



Subpart I

Human Resources

Management

Standard Operating

Procedures

*Aligned with the 2016 Head Start
Program Performance Standards
(Standards 1302.90 – 1302.94)*

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1302 SUBPART I – HUMAN RESOURCES MANAGEMENT

PERSONNEL POLICIES (Standard 1302.90)

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

PROCEDURE

1. CSNT Head Start has written Personnel Policies and Procedures that are approved by the Governing Board and Policy Council.
2. Personnel Policies and Procedures are provided to each employee and governing body members.
3. Additional copies of Personnel Policies and Procedures are available upon request from the Human Resources Director.

(a) Background checks and selection procedures:

(1) Before a person is hired, directly or through contract, including transportation staff and contractors, a program must conduct and interview, verify resources, 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.

(3) A program must review the information found in each employment application and complete background check to assess the relevancy of any issue uncovered by the complete background check including any arrest, pending criminal charge, or conviction and must use Child Care and Development Fund (CCDF) disqualification factors described in 42 U.S.C. 9858f(c)(1)(D) and 42 U.S.C. 9858f(h)(1)24 or tribal disqualifications factors to determine whether the prospective

employee can be hired or the current employee must be terminated.

(4) A program must ensure a newly hired employee, consultant, or contractor does not have unsupervised access to children until the complete background check process described in paragraphs (b)(1) through (3) of this section is complete.

(5) A program must conduct the complete background check for each employee, consultant, or contractor at least once every five years which must include each of the four checks listed in paragraph (b)(1) and (2) of this section, and review and make employment decisions based on the information as described in paragraph (b)(3) of this section, unless the program can demonstrate to the responsible HHS official that it has a more stringent system in place that will ensure child safety.

(6) A program must consider current and former program parents for employment vacancies for which such parents apply and are qualified.

PROCEDURE

1. All staff and contracted employees complete an interview prior to employment. The Human Resources Director oversees the interview process to make sure that each prospective employee is given the same opportunities for employment.
2. All staff and contracted employees complete an application that includes personal and business references. The Human Resources Director contacts references listed on the application.
3. All staff and contracted employees at the time of employment submit to background checks that include an Agency check and a State background check. (All Head Start employees submit to either a TDFPS Background Check or a State Education Agency Background Check. The Campus where the employee is assigned to work determines which check is submitted. ISD Campuses use the State Education Background Check and licensed child care campuses use the TDFPS Background Check. Both of these background check systems automatically alert for any violations. Checks do not have to be resubmitted.)
4. No employee has unsupervised access to children until the background check results are reviewed and verified.
5. Former and current parents are considered for employment vacancies, if qualified.

(b) Standards of Conduct.

(1) A program must ensure all staff, consultants, 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 behaviors;

(ii) Ensure staff, consultants, contractors, and volunteers do not maltreat or endanger the health and safety of children, including, at a minimum, that staff must not:

- 1. Use corporal punishment;**
- 2. Use isolation to discipline a child;**
- 3. Bind or tie a child to restrict movement or tape a child's mouth;**
- 4. Use or withhold food as a punishment or reward;**
- 5. Use toilet learning/training methods that punish, demean, or humiliate a child;**
- 6. Use any form of emotional abuse, including public or private humiliation, rejecting, terrorizing, extended ignoring, or corrupting a child;**
- 7. Physically abuse a child;**
- 8. Use any form of verbal abuse, including profane, sarcastic language, threats, or derogatory remarks about the child or child's family; or,**
- 9. 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, contractors, or volunteers who violate the standards of conduct.

PROCEDURE

1. During the Head Start orientation process, staff, consultants, contractors, and volunteers are given copies of the standards of conduct and explained their responsibilities in implementing these standards.
2. The Personnel Policies and Procedures *104 Business Ethics and Code of Conduct* stipulates that all those representing or acting on behalf of CSNT Head Start are to follow the Code of Conduct listed above. This policy also stipulates the penalty for those that violate this policy.

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

(1) A program must ensure all staff, consultants or contractors are familiar with the ethnic background 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 the least one class staff member or home visitor must speak such language.

