

## 0-5 Child & Family Staffings

**Head Start Program Performance Standards:**

1302.50(b)(6) Family engagement approach

### Procedure: Staffings

#### Purpose:

Consistent communication between staff ensures a strong partnership in supporting children and families for success in school and life. Staffings provide dedicated time for Family Services and Education teams to discuss each family's needs and deliver coordinated wraparound services.

#### Staffings are a time to:

- Ensure follow-up in all service areas: Family Services, Education, Health, and Mental Health/Disabilities.
- Foster collaboration between teaching and Family Services staff to support the family and child.
- Identify additional support needs, such as consultations for attendance issues.
- Address missing or outdated documentation.

#### A. General guidelines:

Staffings are conducted quarterly (Fall, Winter, Spring) by:

- Teachers & Family Advocates
- Home Visitors & Site Managers
- Family Advocates who share families

Staffings are also to be completed as children transition from classroom to classroom, center to center or program to program. Please refer to the [Transition Policy 0-5](#) for more guidance.

Staff are expected to communicate effectively, honor scheduled staffing times, and come prepared to collaborate and meet deadlines.

## **B. Shared Family Staffing:**

To ensure coordinated, seamless services, Family Advocates and Home-Based Home Visitors (HBHVs) will participate in quarterly staffings for families enrolled in multiple programs or supported by two different advocates. The first contact must be initiated and documented by the deadline.

### **Immediate Family Needs and Crises:**

The FA or HBHV will immediately contact their partner when:

- A DHS Child Abuse Report is made.
- Family status changes occur, including:
  - Basic Needs Crisis: homelessness, lack of food, no utilities
  - Medical or Health Crises (e.g., chronic head lice)
  - Court Issues: custody changes or restraining orders
  - Child enrollment in Head Start or Early Head Start
  - Chronic Poor Attendance: attendance goal and planning meeting

## **C. Documentation:**

### **1. FA/Teacher Staffings:**

- a. The Family Advocate or Home-Based Home Visitor creates a "Case Conference" note in the family tab.
- b. Each subsequent staffing is documented as a follow-up note under the same case note.
- c. Include a brief summary, noting significant information such as family status changes.

### **2. Shared Family Staffings:**

- a. The designated FA creates a "Cross Agency Conference" note in the family tab.
- b. Each subsequent staffing is documented as a follow-up note under the same case note.
- c. Include a brief summary, noting significant information such as family status changes.

Both FA/T/HBHV/SM	
<ul style="list-style-type: none"> <li>• Share information gathered during the welcome call, home visits and/or family contacts.</li> <li>• Is the child new or a returner? Has the child ever been in a childcare facility before?</li> <li>• Is this a shared family with any other teacher/specialist?</li> <li>• Any barriers to transportation?</li> <li>• Any non-native English speakers in the household? Are there interpreting needs?</li> <li>• For EHS children, discuss eligibility for transitioning from IYT to OT or OT to HS, and ensure the child and family are prepared for the upcoming transition. Refer to the Transition procedure for more details.</li> </ul>	
Education Services	
Use SHINE & Education database to gather information	
<ul style="list-style-type: none"> <li>• (EHS Only) Individual care schedule.</li> <li>• Child goals, progress &amp; child needs.</li> <li>• Challenging behaviors.</li> <li>• ASQ &amp; ASQ-SE.</li> </ul>	
Mental Health/Disabilities	
Use SHINE database to gather information	
<ul style="list-style-type: none"> <li>• Is the child on an IFSP.</li> <li>• Mental health concerns.</li> <li>• Status of referrals/services.</li> </ul>	
Family Services	
Use SHINE database to gather information	
<ul style="list-style-type: none"> <li>• Who is in the household?</li> <li>• Family goals/progress.</li> <li>• Child's attendance and any barriers to attendance.</li> <li>• Family Engagement-is the family engaged at the center or in the classroom</li> <li>• Are there any needs/emergency/crisis situations? Are referrals or resources needed?</li> <li>• What are the Family Strengths and areas of growth as identified on the FSA. (Make updates to FSA as needed).</li> </ul>	

<b>Health</b>	
Use SHINE & Playground database to gather information	
<ul style="list-style-type: none"> <li>• Review health concerns, medications, allergies &amp; food substitutions.</li> <li>• For IYT only: What is the expiration date on the food sub for formula or breast milk? What is the plan for milk transitions when the infant turns 1 years old?</li> <li>• Review the child's health history form.</li> <li>• Status for medical &amp; dental home, well-child &amp; dental appointments &amp; immunizations.</li> </ul>	
<b>Profile/Enrollment Information</b>	
Use SHINE database to gather information	
<ul style="list-style-type: none"> <li>• Ensure legal guardian information is correct.</li> <li>• Custody arrangements, restraining orders or safety concerns-foster care or state involvement.</li> <li>• Are all legal documents and necessary documentation uploaded in SHINE?</li> <li>• Is legal documentation expired?</li> <li>• Is the E-Card accurate and up to date?</li> <li>• Parent permissions.</li> </ul>	
<b>Shared Family Staffing ONLY</b>	
<ul style="list-style-type: none"> <li>• Review the family goals.</li> <li>• Family strengths and concerns. Coordinate any follow-up on needs.</li> <li>• DHS Child Welfare involvement.</li> <li>• Attendance concerns and attendance goals.</li> <li>• For transition children: How is the transition to Head Start progressing.</li> <li>• Other information that will help staff work effectively with the family as a team.</li> </ul>	