Southern Seven
Head Start/
Early Head Start

Family and
Community Partnerships
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Effective April 1st, 2010, we were required to do the following: provide a written notice to the parent or guardian of any child to be enrolled for the first time that within 30 days of enrollment, the parent guardian must provide a certified copy of the child’s birth certificate or other reliable proof of identity and age of the child. If a certified birth certificate is not available, the parent or guardian must submit a passport, visa, or other governmental documentation as proof of the child’s age and affidavit or notarized letter explaining the inability to produce a certified copy of the birth certificate. We are required to notify the Illinois State Police department if the parent or guardian fails to submit proof of the child’s identity within a 30 day time frame:

Written Notification sent to Parents/Guardians
Once the child is accepted for enrollment, the parent/guardian receives notification from the ERSEA Specialist of the Missing Children Records Act and the requirements. Parents/guardians will also be informed during the Parent Orientation. Each site will write a statement that will go in the first month’s newsletter. A reminder will be placed in the Parent Newsletter from the Administrative Office.

RECEIVING AND REVIEWING THE CERTIFIED BIRTH CERTIFICATE
Staff receiving the application packet from the parent/guardian must view the original birth certificate with the raised seal. Staff must feel the seal and once established that the certified birth certificate is the original, the staff person will copy and give the original to the parent. On the copy the staff person will write © with original seal in the top right hand corner of the copied certified birth certificate with their initials and date. A copy will be retained for the blue file and submitted to central office with the application packet. If the original birth certificate was viewed after the application packet was submitted for processing, the birth certificate will be submitted to the Social Services Specialist.

In the case that the parent/guardian is unable to produce the original birth certificate, staff may accept alternative forms of birth verification for processing. The parent will be informed that according to the Missing Children’s Reporting Act, the parent will need to produce the original birth certificate within 30 school days. If this does not occur, Southern Seven is obligated to contact the State Police Department. The parent/guardian will be referred to the Parent Coordinator for assistance in obtaining the certified birth certificate.

The designated staff person will track the 30 days from enrollment on the tracking form in order to comply with the law. The Parent Coordinator will complete documentation in ChildPlus.Net under the Family Services Tab. All attempts made to assist the parent in
obtaining the certified birth certificate will be documented monthly. If in the event the parent/guardian has not complied within the 30 day time frame, the Parent Coordinator or designated staff person will notify the Social Services Specialist that the 30 day time frame has lapsed. The Social Services Specialist will then contact the designated person with the State Police Department. The Social Services Specialist will notify the family in good faith that the State Police Office has been contacted. The Social Services Specialist will retain a copy of the letter to be kept in the child’s central office file as well as the general file and a copy will be sent to the site, parent, and state police office. All communications from the Social Services Specialist will be documented in ChildPlus.Net under the Family Services Tab.

RECEIVING THE CERTIFIED BIRTH CERTIFICATE AFTER ENROLLMENT

Once a parent/guardian submits the certified birth certificate after enrollment, the designated staff person will verify that it is the original. The designated staff will make two copies, write in the top right hand corner © with the original seal, date and initial. One copy will be retained for the blue file and the second copy will be sent to the Social Services Specialist to be documented in ChildPlus.Net.
Southern Seven HS/EHS

Service Area: Family and Community Partnerships  
Procedure: Children in Foster Care  
References: Head Start Performance Standards – 1304.40(a)(3)

**Performance Standard 1304.40 (a)(3)**
To avoid duplication of effort, or conflict with, any preexisting family plans developed between other programs and Early Head Start or Head Start family, the family partnership agreement must take into account, and build upon as appropriate, information obtained from the family and other community agencies concerning preexisting family plans. Grantee and delegate agencies must coordinate, to the extent possible, with families and other agencies to support the accomplishment of goals in the preexisting plans.

**APPLICATIONS RECEIVED FROM FOSTER FAMILIES**
When receiving an application from a child that is in foster care, it is important that the Parent Coordinator initiates communications with the caseworker as soon as possible. When the application is completed, the designated person will review the application and ensure the Foster Parent has received the Foster Care Contact Information form. This form is to be completed by the Foster Family and/or Head Start Staff.

Once the Parent Coordinator has a completed the application and Foster Care Contact Information Form, the Parent Coordinator will complete Case Note Documentation. The Parent Coordinator will make a notation for the ERSEA Specialist to forward it to the Social Services Specialist for follow-up. The Social Services Specialist will contact the Case Worker for review of the Pick-Up List, obtain court documentation for eligibility and will obtain proper signatures. The Social Services Specialist will notify the Parent Coordinator and submit to the ERSEA Specialist.

