
	<b>DHS Early Head Start Program Policy</b>		
<b>EDUCATION 1</b>			
<b>SUBJECT</b>	Home Visits/Parent Conferences		
<b>REFERENCE</b>	Education and Early Childhood Development		
<b>EFFECTIVE</b>	8/1/2016		
<b>Policy Council Approval:</b> 7/26/16	<b>Policy Council Revision:</b> 04/23/19	<b>Governing Body Approval:</b> 9/19/16	<b>Governing Body Revision:</b> 5/23/19
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**Policy:**

Early Head Start (EHS) teachers must complete two Home Visits and no less than two Parent/Teacher Conferences each program year for center-based services.

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 Benchmark Due Date Guide* the *EHS File Scan Order and Process Guide*, and applicable *ChildPlus Data Entry Guide*.

Documentation of the Home Visit and Parent/Teacher Conference must be maintained in the child file and ChildPlus. If a Home Visit or Parent/Teacher 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 14 calendar days prior to the first day of a child's entry into the program. If a child enters the program after January 31<sup>st</sup>, 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 must 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/guardians and staff to share knowledge related to the strengths, needs, interests, goals, and concerns of the child and program activities. During the Home Visits and Parent/Teacher Conferences the teacher will share work samples, educational assessment outcomes, screening information, and information regarding the transition into a PreK/Head Start program, when applicable.

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

**Performance Standard:**

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

	<b>DHS Early Head Start Program Policy</b>		
<b>EDUCATION 2</b>			
<b>SUBJECT</b>	School Readiness		
<b>REFERENCE</b>	Education and Early Childhood Development		
<b>EFFECTIVE</b>	8/1/2016		
<b>Policy Council Approval: 7/26/16</b>	<b>Policy Council Revision: 9/22/20</b>	<b>Governing Body Approval: 9/19/16</b>	<b>Governing Body Revision: 9/28/17</b>
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**Policy:**

The Early Head Start (EHS) 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 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 services areas.

**Performance Standard**

1302.30; 1302.102; 1304.11(2)

**Head Start Act:**

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

	<b>DHS Early Head Start Program Policy</b>		
<b>EDUCATION 3</b>			
<b>SUBJECT</b>	Individualization		
<b>REFERENCE</b>	Education and Early Childhood Development		
<b>EFFECTIVE</b>	8/1/2016		
<b>Policy Council Approval: 7/26/16</b>	<b>Policy Council Revision: 9/22/20</b>	<b>Governing Body Approval: 9/19/16</b>	<b>Governing Body Revision: 11/12/20</b>
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**Policy:**

The program will provide individualized caregiving and instruction to meet each child's unique characteristics, strengths, and needs, taking into consideration gender, family composition, the cultural and linguistic background, pattern of development and learning.

Classroom teachers must document individualized caregiving, instruction and activities including large group, small group and one/one lessons and activities into lesson plans.

Home Visitors must document individualized learning experiences and activities into the home visit planning form/lesson plan.



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

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

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

**Performance Standard(s):**

1302.31 (c) (1); 1302.33; 1302.61

	<b>DHS Early Head Start Program Policy</b>		
<b>EDUCATION 4</b>			
<b>SUBJECT</b>	Indoor and Outdoor Environment		
<b>REFERENCE</b>	Education and Early Childhood Development		
<b>EFFECTIVE</b>	8/1/2016		
<b>Policy Council Approval: 7/26/16</b>	<b>Policy Council Revision: 4/23/19</b>	<b>Governing Body Approval: 9/19/16</b>	<b>Governing Body Revision: 5/23/19</b>
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**Policy:**

Early Head Start (EHS), Service Providers will provide age-appropriate indoor and outdoor space, and sufficient equipment, materials, adult guidance, and time for active play and movement that promotes learning in the five Central Domains in the Head Start Early Learning Outcomes Framework (HSELOF) and Little Texans Big Futures for center-based services. The indoor and outdoor spaces should support and respect gender, cultural and linguistic background, and family composition. A variety of intentional and purposeful activities that include teacher directed and child-initiated learning and play, large group, small group, and one/one learning experiences should be offered for all 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.



