

Program Operations – Human Resources Management

Subpart I – 1302.90 - .94

1302.90 Personnel Policies

Head Start Performance Standard

(a) Establishing personnel policies and procedures. A program must establish written personnel policies and procedures that are approved by the governing body and policy council or policy committee and that are available to all staff.

(b) Background checks and selection procedures.

(1) Before a person is hired, directly or through contract, including transportation staff and contractors, a program must conduct an interview, verify references, conduct a sex offender registry check and obtain one of the following:

(i) State or tribal criminal history records, including fingerprint checks; or,

(ii) Federal Bureau of Investigation criminal history records, including fingerprint checks.

(2) A program has 90 days after an employee is hired to complete the background check process by obtaining:

(i) Whichever check listed in paragraph (b) (1)

of this section was not obtained prior to the date of hire; and

(ii) Child abuse and neglect state registry check, if available.

Plan of Action

Terrell Independent School District governing school board establishes personnel policies and procedures for all employees, and is documented in the TISD district handbook and school board policy. This policy is available to all staff and is reviewed with the W.H. Burnett policy council. The TISD Human Resource department follows strict procedures and guidelines to screen all applicants, including candidates successfully passing fingerprint and background checks before being placed in any position. TISD utilizes the criminal history clearinghouse background check system once a candidate is recommended for hire.

Monitoring Plan

The TISD Human Resource department processes all candidates that are recommended for hire based on policies and procedures. The Head Start director communicates with the TISD Human Resource department once a candidate is recommended. A candidate is not placed in a position until the Human Resource department has

cleared the individual for hire, and the TISD school board approves the recommendation.

Person (s) Responsible

TISD Human Resources Director, Head Start Director

Timeline

August-July

1302.90 Personnel Policies (continued)

Head Start Performance Standard

(c) Standards of conduct-

- (1) A program must ensure all staff, consultants, contractors, and volunteers abide by the program's standards of conduct that:
 - (i) Ensure staff, consultants, contractors, and volunteers implement positive strategies to support children's well-being and prevent and address challenging behavior;
 - (ii) Ensure staff, consultants, contractors, and volunteers do not maltreat or endanger the health or safety of children, including, at a minimum, that staff must not:
 - (a) Use corporal punishment;
 - (b) Use isolation to discipline a child;
 - (c) Bind or tie a child to restrict movement or tape a

child's mouth;

- (d) Use or withhold food as a punishment or reward;
- (e) Use toilet learning/training methods that punish, demean, or humiliate a child;
- (f) Use any form of emotional abuse, including public or private humiliation, rejecting, terrorizing, extended ignoring, or corrupting a child;
- (g) Physically abuse a child;
- (h) Use any form of verbal abuse, including profane, sarcastic language, threats, or derogatory remarks about the child or child's family; or,
- (i) Use physical activity or outdoor time as a punishment or reward;

(iii) Ensure staff, consultants, contractors, and volunteers respect and promote the unique identity of each child and family and do not stereotype on any basis including gender, race, ethnicity, culture, religion, disability, sexual orientation or family composition;

(iv) Require staff, consultants, contractors, and volunteers to comply with program confidentiality policies concerning personally identifiable information about children, families, and other staff members in accordance with subpart C of part 1303 of this chapter and applicable federal, state, local, and tribal laws; and;

(v) Ensure no child is left alone or unsupervised by staff, consultants, contractors, or volunteers while under their care.

- (2) Personnel policies and procedures must include appropriate penalties for staff, consultants, and volunteers who violate the standards of conduct.

Plan of Action

The TISD school board policies are adhered to when establishing employee standards of conduct. All TISD employees must abide and follow all procedures set in the district employee handbook. The W.H. Burnett campus staff handbook is also disseminated electronically-to all staff. Head Start staff will not engage in corporal punishment, emotional, or physical abuse, or the denial of basic needs. Campus administrators set expectations for positive discipline and classroom management strategies and monitor the campus culture and climate of all classrooms. Positive methods of child guidance and redirection are utilized including Conscious Discipline strategies campus wide. TISD personnel policies and procedures are in place, and reviewed.