**WORKING WITH FOSTER FAMILIES AND CASE MANAGEMENT**
Once a child is accepted for enrollment at a center, the Parent Coordinator will contact the caseworker to inform them of acceptance. It will be up to the caseworker and Parent Coordinator to continue ongoing communications in order to keep both parties abreast of the child’s progress in the program. The Parent Coordinator or designated person should make all attempts to invite the caseworker to attend parent teacher conferences, home visits and to be a part of the family partnership process. Parent Coordinators or designated staff should use the blanket letter provided in order to invite appropriate parties to conferences, home visits, or meetings. The original letter should be sent to the appropriate agency retaining a copy for the child’s file.
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<th>Field</th>
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<td>Child’s Name:</td>
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<td>Date of Birth:</td>
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<td>Foster Parent Name:</td>
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<td>Relationship to Child:</td>
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<td>Center Attending:</td>
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<td>Child Protective Services Agency:</td>
<td>(DCFS, Lutheran Social Services, Chritas Family Solutions, Illinois Mentor, etc.)</td>
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<td>Caseworker’s Name:</td>
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<td>Phone Number/Ext.:</td>
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Date___________________

To the caseworker of _____________________,

We are currently planning on holding a Parent/Teacher conference or Home Visit on _____________________ at _______ at the (home/ center) in order to discuss progress and or concerns with _________________ . If your schedule permits, we would love for you to be apart of the meeting.

If you have any question or concerns, please feel free to contact me at the center.

Sincerely,

Parent Coordinator

Teacher
Southern Seven HS/EHS

Service Area: Family and Community Partnerships
Procedure: Family Assessment
References: Head Start Performance Standards – 1304.40(a)(2)(3); 1304.40(b)(1)(2)

1. The file will be reviewed by the Parent Coordinator prior to meeting with the family. **UNDER NO CIRCUMSTANCES IS IT PERMISSABLE FOR THE PARENT COORDINATOR OR OTHER STAFF WHO HAVE NOT GONE THROUGH THE TRAINING, COMPLETE THIS ASSESSMENT TOOL.** Trained staff will always complete the assessment in the presence of the parent.

2. The Parent Coordinator or trained designated person will complete the first assessment with each family at the beginning of the school year. Later in the school year, a second assessment will be completed in order to measure a family’s progress. One Family Assessment should be completed per family. The Family Assessment should be copied for additional children’s file. If the family has more than one child in the program, the following should occur:

   a) Home Based Staff will take the lead role in case management activities to include Family Assessment and Family Partnership Agreement.

   b) If the family has a child enrolled in Early Head Start Program and Head Start Program, the Early Head Start Parent Coordinator will take the lead in case management.

   c) Where sites have more than one Parent Coordinator and children in different classrooms, staff should agree on which Parent Coordinator is best suited to work with that family.

3. A family goal (family partnership) should be set or offered to the family during the Preliminary Assessment meeting with the family. Once completed, the family goal (family partnership) should be attached to the Family Assessment packet.

4. The Parent Coordinator or designated trained person will complete the Family Assessment through interviews with the family during a home visit or time deemed best with the family. **UNDER NO CIRCUMSTANCES IS IT PERMISSABLE FOR A PARENT COORDINATOR OR OTHER STAFF PERSONS WHO HAVE NOT GONE THROUGH THE TRAINING, COMPLETE THIS ASSESSMENT TOOL.** This assessment tool will assist the family and staff as they work on the goal setting.
process. A target date for the first reporting time is due within 60 days of family’s entry into the program.

5. After completion of the Family Assessment, staff will score the families responses and initial and date on the preliminary score box for the first reporting period. Each child enrolled in Head Start/Early Head Start will have a Family Assessment completed. The Parent Coordinator or trained designated person will have the parent or guardian sign and date the Family Assessment after completion in the preliminary signature box. Parent Coordinator or trained designated person will then sign and date below the parent/guardian signature. The Family Assessment will be sent to the Social Services Specialist for data entry by the end of the week that the assessment is completed. The Social Services Specialist or Family Involvement Coordinator will enter the Family Assessment scores into ChildPlus.Net and send the Family Assessment back to the Center.

6. Parent Coordinator or trained designated person will sign and date the area for staff to sign. Staff will then have parent or guardian write out their name, sign, and date.