Indoor learning 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 and respect gender, cultural and linguistic backgrounds of all children
- Support and respect family composition of all children
- Adequate space for activities
- Unobstructed supervision
- Comfortable and quiet space
- A variety of learning experiences that encourage each child to experiment and explore
- All exits must be unobstructed by equipment, toys, materials, and furniture

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

**Performance Standard(s):**

1302.31 (a-e); 1302.47(2)

	<b>DHS Early Head Start Program Policy</b>		
<b>EDUCATION 5</b>			
<b>SUBJECT</b>	Development and Behavior Screening		
<b>REFERENCE</b>	Education and Early Childhood Development		
<b>EFFECTIVE</b>	8/1/19		
<b>Policy Council Approval: 7/26/16</b>	<b>Policy Council Revision: 5/25/21</b>	<b>Governing Body Approval: 9/19/16</b>	<b>Governing Body Revision: 5/27/21</b>
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**Policy:**

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

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

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

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



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

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

The EHS Program will develop and implement procedures to address the use of the ASQ-3 and ASQ: SE-2 for children with an identified disability or Individual Family Service Plan (IFSP). A child is not automatically disqualified from receiving a developmental or behavioral screening if they have an identified disability or IFSP. Sensitivity to the parent/guardian should always be a priority. Procedures may include a determination to complete only certain sections of the ASQ-3 or the ASQ: SE-2. If it is determined by the teacher, home visitor, 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;1302.25

	<b>DHS Early Head Start Program Policy</b>		
<b>EDUCATION 6</b>			
<b>SUBJECT</b>	Curriculum/Daily Schedule		
<b>REFERENCE</b>	Education and Early Childhood Development		
<b>EFFECTIVE</b>	08/1/2016		
<b>Policy Council Approval: 7/26/16</b>	<b>Policy Council Revision: 7/28/20</b>	<b>Governing Body Approval: 9/19/16</b>	<b>Governing Body Revision: 8/13/20</b>
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**Policy:**

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

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



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

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

**Performance Standard(s):**

1302.34; 1302.31; 1302.32



	<b>DHS Early Head Start Program Policy</b>		
<b>EDUCATION 7</b>			
<b>SUBJECT</b>	Ongoing Assessment Data		
<b>REFERENCE</b>	Education and Early Childhood Development		
<b>EFFECTIVE</b>	8/1/2016		
<b>Policy Council Approval: 7/26/16</b>	<b>Policy Council Revision: 4/23/19</b>	<b>Governing Body Approval: 9/19/16</b>	<b>Governing Body Revision: 5/23/19</b>
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**Policy:**

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

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



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

**Performance Standard:**

1302.33

**Head Start Act:**

642 (f) (5) (c)

	<b>DHS Early Head Start Program Policy</b>		
<b>EDUCATION 8</b>			
<b>SUBJECT</b>	Child File		
<b>REFERENCE</b>	Education and Early Childhood Development		
<b>EFFECTIVE</b>	8/1/2016		
<b>Policy Council Approval: 7/26/16</b>	<b>Policy Council Revision: 5/24/22</b>	<b>Governing Body Approval: 9/19/16</b>	<b>Governing Body Revision: 8/4/22</b>
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**Policy:**

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



The Child File for center-based services will contain the following:

- Documentation from home visits and parent/teacher conferences including parent/guardian input
- Work samples
- Developmental Screening
- Social and Emotional Screening
- Beginning, Middle and End of year formal assessment summary information
- Transition activities, if applicable
- IFSP, if applicable
- Other items pertaining to educational development
- The Child File for home-based services will contain the following: 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 File is located in the teacher's classroom or home visitor's office, kept confidential, and available for parents to review upon request with the teacher or home visitor. The file must also be accessible to parents/guardians and monitors/reviewers upon request.