Consequences, as stated in the TISD employee handbook, will be followed if staff, consultants, and/or volunteers violate the standards of conduct. All staff, consultants, and volunteers must

respect and promote the unique identification of each student and family and refrain from stereotyping on the basis of gender, race, ethnicity, culture, religion, disability, sexual orientation or family composition. Confidentiality statements are reviewed and signed each school year.

Monitoring Plan

TISD school board policy manual, TISD district employee handbook, W.H. Burnett campus handbook, TISD volunteer handbook, TISD employee handbook receipt form, W.H.B. handbook receipt form, staff development sign-in sheets

Person (s) Responsible

Human Resources Director, Head Start Director, campus administrators, Head Start staff

Timeline

August – July

§1302.90 Personnel policies. (continued)

Head Start Performance Standard

(d) Communication with dual language learners and their families.

- (1) A program must ensure staff and program consultants or contractors are familiar with the ethnic backgrounds and heritages of families in the program and are able to serve and effectively communicate, either directly or through interpretation and translation, with children who are dual language learners and to the extent feasible, with families with limited English proficiency.
- (2) If a majority of children in a class or home-based program speak the same language, at least one class staff member or home visitor must speak such language.

Plan of Action

The W.H. Burnett Head Start program has 2 classrooms of teachers who are bilingual and certified to meet the needs of dual language learners.

All communications that are sent home to parents are translated in Spanish. A campus multicultural committee sets up presentations for students to celebrate and expose them to multicultural celebrations. All campus parent meetings, policy council meetings, and parent trainings are translated so that dual language parents are able to comprehend and have active participation and voice in each meeting.

A campus LPAC (language proficiency assessment committee) identifies our dual language learners and tracks student progress and needs. Community partnership agreement meetings, parent conferences, and home visits with dual language families are completed and documented as required.

Monitoring Plan

Personnel records, parent communication fliers, sign-in sheets, meeting documentation, agendas

Person(s) Responsible

Head Start Director, W.H. Burnett LPAC committee, case managers, Head Start leadership team

Timeline

August – May

§1302.91 Staff qualifications and competency requirements

Head Start Performance Standard

(a) Purpose: A program must ensure all staff, consultants, and contractors engaged in the delivery of program services have sufficient knowledge, training and experience, and competencies to fulfill the roles and responsibilities of their positions and to ensure high-quality service delivery in accordance with the program performance standards. A program must provide on-going training and professional development to support staff in fulfilling their roles and responsibilities.

(b) Early Head Start or Head Start director: A program must ensure an Early Head Start or Head Start director hired after November 7, 2016, has, at a minimum, a baccalaureate degree and experience in supervision of staff, fiscal management, and administration.

(c) Fiscal officer: A program must assess staffing needs in consideration of the fiscal complexity of the organization and applicable financial managements and secure the regularly scheduled or ongoing services of a fiscal officer with sufficient education and experience to meet their needs. A program must ensure a fiscal officer hired after November 7, 2016, is a certified public accountant or has, at a minimum, a baccalaureate degree in accounting, business, fiscal management, or a related field.

(d) Child and family services management staff qualification requirements.

(1) Family, health and disabilities management. A program must ensure staff responsible for management and oversight of family services, health services, and services to children with disabilities hired after November 7, 2016 have, at a minimum, a baccalaureate degree, preferably related to one or more of the disciplines they oversee.

(2) Education management. As prescribed in section

648A(a)(2)(B)(i)²⁵ of the Act, a program must ensure staff and consultants that serve as education managers or coordinators, including those that serve as curriculum specialists, have a baccalaureate- or advanced degree in early childhood education or a baccalaureate or advanced degree and equivalent coursework in early childhood education with early childhood teaching experience.

(e) Child and family services staff.

(1) Early Head Start center-based teacher qualification

requirements. As prescribed in section 645A (h)²⁶ of the Act, a program must ensure center-based teachers that provide direct services to infants and toddlers in Early Head Start centers have a minimum of a Child Development Associate (CDA) credential or comparable credential, and have been trained or have equivalent coursework in early childhood development with a focus on infant and toddler development.

(2) Head Start center-based teacher qualification requirements.

(i) The Secretary must ensure no less than fifty percent of

all Head Start teachers, nationwide, have a baccalaureate degree in child development, early childhood education, or equivalent coursework.