7. Throughout the course of the year, staff will make the appropriate referrals based on identification and request of the family. Staff will document all referrals from the Family Assessment in ChildPlus.Net under the Family Services Tab. Follow-up from referrals should also be documented in ChildPlus.Net. Staff will receive a report periodically throughout the school year to show where each referral and progress of that referral is currently in process.

8. The Parent Coordinator or other designated trained staff person will complete the post assessment. This post assessment should be completed by March 31st. Staff will schedule a meeting with each family at a mutual covenant time to re-evaluate the Family Assessment with the family.

9. Upon completing the post assessment, Parent Coordinator or other designated trained staff will have parent/guardian sign and date the designated box for the post assessment. Parent Coordinator or designated trained staff will then sign and date in the designated area. Staff will score and submit the Family Assessment to the Social Services Specialist for data entry.

10. The Social Services Specialist will provide data to the Parent Coordinators. This data will be reviewed and assessed throughout the school year at minimum twice a year.
11. Parent Coordinators will bring this data back to each Education Team and review with staff throughout the course of the school year.

12. Children that enter after February 1\textsuperscript{st} will only need to complete the first assessment for the school year.

13. Parent Coordinators or trained designated person will document the completion of the Preliminary and Post Assessments into ChildPlus.Net.
# Southern Seven Head Start/Early Head Start

## FAMILY ASSESSMENT

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<th>Child(ren)’s Name</th>
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### FIRST ASSESSMENT

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- **Outside Agency Goal**

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- **Unable to Participate**

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- **Medical**
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- Family Strength
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**Additional Notes:**
### Southern Seven Head Start/Early Head Start
#### ASSESSMENT SCORE SHEET

