)
- Other items pertaining to educational development

The Education Service Providers will develop and implement procedures to ensure the Child's Classroom File/ Portfolio is located in the teacher's classroom, kept confidential, and available for parents to review upon request. The IEP may be kept in a different location in the classroom, however, this information, including the location of the IEP, must be noted within the Child's Classroom File/Portfolio. The file must be accessible to parents/guardians and monitors/reviewers, 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: 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 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, 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.

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. Procedures must be in place to ensure that completion dates of the MDS are entered and the MDS document is scanned into ChildPlus and meets the *City of the San Antonio Data Entry and Benchmark Due Date 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 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 the Texas Prekindergarten Guidelines, and documentation of individualized instruction, modifications, and accommodations for all children, including children with an IEP.



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: 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 policies and procedures on discipline and guidance appropriate for 3-5 year olds. 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 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 developmentally appropriate behavior. Education Service Provider 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 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, 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 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

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: 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 a procedure to utilize the Classroom Assessment Scoring System™ (CLASS) to measure interactions between children and teachers. Education Service Providers must have an average score across all classrooms 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 fifteen (15) classrooms.

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, 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: 7/25/17	Governing Body Approval: 9/28/17	Governing Body Revision: 9/28/17

Policy:

Education Service Providers will develop and implement procedures for conducting monthly classroom observations by designated staff including but not limited to Coordinators, Coaches, Specialists, Directors, Site Administrators, etc. Service Providers will review (at a minimum) the following areas:

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

All areas listed above must be reviewed at least once during each semester (Aug-Dec and Jan-May) in each classroom. Education Service Providers must also ensure that all classrooms are in compliance with the Grantee, and school district standards, policies, and guidance.

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

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: 7/25/17	Governing Body Approval: 9/28/17	Governing Body Revision: 9/28/17
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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 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 following should be taken into consideration:

- Separate noisy activities from quiet activities as much as space allows
- Support for 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(s):

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: 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 transition procedures for children and families including: outreach, coordination, and communication with 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.



Education Service Providers will develop and implement an annual transition plan, document all transition activities, including Early Head Start and Early Childhood Intervention (ECI), and develop a system to meet the *City of San Antonio Data Entry and Benchmark Due Date 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		Family Style Meals			
REFERENCE		Education and Early Childhood Development			
EFFECTIVE		6/18/2014			
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 recognizes the importance of Family Style Meals 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 Head Start 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.

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

- Role of adults, including teachers, teaching assistants, floaters, substitutes, volunteers, and parents
- Role of the children, including setting the table, passing out food, and helping with clean up
- Training on Family Style Meals

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: 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 for child arrival and departure that includes observations and documentation of each child’s physical and mental well being. A daily visual 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 process for appropriate and timely follow up and referral for any concerns.

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

- Site name
- Date
- Teacher name
- Child’s name
- Arrival time/ Departure Time
- Physical/mental condition
- Parent notification

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: 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 implement a researched-based coordinated coaching program for education staff. Education Service Providers will develop and implement procedures for coaching.

Coaching procedures must include:

- Assessment of staff to identify strengths and areas of needed support
- Determination of staff in need of intensive coaching
- Identification of qualified coaches
- Documentation of coaching consultations in Child Plus according to the *City of San Antonio Data Entry and Benchmark Due Date 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: 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 ensure Behavior Specialists provide consultation and support to teaching staff. All consultations must be documented in ChildPlus according to the *City of San Antonio Data Entry and Benchmark Due Date Guide*.

Performance Standard

1302.92