**Performance Standard(s):**

1302.30-1302.34;1302.35

	<b>DHS Early Head Start Program Policy</b>		
<b>EDUCATION 9</b>			
<b>SUBJECT</b>	Multidisciplinary Staffing		
<b>REFERENCE</b>	Education and Early Childhood Development		
<b>EFFECTIVE</b>	8/1/2016		
<b>Policy Council Approval: 7/26/16</b>	<b>Policy Council Revision: 5/24/22</b>	<b>Governing Body Approval: 9/19/16</b>	<b>Governing Body Revision: 8/4/22</b>
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**Policy:**



The Early Head (EHS) Program and Service Providers will work together to develop a system in place for regular communication among program staff to facilitate quality outcomes for children and families. Service Providers will schedule at least two Multidisciplinary Staffing (MDS) meetings annually for every enrolled child. If a child enters the program after January 31<sup>st</sup>, 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 or Home Visitor and a member of the City of San Antonio Early Education Services Team are required to participate in the MDS. Content area coordinators responsible for Education, Health, ERSEA, Mental Health, Transportation, Nutrition, Disabilities, and other related services may be required to attend based on the child/family needs.

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

**Performance Standard(s):**

1302.101(b)(2)(3); 1302.33; 1302.34; 1302.35

	<b>DHS Early Head Start Program Policy</b>		
<b>EDUCATION 10</b>			
<b>SUBJECT</b>	Lesson Plans		
<b>REFERENCE</b>	Education and Early Childhood Development		
<b>EFFECTIVE</b>	8/1/2016		
<b>Policy Council Approval: 7/26/16</b>	<b>Policy Council Revision: 5/24/22</b>	<b>Governing Body Approval: 9/19/16</b>	<b>Governing Body Revision: 9/28/17</b>
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**Policy:**

Service Providers will develop lesson plan guidance and procedures for classroom teachers utilizing Early Head Start (EHS) Program designated curriculum.

Lesson plans for center-based services should include teacher directed and child initiated, large group, small group, and individual lessons and activities that support social, emotional, cognitive, physical development, and language skills. Lesson plans should include alignment with the five Central Domains of the Head Start Early Learning Outcomes Framework and Little Texans Big Futures and documentation of individualized instruction, modifications, and accommodations for all children, including children with an IFSP/IEP. Current lesson plans must be posted for parents and other staff to review.



Lesson plans for home-based services should include structured child-focused lessons and activities that promote a parents' ability to support the child's cognitive, social, emotional, language, literacy, and physical development. 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 activities, modifications, and accommodations for all children, including children with an IFSP/IEP. Current lesson plans must be available for parents and other staff to review.

**Performance Standard(s):**

1302.31: 1302.32

**Head Start Act:**

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

	<b>DHS Early Head Start Program Policy</b>		
<b>EDUCATION 11</b>			
<b>SUBJECT</b>	Discipline and Guidance		
<b>REFERENCE</b>	Education and Early Childhood Development		
<b>EFFECTIVE</b>	8/1/2016		
<b>Policy Council Approval: 7/26/16</b>	<b>Policy Council Revision: 7/28/20</b>	<b>Governing Body Approval: 9/19/16</b>	<b>Governing Body Revision: 8/13/20</b>
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**Policy:**

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

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

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

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



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

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

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

**Performance Standard(s):**

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

	<b>DHS Early Head Start Program Policy</b>		
<b>EDUCATION 12</b>			
<b>SUBJECT</b>	Classroom Observations		
<b>REFERENCE</b>	Education and Early Childhood Development		
<b>EFFECTIVE</b>	8/1/2016		
<b>Policy Council Approval: 7/26/16</b>	<b>Policy Council Revision: 5/25/21</b>	<b>Governing Body Approval: 9/19/16</b>	<b>Governing Body Revision: 5/27/21</b>
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**Policy:**

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



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

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

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

**Performance Standards:**

1302.31;1302.35

	<b>DHS Early Head Start Program Policy</b>		
<b>EDUCATION 13</b>			
<b>SUBJECT</b>	Transitions		
<b>REFERENCE</b>	Education and Early Childhood Development		
<b>EFFECTIVE</b>	8/1/2016		
<b>Policy Council Approval: 7/26/16</b>	<b>Policy Council Revision: 7/28/20</b>	<b>Governing Body Approval: 9/19/16</b>	<b>Governing Body Revision: 8/13/20</b>
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**Policy:**

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

The EHS 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 Program, staff will work collaboratively with Head Start providers to facilitate transition planning for prospective Head Start eligible children and their families.