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<th></th>
<th>1 – In Crisis</th>
<th>2 – Vulnerable</th>
<th>3 – Stable</th>
<th>4 – Self-Sufficient</th>
<th>5 - Thriving</th>
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<tbody>
<tr>
<td><strong>Dental</strong></td>
<td>No regular dentist. Need help finding resources. No Insurance. Can't afford dentist. Can't afford or skipping needed visits.</td>
<td>No/Poor insurance. No regular dentist. Use emergency room for dental. Need help finding resources. Only go to dentist on an emergency. Unmet dental needs.</td>
<td>Access to dentist through clinics. Able to see dentist when needed. Adequate insurance coverage.</td>
<td>Family has a dental home. See dentist at least once a year</td>
<td>Family has a dental home. Bi-annual dental visits.</td>
</tr>
<tr>
<td></td>
<td>1 – In Crisis</td>
<td>2 – Vulnerable</td>
<td>3 – Stable</td>
<td>4 – Self-Sufficient</td>
<td>5 - Thriving</td>
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</tr>
<tr>
<td><strong>Housing</strong></td>
<td>Family is Homeless or on the verge. Very temporary Housing. At a shelter. Camping, living in vehicle, etc. No income for housing. Dangerous or bad Situation. Utilities Shut off.</td>
<td>Temporary housing. Live with friends/family. Money for rent/utilities uncertain. No money for repairs. Landlord not fixing problems. Use help from agencies to get by (LIHEAP, etc.) Utilities shut off or on the verge.</td>
<td>Semi-permanent. Some repairs needed. Mostly have ability to pay housing/ utilities/repairs. Minor landlord issues. Subsidized housing. Some help from agencies to get by (LIHEAP, etc.)</td>
<td>Able to pay rent/mortgage. Able to pay utilities. Repairs taken care of.</td>
<td>Owns or lives in long-term housing and no assistance used to pay utilities.</td>
</tr>
<tr>
<td><strong>Transportation</strong></td>
<td>No vehicle. No access to transportation with others. Walk everywhere</td>
<td>Unreliable vehicle. May not be able to pay for needed repairs/gas. Unreliable resources for transportation.</td>
<td>Has access to personal vehicle or utilizes public transportation.</td>
<td>Semi-reliable personal vehicle. Able to pay for some repairs. Can afford gas for essential trips.</td>
<td>Reliable personal vehicle. Have money for car repairs, payment, gas, regular maintenance and insurance.</td>
</tr>
<tr>
<td><strong>Child Development/Parenting Skills</strong></td>
<td>Parent/child roles and responsibilities are non-existent.</td>
<td>Parent does not know how or where to get help on child development/parenting skills.</td>
<td>Parent/child roles and responsibilities enforced but not always consistent or effective.</td>
<td>Parent would like information on age-appropriate activities.</td>
<td>Parent knows how to seek parenting assistance and understands developmental milestones.</td>
</tr>
<tr>
<td><strong>Families Education at Home</strong></td>
<td>Family is unable to support their child in any learning activities.</td>
<td>Family has limited access to learning resources and has several concerns about their child's learning.</td>
<td>Family feels somewhat confident about their child's learning.</td>
<td>Family completes home activities and is aware of what the child is learning.</td>
<td>Family is engaged in daily literacy activities in the home and is aware of what the child is learning.</td>
</tr>
<tr>
<td>Education Level</td>
<td>1 – In Crisis</td>
<td>2 – Vulnerable</td>
<td>3 – Stable</td>
<td>4 – Self-Sufficient</td>
<td>5 - Thriving</td>
</tr>
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<tr>
<td>Grade school or Middle school education. Reading, writing and basic math skills absent.</td>
<td>No high school diploma or GED. Reading, writing, and basic math skills present.</td>
<td>High school diploma or GED.</td>
<td>Post high school vocational education, non-college business or technical or professional training; some college credits</td>
<td>Post-Secondary degree; masters or doctorate. Post-secondary degree; bachelors, associates</td>
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<tr>
<td>Transitions</td>
<td>Family is not interested in advocating and/or supporting their child's education. No communication with site/staff.</td>
<td>Family is unaware of their role in supporting and advocating for their child's education. Family has some communication with site/staff.</td>
<td>Family is beginning to understand and advocate for their child's learning and development in the transition process. Family has occasional communication with site/staff.</td>
<td>Family attends transition meetings as required and gives input into the transition process. Family regularly communicates with site/staff.</td>
<td>Family is aware, advocates and actively engages in transition planning. Family has constant and active communication with site/staff.</td>
</tr>
<tr>
<td>Family Support System</td>
<td>Family has no support network or any knowledge of community resources.</td>
<td>Family has limited knowledge on community resources.</td>
<td>Family knows resources available in the community and how to access.</td>
<td>Family has dynamic support networks and is actively engaged in their community.</td>
<td>Family is self-sufficient and is not dependent upon community resources.</td>
</tr>
<tr>
<td>Volunteering</td>
<td>Family does not participate in volunteer opportunities i.e. at site, in community, church etc.</td>
<td>Family volunteers occasionally.</td>
<td>Family volunteers on a monthly basis.</td>
<td>Family seeks out ways to volunteer.</td>
<td>Family volunteers on a weekly basis</td>
</tr>
<tr>
<td>Family as Advocates and Leaders</td>
<td>Family is not involved in any leadership/advocacy roles or partnerships with other parents and/or community groups.</td>
<td>Family has limited ability or barriers to participation.</td>
<td>Family is interested in obtaining more information about leadership opportunities.</td>
<td>Family is beginning to form leadership/advocacy partnerships with other parents and/or community groups.</td>
<td>Family is actively serving in leadership/advocacy partnerships with other parents and/or community groups.</td>
</tr>
</tbody>
</table>
Southern Seven HS/EHS

Service Area: Family and Community Partnerships
Procedure: ChildPlus.Net Data Entry for Family Assessment
References:

In ChildPlus.Net choose the participant and complete the following steps:

1. Click on the “Family Services” tab.
2. Click on “Add Event”. An “event” should be used to represent the entire family’s participation in the Family Partnership Agreement.
3. Complete the following fields (this should be completed once per family):
   - Initial Date (First time Parent Coordinator/Home Based Teacher met with family to complete Family Partnership Agreement).
   - Event Type (select Family Partnership Agreement).
   - Click in Description box (type Family Partnership Agreement).
   - Click Service Area (select Social Services).
   - Agency Worker (usually this is prefilled but if not select yourself from the drop down box).
   - Family Members (children or child that you are conducting the Family Partnership on).
4. In Section 2 of the screen your actions toward the Family Partnership Agreement are listed. After the “actions” occur you will need to fill in the following (actions include attempts to meet with family, date Family Partnership Agreement was completed, Family Goal, etc.)
5. Click on “Add Action”

For Preliminary Assessment
- Click Action Type (should always be Preliminary Assessment).
- Click Action Date (the date the action occurred).
- Click Type of Contact (the way you conducted the Preliminary Assessment).
- Click Description (type “Preliminary Assessment Completed”).
- Click Status - use only of “Action Completed” (this is any action that you have Completed, you have done or met with the family for the assessment therefore it is Complete).
- Click Event Notes – Type “Preliminary Assessment of Family Assessment completed with ____________ on ______.”