PROCEDURE

1. Staff, consultants, contractors, and volunteers are made familiar with the ethnic background of the families that are served in the program through the orientation process.
2. The Human Resources Director recruits bi-lingual staff through job postings.
3. At least one staff member speaks the same language as the majority of the children in a classroom.

4. Campus Directors correlate child enrollment and the placement of staff according to the languages that are spoken by the children and families assigned to each Head Start classroom on their Campus.

STAFF QUALIFICATIONS AND COMPETENCY REQUIREMENTS (Standard 1302.91)

(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 ongoing training and professional development to support staff in fulfilling their roles and responsibilities.

PROCEDURE

1. Job Descriptions indicate the knowledge and experience levels needed for each staff position within the CSNT Head Start Program.
2. All staff, consultants, and contractors have at a minimum the level of knowledge and experience indicated in the Job Description for their position.

(b) Early Head Start or Head Start Director. (Standard 1302.91(b)) 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.

PROCEDURE

1. The Head Start Director has at a minimum the knowledge and experience indicated within the Head Start Director Job Description. (The Head Start Director Job Description indicates at a minimum the position qualifications listed in HSPS 1302.91(b)).

(c) Fiscal Officer. (Standard 1302.91(c)) A program must assess needs in consideration of the fiscal complexity of the organization and applicable financial management requirements 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 account or has, at a minimum, a baccalaureate degree in accounting, business, fiscal management, or a related field.

PROCEDURES

1. The Finance Director has at a minimum the knowledge and experience indicated within the Finance Director Job Description. (The Finance Director Job Description indicates at a minimum the qualifications listed in HSPS 1302.91(c)).

(d) Child and family services management staff qualifications requirements: (Standard 1302.91(d))

(1) Family, health, and disabilities management. A program must ensure that 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 Manager. 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 specialist, have a baccalaureate or advanced degree in early childhood education or a baccalaureate degree or advanced degree and equivalent coursework in early childhood education with early childhood education teaching experience.

PROCEDURES

1. Staff hired to manage the areas of family engagement, health, and disabilities have at a minimum the knowledge and experience indicated within the Job Description listed for each position. (The Management Job Descriptions indicate the qualifications listed in HSPS 1302.91(d)(1)).
2. Staff hired to manage the education component of the Head Start Program have at a minimum the knowledge and experience indicated within the Job Descriptions for each position. (The Education Management Job Descriptions indicate at a minimum the qualifications listed in HSPS 1302.91(d)(2)).

(e) Child and family services staff. (Standard 1302.91(e))

(1) Early Head Start center-based teacher qualification requirements. See HSPS 1302.91(e)(1)

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

(i) The Secretary must ensure that 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 that 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, are enrolled in a CDA credential program to be completed within two years of the time of hire.

(4) Family child care provider qualification requirements. See HSPPS 1302.91(e)(4)(i-ii)

(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 as described in the Head Start Early Learning Outcomes Framework: Ages Birth to Five and applicable state early learning and development standards, including for children with disabilities and dual language learners, as appropriate.

(6) Home visitors. SEE HSPPS 1302.91(e)(6)

(7) Family services 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 certificate 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 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(c) have a minimum of a baccalaureate degree in early childhood education or a related field.

PROCEDURE

1. Head Start Lead Teachers have at a minimum the knowledge and experience indicated within the Job Description for the Lead Teacher position. (Head Start Lead Teachers at a minimum have the qualifications listed in HSPS 1302.91(e)(2)(ii)).
2. Head Start Teaching Assistants have at a minimum the knowledge and experience indicated within the Job Description for the Teaching Assistant position. (Head Start Lead Teaching Assistants have at a minimum the qualifications listed in HSPS 1302.91(e)(3)).
3. Classrooms are observed on an on-going basis by the Education Implementation Team to assure that teaching staff have the competencies required 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 as described in the *Head Start Early Learning Outcomes Framework: Ages Birth to Five* and the State Pre-Kindergarten Guidelines, including for children with disabilities and dual language learners, as appropriate.
4. The Classroom Assessment Scoring System is used as one of the tools to ensure classrooms meet the requirements listed in HSPS 1302.91(e)(5).
5. Family Service Workers have at a minimum the knowledge and experience indicated within the Job Description for the Family Service Worker position. (Head Start Family Service Workers hired after November 7, 2016, have at a minimum the qualifications listed in HSPS 1302.91(e)(7)).
6. All health related procedures are completed by licensed health care professionals. This include mental health procedures and consultants that support nutrition services. All consultants/providers licenses/certifications are verified through the state database system for validity.

