

3c. Children and Family Staffing Meetings Policy and Procedure

- Created 11/2000
- Reviewed 10/18

Policy

The integration of services within all components will occur in an on-going planning process for children and families throughout the year. Staff, parents, other service providers and professional agencies that are involved in the lives of the children and family will collaboratively plan and deliver services for all children and families.

Policy complies with Head Start Performance Standard 1304.21; 1340.20(a) (d); 1308.6; 1308.18; 1308.20.

Procedure

1. Each child/family will be staffed at least once monthly.
2. Enter into case management to document and summarize the discussion at staffings in the areas listed under Staffing Guidelines below.
3. Head Start/ECEAP staff will use the electronic Classroom Family Tracking Form to fill in dates, etc. of areas completed.
4. Review documentation of case management in Family Services components and cross check with the Health module in ChildPlus.net. Address and update any follow-up items and discussion of new information on the child and family.
5. Head Start/ECEAP staffings will include: Teacher and Family Advocate. Area Manager and/or appropriate service providers/consultants may also attend as needed or required.
6. Complete staffings for families in crisis first.
7. Staffings of families include the following:
 - Create an event for the monthly staffing. In the action notes, document any strengths and acknowledge accomplishments. Celebrate the family!
 - Look at the big picture of the family's strengths, interests, un-met needs and goals.
 - A new event and/or action is entered documenting decisions including actions to be taken, persons responsible, and timelines to be followed/met.
 - Staff should document and refer to the appropriate form and location of the form.

During the Monthly staffings, ensure all of the following service areas are addressed:

Staffing Guidelines (Review and Discuss)

Social Service

- Family Picture/Family Culture
- Family Partnership Agreement (FPA)
- Family Interest Survey
- Bridge to Child & Family Self Reliance
- Additional Home Visits
- On-going Observations
- Follow-up and/or Referral status
- Crisis Intervention
- Inquiry of existing plans/steps in working with other agencies
- Bus Pass, if needed

Discuss each of the above- report the strengths, interests, concerns, and goals of the family. Discuss if a plan in any of these areas need to be developed, by whom, when, and if follow-up is needed.

Tools: Application Form, Enrollment, Family Picture/Family Culture, Family Partnership Agreement, Notes Home Form, Family Contact Form, Bridge to Child & Family Self Reliance, Anecdotal Form, Mental Health/Social/Emotional Request for Observation/Assessment, Classroom Family Tracking, and Family Interest Survey.

Mental Health

- On-Going Observation
- Discuss Social/Emotional Behavior Plan for Classroom, Home, and Play & Learn (PAL)
- Transition Activities (Discuss any timely transition issues. Develop a plan if not already in place.)
- Follow-Up and/or Referral Status
- Crisis Interventions
- Safety Intervention Report
- ASQSE
- TS Gold
- EHS Health Consultant Forms
- Edinburgh Depression Screening

Discuss if a plan for behavior intervention needs to be developed, by whom, when, and if follow-up is needed and contact Mental Health Specialist as appropriate. Refer to and follow up on mental health recommendations.

Tools: Application Form, Enrollment Form, Family Partnership Agreement, Health Module, Mental Health Module, Health Memo Form, Mental Health/Social/Emotional Request for Observation/Assessment, Anecdotal Form, Notes Home Form, Classroom Family Tracking, Parent Guardian Permission for Social/Emotional Observation/Assessment, Family/Child Support Plan (specified: Observation Summary, Family/Team

Update Summary, Coordination Summary Update, Class/Strategy Matrix), Parent/Guardian Interview for Mental Health/Social/Emotional Observation/Assessment, and Play & Learn Socialization Form.

Attendance

- To determine number of days child is absent and reasons for absence
- Barriers and/or strengths to attending Head Start/EHS/ECEAP and Play & Learn groups.

Discuss if an attendance plan in this area needs to be developed. Document any changes and any progress, concerns or barriers to the child's attendance and write an action plan if necessary. Document who, when and if follow-up is necessary or needed. If the child is on an IEP/IFSP, ask the LEA/Part C specialist working with your child for feedback on the situation.