For Post Assessment
- Click Action Type (should always be Post Assessment).
- Click Action Date (the date the action occurred).
- Click Type of Contact (the way you conducted the Post Assessment).
- Click Description (type “Post Assessment Completed”).
- Click Status – use only of “Action Completed” (this is any action that you have Completed, you have done or met with the family for the assessment therefore it is Complete).
- Click Event Notes – Type “Post Assessment of Family Partnership Agreement completed with ____________ on ______.”
Southern Seven HS/EHS

Service Area: Family and Community Partnerships
Procedure: Family Partnership Agreements
References: HS Performance Standards – 1304.40(a)(1)(2)(3)

Performance Standard 1304.40 (a)(3)
To avoid duplication of effort, or conflict with, any preexisting family plans developed between other programs and Early Head Start or Head Start family, the family partnership agreement must take into account, and build upon as appropriate, information obtained from the family and other community agencies concerning preexisting family plans. Grantee and delegate agencies must coordinate, to the extent possible, with families and other agencies to support the accomplishment of goals in the preexisting plans.

Goal Setting
Parents must be offered the opportunity to develop and implement individualized Family Partnership Agreements (FPA’s) that describe family goals, responsibilities, timetables and strategies for achieving these goals as well as the progress in achieving them. The FPA’s are family driven and take into account, and build upon as appropriate, information from the family and other community agencies concerning preexisting plans. Southern Seven Head Start coordinates with families and other agencies to support the accomplishment of preexisting goals/plans. The FPA(s) are to be determined jointly, with staff working with families to develop a strength based approach. Parents are to be provided with a copy of the FPA. The original will be attached to the Family Assessment and filed under the appropriate/designated area in the child(ren)’s file.

The Family Partnership Agreement is an ongoing process that involves the parents and families and is focused on the strengths, needs and interests of the family. Development of goals, timetables, responsibility, action steps, and follow-up are all involved in the process that assists parents and families in gaining access to the community services that can meet their needs or strengthens their ability to care and advocate for their child(ren). In the Home Based Program, this agreement must include the specific roles of parents in the home visits and group socialization activities. A copy of the FPA should be sent to the parent/ guardian for their records and original will be filed into the child’s blue center file under designated area.

Family Partnership Agreements should be reviewed with families throughout the program year in accordance with the target dates set for the action steps and target dates noted on the FPA’s. Family goals noted on the Family Partnership Agreement should be directly related to the family’s interests and must meet the following *criteria:

Specific - A goal that is specific will answer the six “W” questions. Who? What? Where? When? Which? Why?
Measurable - Make sure that progress of the goal can be measured. How can you tell if the goal has been reached?
Attainable - Remember that we “grow” towards the goals we set.
Realistic - Goals are “realistic” if they are something that the family is both “willing and able” to work toward. Goals must be truly possible for the family to achieve and within the control of the family.
Tangible - Tangible goals are concrete. They are real. You can touch or taste or feel it.

*Adapted from the Western Kentucky Training and Technical Assistance Services
Family Partnership Agreements Workbook, 2nd Edition © 2005,

After completion of the Family Partnership Agreement, the Parent Coordinator will enter this information into ChildPlus.Net. All information should be added by the fifth of each month so that a report to reflect the most update information may be pulled by the sixth or next working day. As part of the ongoing monitoring process, the Social Services Specialist will review ChildPlus.Net Report 3015 to ensure that Family Partnership Agreements are completed in a timely manner. Also, periodically throughout the school year, the Social Services Specialist will review files at the site to identify those FPA’s that are in process or goals have been met. Parent Coordinator’s will document in ChildPlus.Net, the Family Partnership Goal and its progress in the FPA note section.

When meeting the family to discuss the goal setting process, staff will note: family goal, timetable, who is responsible, and action steps. Staff will be in touch with each family throughout the school year to touch base and celebrate successes.