7. The Practice-Based Coach has at a minimum the knowledge and experience indicated within the Job Description for the Practice-Based Coaching position. (Coaches will at a minimum have the qualifications listed in HSPS 1302.91(e)(7)).

TRAINING AND PROFESSIONAL DEVELOPMENT (Standard 1302.92)

(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 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 professional development must meet the requirements described in section 648A(a)(5)²⁹ of the Act.

(2) Training on methods to handle suspected or known child abuse and neglect cases that comply 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 systemic 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 (ELOF), 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.

PROCEDURES – (TRAINING/PROFESSIONAL DEVELOPMENT)

1. *See Staff Training Manual*

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

(1) Assesses all 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 educational staff identified through the process in paragraph (c)(1) of this section, including opportunities to be observed and receive feedback and modeling of effective 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) Establish 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 adaption adequately supports staff professional development, consistent with the process laid out in Subpart J of this part.

PROCEDURES

1. Classroom staff's strengths and needs are assessed using the CLASS (Classroom Assessment Scoring System) and COT (Classroom Observation Tool) at the beginning of the school year and the end of the school year. A ten minute CLASS observation is completed on teaching staff a month after school begins. Assessments are also made from observations of the Education Implementation Team.
2. Site visits are made regularly based on the needs of where teaching staff are based on classroom observations and/or videos. Staff are given
Feedback, both written and oral.
3. Other opportunities for coaching assistance includes Peer-to-Peer Mentoring, NCQTL Professional Development Suites, assignments sent through Collaborative Tool-CLI Engage and Coaching Companion for uploading video of instruction to receive feedback from coach.
4. Teaching staff are given training on the Program's School Readiness Goals, curricula, the Head Start Early Learning Framework, and assessment tool during pre-service.
5. The coach attends adult education/coaching training, views related webinars and attends other training as it becomes available.
6. A line of communication is ongoing between the coach, Head Start Director, Assistant Head Start Director and other members of the Education Implementation team through monthly team meetings.
7. Confidentiality is established with classroom teaching staff regarding information or feedback.
8. Written documentation of goals and feedback are entered in a secure Child Plus file and a secure folder, located on the server.

9. Coaching Action Forms are uploaded into the secure file on the server and can only be accessed by the Coach, Head Start Director, and the Assistant Head Start Director.

STAFF HEALTH AND WELLNESS (Standard 1302.93)

(a) A program must ensure each staff has an initial 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 Americans with Disabilities Act and section 504 of the Rehabilitation Act¹⁸.

(b) A program must make 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.

PROCEDURES

1. Staff complete a pre-employment physical and receive a TB test prior to their employment with the Head Start program.
2. After the initial pre-employment physical, staff complete a periodic physical if recommended by their health professional or if there is documented evidence that indicates the employee may not be able to physically complete their job duties.
3. All employees follow the TB schedule outlined for the program that requires a TB Test every three years and a TB survey for the two subsequent years.
4. The program makes reasonable accommodations to staff in accordance with Americans with Disabilities Act and section 504 of the Rehabilitation Act¹⁸.
5. Monthly trainings are conducted with staff regarding safety, mental health, wellness, and health education issues.

VOLUNTEERS (Standard 1302.94)

(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, and local law, the Health Services Advisory Committee is consulted regarding the need for such screenings.

(b) A program must ensure children are never left alone with volunteers.

PROCEDURE

1. See the Campus Operating Manual for information concerning Volunteer requirements.