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3a. Case Management Policy and Procedure

- Created 11/2000
- Reviewed 03/19

Policy

The goal of Case Management is to build on strengths of children and families, provide support, services and resources as interest and need are determined. Case Management is documented in the ChildPlus.net and will be used to document the information gathered and contacts made with parents and significant family members of direct and indirect services. ChildPlus.net will be the central system component that is used for the systematic documentation that captures the picture of the entire family's strengths, needs, interests, concerns, goals, initial referrals, follow-up, referral outcomes, barriers, and satisfaction in the areas of all services provided by the staff within the program.

Procedure

- Document on-going significant contacts with families in the ChildPlus.net with the first initial contact of the family. The person, who has the contact, should make the entry. The intake date initiates the process.
- ChildPlus.net will be kept up to date and will be utilized by all members of the team.
- See each module Data Guide for ChildPlus.net instructions.
- ChildPlus.net will be utilized for ongoing documentation and monthly staffings to review, summarize, share on-going information (absences, etc.) and update team members on family events, progress, changes, etc. (see Children and Family Staffing Meetings/On-going Assessment and Evaluation Policy and Procedure) FS/ PE 3c.
- All progress and activities that are related to goal achievement will be documented.

3b. Process for Shared Family Services

- Created 09/10
- Reviewed 07/24

In order to provide unduplicated, meaningful and quality services to our program families enrolled in both Early Head Start and Head Start/ECEAP, the below process will be followed with the EHS staff taking the lead.

Staff are responsible for reviewing their caseload in ChildPlus. This may be found in the Enrollment or Family Services modules.

Communication

- If the staff become aware of a major family need or crisis, they will communicate with one another to discuss and determine a joint plan of action. Communication between EHS and HS/ECEAP staff shall occur at least monthly to establish a plan for the family.
- If a community referral (CPS) report is made by any staff member, the reporting party will notify the other involved staff member via phone call and email within the hour that a CPS report was made.

Documents:

- Families of Early Head Start children who enter the program prior to their Head Start/ECEAP sibling:
 - Head Start/ECEAP staff will initiate a phone call to the Early Head Start Family Advocate or Early Head Start Home Visitor to make a plan on who is to start the Family Connection Tool and a plan for sharing it with each other. Copies of the front of the Family Connection Tool and the SMART Goals would be exchanged between EHS and Head Start/ECEAP when update are made.
- Families of Early Head Start children who enter the program after their Head Start/ECEAP sibling have started 3-5 services:
 - EHS Family Advocate or EHS Home Visitor staff will initiate a phone call to the Head Start/ECEAP staff to make a plan on who to start the Family Connection Tool and to determine a plan for sharing it with each other. Copies of the Family Picture and Family Partnership Agreement shall be exchanged between EHS and Head Start/ECEAP when update are made.

Home Visits, Teacher Home Visits, Conferences

For families enrolled in Head Start/ECEAP and EHS, staff will conduct home visits in coordination with

each program to better suit the needs of the families, whenever possible. The EHS staff will be invited

to join in the Parent/Teacher Conference for the preschool child as a measure of continuity for the family.

Case Management

Documentation of family services, health services and education services will be completed as noted in

the database server handbook that the staff is utilizing.

Shared Family Staffings

- **Held:** October, January and April
- **What:** Formal documentation of coordination of services between EHS staff and Head Start/ECEAP Family Advocate will be done and documented in ChildPlus under the description of Shared Staffing.

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 Depressing 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).

3f. Where Forms Go

- Created 06/13
- Reviewed 08/26

Form Name	HOFL ECEAP	Form Number	Send Form to Whom	Special Instruction	Where to put in Child's Site File	Where to enter into on CP.net (EHS/HS) or ELMS (ECEAP)
Change of Status	Y	ERSEA 1e (lowercolumbia.edu/publications/head-start-handbooks/ERSEA/1-application/e-Change_of_Status) (Printed on green paper)	Copy to Carol Robbins	Original in site file; make photocopy and send to Carol Robbins for databasing; when you receive the copy back with date and initials of the person who databased it, transfer that date and initials to the original that is located in the site file; shred the copy only.	• Admin Section • Copy Bus if bus rider • Copy to Emergency Notebook	• ELMS: Family Support • CP: Family Services