GOAL – The object of a person’s ambition or effort; an aim or desired result.
Synonyms: objective, aim, end, target, design, intention, intent, plan, purpose
The definition of goal setting is the process of identifying something that you want to accomplish and establishing measurable goals and timeframes.
Southern Seven HS/EHS

Service Area: Family and Community Partnerships
Procedure: ChildPlus.Net Data Entry for Family Goal (Family Partnership) Agreement

References:

In ChildPlus.Net choose the participant and complete the following steps:

1. Click on the “Family Services” tab.
2. Click on “Family Partnership Agreement”
3. In Section 2 of the screen your actions toward the Family Partnership Agreement are listed. After the “actions” occur you will need to fill in the following: (actions include attempts to set a Family Goal, follow ups, information given, etc.)
4. Click on “Add Action”.

For Family Goal Set
- Click Action Type (should always be Family Goal Set).
- Click Action Date (the date the action occurred).
- Click Type of Contact (the way you conducted the Goal setting process with the family).
- Click Description (type “Family Goal Set”).
- Click Status – use only of “Action Completed” (this is any action that you have Completed, you have set a family goal with the family therefore it is Complete).
- Click Event Notes – Type “Met with ____________ on _______ and set a family goal. At this time family wishes to work on ____________________________. Parent Coordinator provided _______ with _____________.” (type a brief description of what the family goal is and what it is you provided for the family in order for them to work on goal ex. information, flyer, directions, or a referral etc.).

For Family Not Goal Set
- Click Action Type (should always be Direct).
- Click Action Date (the date the action occurred).
- Click Type of Contact (the way you contacted family).
- Click Description (type “Working on Setting goal”).
- Click Status – use only of “Action Completed” (this is any action that you have Completed, you have set a family goal with the family therefore it is Complete).
- Click Event Notes – Type “Met/spoke with ____________ on _______ and discussed setting a family goal. At this time family is unable to set a family goal. PC will contact - _________ on __________ to see if they are ready to set goal.”
<table>
<thead>
<tr>
<th>Plan</th>
<th>Date Identified</th>
<th>Who is Responsible</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal:</td>
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<th>Resources</th>
<th>Barriers</th>
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</tbody>
</table>

**Action Steps:**

**Status/Update/Comments:** (Goal complete? Parents still working on it? What progress has been made?)

GA=Goal Achieved  GP=Goal Pending  IP=In Process  NA=No Longer Applies
Southern Seven HS/EHS

**Service Area:** Family and Community Partnerships  
**Procedure:** Referral Process  
**References:** HS Performance Standards – 1304.40(b)(1), 1304.40(b)(2)

**Making Referrals for Community Services**  
Through partnering with families, Parent Coordinators identify and continually access, either directly or through referrals, services and resources that are responsive to each family’s interest and goals, including:

- Emergency or crisis assistance in area such as food, housing, clothing and transportation.
- Education, other appropriate interventions (including participation in counseling programs), or information on mental health issues that place families at risk (substance abuse, child abuse, neglect and domestic violence).
- Opportunities for continuing education and employment training and other employment services through formal and informal networks in the community.

The Parent Coordinator will need to complete the Social Service Referral Form with parents/guardians for services needed outside of Head Start. The following procedure will be as following:

1. Parent Coordinator will complete Social Services Referral form with parents/guardians. (This form includes parental consent at the bottom)

2. Following completion, Parent Coordinator will submit original Referral Letter and Social Services Referral Form to the agency the family is seeking services from within two weeks of need identified.

3. Follow-up with agency and/or parent should occur two weeks following initial referral. Follow-up will be documented in ChildPlus.Net.

4. The Parent Coordinator will enter this information under the Family Services Tab in ChildPlus.Net. Fields that will need to be completed are: event type, date, description, status, staff, and contact.

Southern Seven Head Start/Early Head Start
SOCIAL SERVICES REFERRAL CONSENT

Client’s Name: ___________________________ Date of Birth: ____________
Parent/Legal Guardian: ___________________ Phone: ___________________
Address: ___________________________________________

Requested Service

<table>
<thead>
<tr>
<th>S7HD</th>
<th>DHS</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Planning</td>
<td>Link Card</td>
<td>High School</td>
</tr>
<tr>
<td>Teen Parent Services</td>
<td>Medical Card</td>
<td>GED Program</td>
</tr>
<tr>
<td>Smoking Cessation Program</td>
<td>TANF</td>
<td>SCC, SIC</td>
</tr>
<tr>
<td>Health Screenings</td>
<td>Child Support Information</td>
<td>Pre-K</td>
</tr>
<tr>
<td>Environmental Health</td>
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<tr>
<td>Immunizations</td>
<td></td>
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<tr>
<td>All Kids</td>
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</tbody>
</table>