(ii) As prescribed in section 648A(a)(3)(B) ²⁷ of the Act, a program must ensure all center-based teachers have at least an associate's or bachelor's degree in child development or early childhood education, equivalent coursework, or otherwise meet the requirements of section 648A(a)(3)(B) of the Act.

(3) Head Start assistant teacher qualification requirements. As prescribed in section 648A(a)(2)(B)(ii) ²⁸ of the Act, a program must ensure Head Start assistant teachers, at a minimum, have a CDA credential or a state-awarded certificate that meets or exceeds the requirements for a CDA credential, are enrolled in a program that will lead to an associate or baccalaureate degree or, enrolled in a CDA credential program to be completed within two years of the time of hire.

(4) Family child care provider qualification requirements.

(i) A program must ensure family child care providers have previous early child care experience and, at a minimum, are enrolled in a Family Child Care CDA program or state equivalent, or an associate's or baccalaureate degree program in child development or early childhood education prior to beginning service provision, and for the credential acquire it within eighteen months of beginning to

provide services.

(ii) By August 1, 2018, a child development specialist, as required for family child care in § 1302.23(e), must have, at a minimum, a baccalaureate degree in child development, early childhood education, or a related field.

(5) Center-based teachers, assistant teachers, and family child care provider competencies. A program must ensure center-based teachers, assistant teachers, and family child care providers demonstrate competency to provide effective and nurturing teacher-child interactions, plan and implement learning experiences that ensure effective curriculum implementation and use of assessment and promote children's progress across the standards described in the *Head Start Early Learning Outcomes Framework: Ages Birth to Five* and applicable state early learning and developmental standards, including for children with disabilities and dual language learners, as appropriate.

(6) Home visitors. A program must ensure home visitors providing home-based education services:

- (i) Have a minimum of a home-based CDA credential or comparable credential, or equivalent coursework as part of an associate's or bachelor's degree; and,
- (ii) Demonstrate competency to plan and implement home-based learning experiences that ensure effective implementation of the home visiting curriculum and promote children's progress across the standards described

in the *Head Start Early Learning Outcomes Framework: Ages Birth to Five*, including for children with Disabilities and dual language learners, as appropriate, and to build respectful, culturally responsive, and trusting relationships with families.

(7) Family service staff qualification requirements. A program must ensure staff who work directly with families on the family partnership process hired after November 7, 2016, have within eighteen months of hire, at a minimum, a credential or certification in social work, human services, family services, counseling or a related field.

(8) Health professional qualification requirements.

(i) A program must ensure health procedures are performed only by a licensed or certified health professional.

(ii) A program must ensure all mental health consultants are licensed or certified mental health professionals. A program must use mental health consultants with knowledge of and experience in serving young children and their families, if available in the community.

(iii) A program must use staff or consultants to support nutrition services who are registered dietitians or nutritionists with appropriate qualifications.

(f) Coaches. A program must ensure coaches providing the services described in 1302.92 have a minimum of a baccalaureate

degree in early childhood education or related field.

Plan of Action

Staff and consultants are hired based on their educational background and job-related experiences. All staff will support the implementation of a high quality Head Start program. The Head Start organizational chart demonstrates the staffing pattern that supports the delivery of comprehensive program services to children and families. TISD job descriptions outline the necessary requirements for Head Start staff positions. Staff must meet these requirements in order to be considered for employment. Employees will follow all Head Start regulations.

The Head Start Director and Education Manager possesses leadership ability, good interpersonal and communication skills, and is able to work with a team, communicate effectively both, orally and in writing, develop and manage a budget, deliver program management and planning, perform operations and evaluations, and implement the Head Start philosophy and goals for the principles of shared authority and decision making. The director has 19 years of early childhood/elementary education experience.

The TISD Executive Director of Finance provides assistance to the Executive Director and Head Start Director for the management and monitoring of Head Start funds. She provides all necessary financial reports for the HSES management system and on a monthly basis to the policy council and the TISD school board members.

Family Services staff is hired with training and experience in fields related to social, human, and family services. Family Service case managers are cross-trained in the various Head Start service areas to help families meet their needs and to assist parents of young children in advocating and decision-making for their families. In addition, they are to each have a Child Development Associate (CDA), a related degree, or the Family Service credentials.