Tools: Attendance and Meal Count Form, Attendance Module, EHS Home Visit Plan Forms, Family Contact Form, EHS Attendance Policy and Procedure, EHS Home Base Unable to Contact Letter, EHS Home Base Child Attendance Letter, EHS Home Base – My Child's Attendance Success Plan, Head Start/ECEAP/EHS Teen – My Child's Attendance Success Plan, 3-5 Child Attendance Letter, Attendance Policy and Procedure, Daily Infant Meal Record, Attendance and Meal Count Form, and HS/EHS/ECEAP Family Partnership Agreement Forms.

Parent Engagement

- Parent/Guardian Program Engagement Status (i.e. classroom/PAL attendance, classroom volunteer; policy council; parent meeting attendance/support groups; community meetings; curriculum planning; home visits)
- School Readiness Goals at Home
- Follow-up status
- Discuss plan of action to acknowledge or to encourage parent involvement.

Tools: Inkind/Sign-In Form, Parent Education Plan, School Readiness, Home Learning Form, Notes Home Form; Parent Meetings, Parent Committee Meetings, and Family Night Sign-In Forms; Policy Council Sign-In Form, IEP/IFSP Attendance, Family Contact Form and Family Interest Survey.

Health/Nutrition

- Review Health Module events and actions.
- Family Member's Health Insurance Status
- Ensure Children follow a Schedule of Well Child care
- Prenatal Health Status
- Child Health Status
- On-going observations
- Follow-up and/or Referral Status
- Medications taken by children in class/appropriate documentation in place
- Program Financial Assistance for Child/Prenatal Mom Health Services

- Assistance to parents to enable them to learn how to obtain any prescribed medications, aids or equipment for medical/dental conditions.
- Communicate to Disabilities/Health Nutrition Coordinator and Health Specialist, via email or health memo, action scheduled or completed on health and/or dental follow-up and treatment.
- WIC

Discuss if a plan in this area needs to be developed, plan of action, persons responsible, and timeline.

Tools: Application Form, Family Partnership Agreement, Medicaid & Washington State Basic Health Plan Finder, Health Module, Health History, Health Memo Form, Health Documentation Request Form, Anecdotal form, Notes Home Form, Student Accident Report Form

Education

- Learning Styles and Temperament
- School Readiness Goals
- School Readiness Goals Status (updates, reviews)
- IEP/IFSP Goals and Status (review goals and update what is learned, determine next objective)
- TS Gold/On-Going Observation Strategies (Are they struggling in a domain or dimension, have you seen growth, have new skills been learned?)
- Vision, Hearing & Developmental or any other health concerns about the individual child that would affect the child's learning in a classroom. Include special accommodations for the classroom.
- Transition Activities (Discuss any timely transition such as school district busing, childcare, 2 ½ Year Transition Conference, or other situations. Develop a plan if not already in place.)
- Plan for classroom intervention strategies and progress.
- Parent input for classroom planning and activities specific to their individual child.
- ASQ-3
- ASQ SE-2
- Identify barriers to reaching goals.
- Other items pertinent to the child.

Document the child's developmental progress, classroom strategies and individualization, and any changes, growth, concerns, barriers and write an action plan if necessary including persons responsible, and timeline.

Tools: ASQ-3, ASQ SE-2, Teacher and Parent Questionnaire, Teaching Strategies Gold, Lesson Plan Form, Parent/Teacher Conference Form, Home Visit Plan Form, Family Picture/Family Culture, parent input, Kindergarten Transition, School Readiness Tool, Notes Home Form, Mental Health/Social/Emotional Request for Observation/Assessment, ChildPlus Modules, Classroom Family Tracking, IEP/IFSP, Intervention Strategies and Family/Child Support Plan (specified: Observation Summary, Family/Team Update Summary, Coordination Summary Update, Class/Strategy Matrix).