



Initial and Ongoing Staffings Procedure

Purpose

Consistent communication between staff ensures a strong partnership in the mission to best support children and families for success in school and throughout life. The purpose of a staffing is for Family Services and Education teams to dedicate time to communicate the needs of each family as a whole, and better provide wraparound services. Staffing is a time to:

- Ensure that necessary follow-up is happening in all service areas: Family Services, Education, Health, Mental Health/Disabilities.
- Ensure that teaching staff & family Services staff are aware of all needs and work together as partners to support the family & the child.
- Bring attention to additional support that may be needed through consultations (ex. attendance)
- Bring awareness to any missing documentation that may need completed.

Guidelines

- Staffings will be completed by:
 - Teachers and Family Advocates
 - Home Based Home Visitor and Site Manager
 - Specialists and FA/SS or SM
- Initial staffings will be completed after the Initial Home visit. Best practice is to staff prior to starting services.
 - If home visits are completed together, you will schedule a 10-minute debrief immediately after the visit. ***This will be considered your staffing.***
 - If the visit is not done together, T/HBHV/SP will notify FA/SM/FASS when the visit with family is completed.
- Initial staffings are to be completed according to dates and deadlines.
 - After the initial staffings are completed, staffings are to be done quarterly, prior to conferences. These should be scheduled on a consistent rotation to the fullest extent possible
 - Each team will use outlook to schedule staffing sessions.

Procedure:

- Both staff will come to the staffing meeting prepared by first:
 - Reviewing the staffing questions (listed below) be ready to discuss
 - T/SP/HBHV will: Utilize Information gathered during the scheduling call, Initial Home Visit form, Home Language Survey if needed, and Individual Care Schedule (EHS only) available to review.
 - FA/SP/HBHV will: Review the Family Tab, Health Tab (medical, dental, vision, etc), MH/DIS Tab (mental health and disability status)

- Have staffing question guide open to use as a guide to conversation
- **FA/SM/FASS** will review and share information from:
 - Profile Tab, including Permissions form, Emergency Card, and custody/legal documents
 - Enrollment Tab, including all Pre-Enrollment information
 - Family Tab including information from Home Visits, goals, case notes, reference the Family Strengths Self-Assessment and any prior FSA scores, etc.
 - Health Tab
- **T/SP/HBHV** will review and share information from:
 - Any completed ED documents (pulled up and ready to review) such as the IHV form, home language survey, individual care plan and notes/information gathered through family contacts, as applicable
 - Child Goals, IFSP, Behavior concerns/guidance plans
 - Together, look through **all tabs** in SHINE.
- The **FA/SP/HBHV** will:
 - document a summary of the staffing in a “Case Conference” case note in the Family tab in SHINE (*documentation guidance follows*).
 - Update FSA scores

*Each staffing (with the exception of the Initial staffing) will be documented as a **new follow-up note** to the initial staffing case note.*

Initial Staffing Process

Initial Staffing Questions to Discuss:

- Is the child new or a returner? Has the child ever been in a childcare facility before?
- Is this a shared family with any other teacher/specialist?
- Any barriers to transportation?
- Any non-native English speakers in the household? Are there interpreting needs?
- Is the child on an IFSP? Any mental health concerns/issues? Any challenging behaviors?
- Who is in the family? The household?
- Are there any custody arrangements, restraining orders or other safety concerns? Is the child in foster care or a ward of the state (DHS Child Welfare involvement)?
 - Do we have copies of legal documents? If not, we will need to get them, and AA will upload them into SHINE.
- Any health conditions/concerns? Medications? Allergies? Food substitutions?

Documenting Initial Staffings

Here are 2 examples of what a staffing case note could look like:

1. 08/20/21 Initial staffing completed between Family Advocate Terra and Teacher Anna. Nikki is a returner and will be attending the PM class at Eagle Point. Family consists of a 2-parent household, dad works, and mom stays home, and Nikki is an only child. Nikki is on an IFSP for speech. Nikki is lactose intolerant and will substitute Lactaid for cow's milk. No other health concerns.
2. 08/20/21 Initial staffing completed between Family Advocate Terra and Teacher Rebecca. Samuel is new to Head Start and this is his first time at any kind of childcare facility. He will be attending the AM class at Eagle Point. Mom says he has "attachment issues" and "has a hard time separating" from her. Family consists of a 2-parent household and Samuel has 2 older siblings. Dad speaks mostly Spanish, but mom is bilingual and will interpret when needed. No health concerns/allergies/medications.

The screenshot shows a web-based form titled "CASE NOTES". At the top, there are buttons for "Cancel" and "Save". Below the title, there is a "Sort by:" dropdown menu set to "Note Date". A horizontal line separates the header from the main content area. Below the line, there is a "New" button and a dropdown menu set to "Case Conference". To the right of the dropdown is a date field showing "06/29/2018". Below this, there is a text area containing the following text: "08/20/21 Initial staffing completed between Family Advocate Terra and Teacher Rebecca. Samuel is new to Head Start and this is his first time at any kind of child care facility.....". Below the text area, there is a "Father Figure Involved:" dropdown menu set to "-". Below this, there is a section titled "PIR Services" with a date field set to "mm/dd/yyyy" and a dropdown menu set to "-- Select PIR Service --".

Documenting Staffings:

When you complete the **initial** staffing start a Case Conference case note.

The body of the case note should be a brief summary of the discussion.

Ongoing Staffing Process: (Fall, Winter, Spring/Transition)

Things to discuss/review:

- Any recent changes in the home?
 - Changes that include address and phone number can be done by the AA
 - Changes to legal guardian must be done through enrollment
 - Changes to custody, child welfare involvement, protection orders: we will need copies of legal documents (court documents, documentation/statements from child welfare, etc.)
- How is the child's attendance? If there are concerns, discuss barriers and ways to support the family together

- Are there any needs identified? Any emergency/crisis? If so, determine if a Needs Identified/Emergency Crisis Case Note should be entered into SHINE. (This should be done if it will require ongoing follow up with the family)
 - Make sure to indicate any referrals made (PIR)
- How is progress on learning goals? Family goals?
- Review ASQ and ASQ-SE if it has been completed since last staffing.
- Child needs/updates: Is the child on an IFSP? Any challenging behaviors? Any guidance plans? Any mental health concerns/issues? Any outstanding MH referrals?
 - If so, discuss if the family is interested in receiving support from staff or if they would like a referral for services
- Health: Any health conditions/concerns? Medications? Allergies? Food substitutions? Is the child up to date on WCE, dental exam, and immunizations?

Documenting Ongoing Staffings:

- Completed staffings will be documented as **follow-up** notes to the original Case Conference note (Initial Staffing).
- Each staffing will be its own note (1st follow up note= fall, 2nd follow up note=Winter, 3rd = spring and so on).
- Include which staffing has been completed in the title. As children start throughout the year, you may combine the initial staffing with the quarterly staffing that it most closely aligns with. (Example: Initial/Spring staffing)

Example of an updated staffing note: (based on example #1 for initial staffing)

11/06/21 Winter staffing completed between Family Advocate Terra and Teacher Anna. Mom is working on financial aid applications and has enrolled at RCC (see family goal). Nikki has made progress on her educational goal of identifying the letters in her first name. She can now identify the "N" and the "K". There have been no other changes in the home. Nikki's attendance is 92%. No changes to IFSP/Speech services. Nikki still gets Lactaid at mealtimes.