The Health & Family Services Manager has a degree in health education with related experiences. A school nurse and TISD Nutrition Director support the Health & Family Services Manager. This team has the ability to monitor the health status of enrolled children, including the ability to interpret nutrition assessment data, provide nutrition counseling to families, and provide strategies to promote good nutrition habits among children and families. The Mental Health & Disabilities Manager has more than 17 years as a ECSE/Connections teacher. She is supported by a campus counselor, a district social worker, and a TISD team of diagnosticians and behavioral specialists.

The Education Manager supports Head Start programming, has more than 20 years of educational experience and is the Head Start coach and is in the process of becoming CLASS certified. All Head Start classroom teachers have an education certificate supported by Terrell ISD District of Innovation (DO) plan. The Head Start teacher assistants must have a Child Development Associate (CDA) credential within one year of employment, or be enrolled in college working toward an education degree. Qualified employees, unable to pass the exam within the first year, with director approval and based on availability, may receive another assignment until they are able to obtain the CDA.

Monitoring Plan

Job descriptions, resumes and personnel files, professional credentials, training and professional development records

Person(s) Responsible

TISD Human Resources Director, Head Start Director

Timeline

August - July

§1302.92 Training and Professional Development

Head Start Performance Standard

- (a) A program must provide to all new staff, consultants, and volunteers an orientation that focuses on, at a minimum, the goals

and underlying philosophy of the program and on the ways they are implemented.

(b) A program must establish and implement a systematic approach to staff training and professional development designed to assist staff in acquiring or increasing the knowledge and skills needed to provide high-quality, comprehensive services within the scope of their job responsibilities, and attached to academic credit as appropriate. At a minimum, the system must include:

(1) Staff completing a minimum of 15 clock hours of professional development per year. For teaching staff, such as professional development must meet the requirements described in section 648(a)(5) ²⁹ of the Act.

(2) Training on methods to handle suspected or known child abuse and neglect cases, that complies with applicable federal, state, local, and tribal laws.

(3) Training for child and family services staff on best practices for implementing family engagement strategies in a systematic way, as described throughout this part;

(4) Training for child and family services staff, including staff that work on family services, health, and disabilities, that builds their knowledge, experience, and competencies to improve child and family outcomes: and,

(5) Research-based approaches to professional development

for education staff, that are focused on effective curricula implementation, knowledge of the content in Head Start Early Learning Outcomes Framework: Ages Birth to Five, partnering with families, supporting children with disabilities and their families, providing effective and nurturing adult-child interactions, supporting dual language learners as appropriate, addressing challenging behaviors, preparing children and families for transitions (as described in subpart G of this part), and use of data to individualize learning experiences to improve outcomes for all children.

(c) A program must implement a research-based, coordinated coaching strategy for education staff that:

- (1) Assesses all education staff to identify strengths, areas of needed support, and which staff would benefit most from intensive coaching;
- (2) At a minimum, provides opportunities for intensive coaching to those education staff identified through the process in paragraph (c) (1) of this section, including opportunities to be observed and receive feedback and modeling of effective teacher practices directly related to program performance goals;
- (3) At a minimum, provides opportunities for education staff not identified for intensive coaching through the process in paragraph (c) (1) of this section to receive other forms of research-based professional development aligned with program performance goals;

(4) Ensures intensive coaching opportunities for the staff identified through the process in paragraph (c) (1) of this section that:

- (i) Align with the program's school readiness goals, curricula, and other approaches to professional development;
- (ii) Utilize a coach with adequate training and experience in adult learning and in using assessment data to drive coaching strategies aligned with program performance goals;
- (iii) Provide ongoing communication between the coach, program director, education director, and any other relevant staff; and,
- (iv) Include clearly articulated goals informed by the program's goals, as described in § 1302.102, and a process for achieving those goals; and,

(5) Establishes policies that ensure assessment results are not used to solely determine punitive actions for staff identified as needing support, without providing time and resources for staff to improve.

(d) If a program needs to develop or significantly adapt their approach to research-based professional development to better meet the training needs of education staff, such that it does not include the requirements in paragraph (c) of this section, the program must partner with external early childhood education professional development experts. A program must assess whether the adaptation adequately supports staff professional development, consistent with the process laid out

in subpart J of this part.