Form Name	HOFL ECEAP	Form Number	Send Form to Whom	Special Instruction	Where to put in Child's Site File	Where to enter into on CP.net (EHS/HS) or ELMS (ECEAP)
Change of Classroom	Y	MSYS 7p - link coming soon	Skye Strayer	Original to office, copy for site file	Admin Section	• ELMS: Family Support • CP: Family Services
ASQ-3, ASQ-SE 2, and Rescreens	Y	N/A	N/A	Scan ASQ-3, ASQ-SE2, and scoresheet to Ryleigh and Kelly to upload into cpnet.	N/A	ONLY ELMS: Child Development
Developmental/ Health Screening Summary		EDUC 4g (lowercolumbia.edu/publications/head-start-handbooks/EDUC/04-developmental-screening/g-summary)	Laurie Severson	Scan to Kelly to upload to cpnet; give copy to parent	Education Section	• ELMS: Child Development • CP: Education
Health History	Y	• HLTH 11b - link coming soon • HLTH 11c - link coming soon	N/A	Original in site file; scan to self and email to Kelly Norton (knorton@lowercolumbia.edu) for uploading attachment	Health Section	• ELMS: Family Support • CP: Family Services

Form Name	HOFL ECEAP	Form Number	Send Form to Whom	Special Instruction	Where to put in Child's Site File	Where to enter into on CP.net (EHS/HS) or ELMS (ECEAP)
		• HLTH 11d - link coming soon (Printed on blue paper)		into the Health section of database. Write the date it was uploaded on the original for the database date.		
Home Language Survey	Y	N/A	Share form with Teacher	Teacher to input information into SMART Teach.	Education Section	N/A
School Readiness In-Kind	N	FISC 1e - link coming soon	Area Manager with EOM	Attached to EOM (Teacher) Area Manager send signed originals to Gwyn Wilson.	N/A	• ELMS: Family Support • CP: Family Services
Parent Volunteer / Site Volunteer In-Kind Form	N	FISC 1i1 - link coming soon	Area Manager with EOM	Attached to EOM (Teacher) Area Manager send signed	N/A	• ELMS: Family Support • CP: Family Services

Form Name	HOFL ECEAP	Form Number	Send Form to Whom	Special Instruction	Where to put in Child's Site File	Where to enter into on CP.net (EHS/HS) or ELMS (ECEAP)
				originals to Gwyn Wilson.		
Meal Count (CR Attendance)	Y	Cplus Report 2315	Carol Robbins	Double check for accuracy and completeness; make photocopy, send the original to Carol and keep a copy in an attendance file in front of the child files. Copy given to Area Manager.	Attendance folder in front of site files.	Make individual note of each child's absence attendance in Childplus.
Parent Agreement	Y	FS/PE 6a (lowercolumbia.edu/publications/head-start-handbooks/F)	Original to site file	Copy to Health Coordinator if parent initialed NO to number	- Admin Section - Copy to Emergency Notebook - Parent Agreement Exclusion List	- ELMS: Family Support - CP: Education

Form Name	HOFL ECEAP	Form Number	Send Form to Whom	Special Instruction	Where to put in Child's Site File	Where to enter into on CP.net (EHS/HS) or ELMS (ECEAP)
		S-PE/06-parent-agreements/a-head-start-ECEAP-3-to-5-parent-agreement-contract • FS/PE 6d (Lower Columbia.edu/publications/head-start-handbooks/FS-PE/06-parent-agreements/d-pre-natal-parent-agreement-contract) • FS/PE 6e (Lower Columbia.edu/publications/		1, and place a copy for each child in Emergency Response Notebook.		

Form Name	HOFL ECEAP	Form Number	Send Form to Whom	Special Instruction	Where to put in Child's Site File	Where to enter into on CP.net (EHS/HS) or ELMS (ECEAP)
		ns/head-start-handbooks/FSPES-06-parent-agreements/e-Home-Based-parent-agreement-contract)				
Parent Survey	Y	N/A	N/A	Completed at parent/teacher conferences. Any paper copies to be entered by given date.	N/A	N/A
Parent Survey – ECEAP	Y	N/A	N/A	Completed at parent/teacher conferences via an online survey system.	N/A	N/A