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



**Performance Standard(s):**

1302.70: 1302.72

**Head Start Act:**

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



	<b>DHS Early Head Start Program Policy</b>		
<b>EDUCATION 14</b>			
<b>SUBJECT</b>	Learning During Mealtime		
<b>REFERENCE</b>	Education and Early Childhood Development		
<b>EFFECTIVE</b>	8/1/2016		
<b>Policy Council Approval: 7/26/16</b>	<b>Policy Council Revision: 4/23/19</b>	<b>Governing Body Approval: 9/16/16</b>	<b>Governing Body Revision: 5/23/19</b>
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**Policy:**

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

Food must be available to any adult participating in Family Style Meals for center-based services. Any adults actively participating with the class during Family Style Meals should share the same food as the children, free of charge, including during field trips and other EHS 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.

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



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

	<b>DHS Early Head Start Program Policy</b>		
<b>EDUCATION 15</b>			
<b>SUBJECT</b>	Child Arrival & Departure		
<b>REFERENCE</b>	Education and Early Childhood Development		
<b>EFFECTIVE</b>	8/1/2016		
<b>Policy Council Approval: 7/26/16</b>	<b>Policy Council Revision: 5/24/22</b>	<b>Governing Body Approval: 9/19/16</b>	<b>Governing Body Revision: 8/4/22</b>
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**Policy:**

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

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

Information for documenting concerns should include at a minimum:

Arrival:

- Site name
- Date
- Arrival time
- Staff name (staff completing health check)
- Child's name
- Physical condition
- Emotional well-being
- Method of parent/guardian notification when a concern is identified



Departure:

- Site name
- Date
- Departure Time
- Staff name (staff notifying parent of any concerns)

- Child's name
- Physical condition
- Emotional well-being
- Method of parent/guardian notification

**Performance Standard:**

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

	<b>DHS Early Head Start Program Policy</b>		
<b>EDUCATION 16</b>			
<b>SUBJECT</b>	Infant / Toddler Classroom Assessment Scoring System™ (CLASS)		
<b>REFERENCE</b>	Education and Early Childhood Development		
<b>EFFECTIVE</b>	8/1/2016		
<b>Policy Council Approval: 7/25/17</b>	<b>Policy Council Revision: 4/24/18</b>	<b>Governing Body Approval: 9/28/17</b>	<b>Governing Body Revision: 8/17/18</b>
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**Policy:**



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

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

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

**Performance Standard(s):**

1304.11(c); 1304.16

	<b>DHS Early Head Start Program Policy</b>		
<b>EDUCATION 17</b>			
<b>SUBJECT</b>	Coaching		
<b>REFERENCE</b>	Education and Early Childhood Development		
<b>EFFECTIVE</b>	10/1/2020		
<b>Policy Council Approval: 7/27/17</b>	<b>Policy Council Revision: 5/25/21</b>	<b>Governing Body Approval: 9/28/17</b>	<b>Governing Body Revision: 5/27/21</b>
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**Policy:**

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

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

Ongoing Coaching will include reviewing the following areas for center-based teachers:

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



Ongoing Coaching will include reviewing the following areas for home visitors:

- Promoting the role of the parent as the child's teacher through experiences focused on the parent-child relationship
- Health & Safety
- Curriculum Implementation and Fidelity
- Lesson Plans
- Family Engagement

All coaching consultations will be documented.

**Performance Standard**

1302.92(c);1302.35

	<b>DHS Early Head Start Program Policy</b>		
<b>EDUCATION 18</b>			
<b>SUBJECT</b>	Outdoor Play		
<b>REFERENCE</b>	Education and Early Childhood Development		
<b>EFFECTIVE</b>	8/1/2019		
<b>Policy Council Approval: 4/23/19</b>	<b>Policy Council Revision: 4/23/19</b>	<b>Governing Body Approval: 5/23/19</b>	<b>Governing Body Revision: 5/23/19</b>
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**Policy:**

The Early Head Start (EHS) Program recognizes outdoor play as an integral component of the overall development of young children. Service Providers will develop and implement procedures to ensure daily opportunities for outdoor play for center-based services. Outdoor play areas will, at a minimum, include the following:

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

The EHS Program recommends following Service Provider policies and guidelines regarding weather conditions and outdoor play restrictions.

**Performance Standard:**

1302.31(c-d)

**Other Resources:**

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