Plan of Action

The Head Start program provides a Head Start orientation for all new staff to discuss program goals, expectations, and procedures. All health policies and procedures including tooth brushing, hand washing, safety ratios, environment safety checks, playground checks, and active supervision is reviewed. TISD provides specific professional development for staff in regards to district goals in increasing student achievement and building the capacity of all staff and is documented in staff professional development portfolios in Eduphoria. The campus provides specific professional development based on needs of staff that will meet the needs of Head Start students, based on the Head Start Early Learning Outcomes Framework: Ages Birth to Five, as well as district goals, and is documented in their professional development portfolio in Eduphoria. Online Region 10 compliance training covers methods to handle suspected or known child abuse and the campus Principal/Head Start director covers this compliance training during initial professional staff training at the beginning of the year to discuss expectations and steps when addressing concerns.

Parent, family, and community engagement goals are updated and reviewed and aligned with school readiness goals. Family service most case managers have obtained the Bridges out of Poverty lifetime certification and training to build their knowledge, experience and competencies to improve child and family outcomes.

Circle progress monitoring information and reports will be used to individualize learning experiences to improve outcomes for all

children. Our assistant principal uses the Practice Based Coaching Model, as well as, the research based CLASS strategies to coach teachers individually. Strategies are implemented during collaborative team meetings to build the capacity of all educational staff, to assess the strengths and areas of needed support, and to identify staff who would benefit from intensive coaching. Beginning of the year goal setting meetings are set for each education staff member to identify specific student goals and measures of how performance will be tracked and assessed. The assistant principal is also certified in CLASS; our CLASS consultant provides observations and feedback to teachers multiple times a year.

The campus Principal/Head Start Director conducts weekly walkthroughs and provides immediate feedback to teachers based on areas of reinforcement and refinement. Walkthrough observations are documented in Eduphoria/Strive.

Monitoring Plan

Eduphoria professional development portfolios, TLR appraisal reports, CLASS feedback, training certificates, sign-in sheets, agendas for all trainings

Person (s) Responsible

Head Start Director/Education Manager

Timeline

August - July

§1302.93 Staff health and wellness

(a) A program must ensure each staff member has an initial health examination and a periodic re-examination as recommended by their health care provider in accordance with state, tribal, or local requirements, that include screeners or tests for communicable diseases, as appropriate. The program must ensure staff do not, because of communicable diseases, pose a significant risk to the health or safety of others in the program that cannot be eliminated or reduced by reasonable accommodation, in accordance with the American with Disabilities Act and section 504 of the Rehabilitation Act ¹⁸.

(b)A program must take mental health and wellness information available to staff regarding health issues that may affect their job performance, and must provide regularly scheduled opportunities to learn about mental health, wellness, and health education.

Plan of Action

All Head Start staff, including bus drivers, are required to have completed an initial physical exam and recommended by their health care provider in accordance with state, tribal, or local requirements, that include doctor screeners or tests for communicable diseases, as the physician determines. All employees will have an updated physical exam every three years. All employees are notified of the provision of mental health services. Mental health services are available to staff from the TISD Human Resource department through the Employee Assistance Program.

Monitoring Plan

Health data, personnel files, district wellness information

Person (s) Responsible

Head Start Director, Health & Family Services Manager, WHB school nurse, TISD Director of Nursing

Timeline

August - July

§1302.94 Volunteers

Head Start Performance Standard

- (a) A program must ensure regular volunteers have been screened for appropriate communicable diseases in accordance with state, tribal, or local laws. In the absence of state, tribal or local law, the Health Services Advisory Committee must be consulted regarding the need for such screenings.
- (b) A program must ensure children are never left alone with volunteers.

Plan of Action

All regular volunteers TISD provides a volunteer orientation for all volunteers, with a required video that must be viewed. All procedures are reviewed and background criminal history and background checks are conducted.

Monitoring Plan

Agendas, sign-in sheets, TISD volunteer orientation video and background checks, approved volunteer list from TISD

Person (s) Responsible

Head Start Director, Health & Family Service Manager, TISD Student Services Director

Timeline

August - July