Form Name	HOFL ECEAP	Form Number	Send Form to Whom	Special Instruction	Where to put in Child's Site File	Where to enter into on CP.net (EHS/HS) or ELMS (ECEAP)
Program Parent Sign-In	Y	FS/PE 14d (lowercolumbia.edu/publications/head-start-handbooks/FS-PE/14-parent-meetings/d-Parent-Sign-In-Lista-de-Registros-Padres-del-Programa)	- Gwyn Wilson-original - Center Notebook-copy	Original to Gwyn Wilson. Place a copy in your center notebook for reference in your EOM reporting.	Center Notebook	N/A
PIR End of Enrollment Questionnaire	Y	MSYS 7r - link coming soon	Carol Robbins	Completed at Spring parent/teacher conferences OR when a child withdraws from the program.	N/A	N/A
Records Request	Y	HLTH 11e1-11e2 (lowercolumbia.edu/publications/head-start-handbooks)	Carol Robbins	Send the original to Carol Robbins to request records and for data entry; when you	Appropriate related section (most likely Health)	- ELMS: Family Services - CP: Family Support

Form Name	HOFL ECEAP	Form Number	Send Form to Whom	Special Instruction	Where to put in Child's Site File	Where to enter into on CP.net (EHS/HS) or ELMS (ECEAP)
		oks/HLTH/11-Student_Health_History_Nutrition_Intake_Health_Follow-Up_Referals_and_Treatment/e-Record_Request_Letters) • DISA 2f (lowercolumbia.edu/publications/head-start-handbooks/DISA/2-referral-and-evaluation/f-request-for-records-from-sch		receive the original back with date and initials of person who requested the records, shred the COPY ONLY.		

Form Name	HOFL ECEAP	Form Number	Send Form to Whom	Special Instruction	Where to put in Child's Site File	Where to enter into on CP.net (EHS/HS) or ELMS (ECEAP)
		- ool-dis trict) • DISA 2g (lo wercol umbia. edu/pu blicatio ns/hea d-start -handb ooks/D ISA/2-r eferral -and-e valuati on/g-re cords- reques t-from- progre ss-cen ter) • MH 5b - link coming soon • FS/PE 4d (lo wercol umbia .edu/p ublicati ons/he ad-star t-hand books/ FS-PE /04-ch				

Form Name	HOFL ECEAP	Form Number	Send Form to Whom	Special Instruction	Where to put in Child's Site File	Where to enter into on CP.net (EHS/HS) or ELMS (ECEAP)
		ild-abuse-neglect/d-DCYF-CPS-information-request)				
Release of Information (ROI)	Y	ERSEA 1d (lowercolumbia.edu/publications/head-start-handbooks/ERSEA1-application/d-Parent-Guardian_Permission_to_Reveal_or_Obtain_Confidential_Information) OR ERSEA 1f (lowercolumbia.edu/publications/head-start-handbooks/ERSEA1-application/f-Adult-Pregnant_Individual_Permission_to_Rev	Original to Carol Robbins	Original will be returned to you after it is scanned and documented into the health module of ChildPlus. It will also have the initials of the person who databased it along with the date it was scanned into ChildPlus in the lower right-hand corner.	Admin Section	• ELMS: Family Services • CP: Education, Family Support

Form Name	HOFL ECEAP	Form Number	Send Form to Whom	Special Instruction	Where to put in Child's Site File	Where to enter into on CP.net (EHS/HS) or ELMS (ECEAP)
		eal_or_Obtain_Confidential_Information		To view the ROI in ChildPlus, in any tab click on attachments on the top portion of the screen and click view all		
Transportation Request	Y	TRAN 5d - link coming soon	Transportation Liaison for your building	Original to Transportation Liaison; copy for site file.	SS/MH Section	• ELMS: Family Services • CP: Family Support
USDA (Child & Adult Care Food Program – CACFP)	N	N/A	Carol Robbins	Put LOC ID on front of form.	It will not be sent back to you; note in case management and on home visit log form that it was completed	• ELMS: Family Services • CP: Education, Family Support
Withdraw/Transfer Checklist Includes: End of Enrollment PIR,	Y	• ERSEA 2d, 2d1, 2d2 (lowercolumbia.edu/p	Skye Strayer	Attach to front of file with attachments when withdrawing student.	Admin Section	• ELMS: Family Services • CP: Family Support

Form Name	HOFL ECEAP	Form Number	Send Form to Whom	Special Instruction	Where to put in Child's Site File	Where to enter into on CP.net (EHS/HS) or ELMS (ECEAP)
Questionnaire and possible COS form		ublications/head-start-hand books/ERSE A/2-attendance/d-File_Transfer_Checklists)				