Other Agencies

<table>
<thead>
<tr>
<th>Job Service</th>
<th>Shawnee Development Council</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women’s Shelter</td>
<td>Federal Housing</td>
</tr>
<tr>
<td>JAMP Audiology</td>
<td>Transportation (SMART, Rides)</td>
</tr>
<tr>
<td>Parenting Classes</td>
<td>Medical Services</td>
</tr>
<tr>
<td>(Marriage, Drug, Alcohol)</td>
<td></td>
</tr>
</tbody>
</table>

Other Services Requested:

___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

Detail of Referral/Directions to Home (if applicable):

___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

Referred By: ___________________________ Date: ____/____/_____

I ___________________________, authorized Southern Seven Head Start to release information about myself and/or my children to all agencies identified above for services. This consent shall remain valid for one program year. I may revoke this consent at anytime I feel necessary.

Signature of Parent/Legal Guardian Date
Comments on Referral Follow-Up:

________________________________________________________________________

________________________________________________________________________

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Staff Signature: ________________________________ Date: ___ / ___ / ___
To Whom It May Concern,

Hi, my name is _________________________, with Southern Seven Head Start. Based on the Family Assessment that was completed with ______________________, the family has requested services through your agency. I have obtained written consent from the family to disclose the nature of the referral.

Please feel free to contact me if you have any questions or concerns. I can be reached at ______________________. Thank you in advance for your cooperation.

Sincerely,

Parent Coordinator
Southern Seven Head Start
Southern Seven HS/EHS

Service Area: Family and Community Partnerships
Procedure: Home Visits
References: HS Performance Standards – 1304.40(i) 1-3

Home Visits
Parent Coordinators will make home visits in accordance with the findings of the Family Partnership Building Workbook. At least one home visit is required for each family, by the Parent Coordinator, during the program year. In order to ensure that each family is offered the opportunity to have a Parent Coordinator complete a home visit, the first visit made by the Parent Coordinator will be documented on the Center Tracking Form and ChildPlus.Net.

Within 30 days of the child’s date of entry, Parent Coordinators will provide a Parent Handbook and Orientation Packet to parents who did not attend Parent Orientation. The contents will be reviewed with parents/guardians at the first scheduled visit. To document that the packet was received and reviewed, PC will indicate completion on the Center Tracking Form.

As noted previously, Family Partnership Agreements should in most cases be discussed in the home. Parent Coordinators may join education staff during home visits but should take into consideration the amount of time both education staff and Parent Coordinators will need with families. Therefore, additional home visits may be necessary to meet the needs of the family.

Home Visits must be scheduled at times that are mutually convenient for the parent/guardian. When scheduling home visits, it is important to work around the parents work or school schedule. In cases where parents forbid home visits to be conducted in the home, staff should document in the case notes the parent’s request. Staff should continue to work on building trusting relationships, which, over time, may provide meeting families in their homes. In instances where parents refuse to meet in the home, a centrally located place (the park, library) or the center should be suggested by staff.
**Southern Seven HS/EHS**

**Service Area:** Family and Community Partnerships  
**Procedure:** Social Service PIR  
**References:** None

The Parent Coordinator will enter Social Service PIR Information into ChildPlus.Net as services are identified. Once the child/family has received services that field cannot be changed. This is to reflect services rendered during the school year not necessarily current status. Items that are entered AT TIME OF ENROLLMENT ONLY are: Active Military Duty, SNAP, and WIC. These should not be changed throughout the course of the year.

The date in which the FPA and Community Resource pages were completed will need to be identified and services that the family has received. Information should be added to ChildPlus.Net no later than the first Friday of each month.

The below services are listed on the PIR Form:

A. Emergency/ Crisis- (meeting immediate needs for food, clothing, or shelter)  
B. Food  
C. Clothing  
D. Housing Assistance (subsides, utilities, repairs, etc.)  
E. Transportation (subsidizing public transportation, driving parents to meetings/appointments)  
F. Mental Health Services  
G. ESL (English as second language training)  
H. Adult Education (GED courses college selection)  
I. Job Training  
J. Substance Abuse Prevention  
K. Substance Abuse Treatment  
L. Child Abuse or Neglect Services  
M. Domestic Violence  
N. Child Support Assistance  
O. Health Education (including prenatal)  
P. Assistance to Families of Incarcerated Individuals  
Q. Parenting Education  
R. Marriage Education Services
In order to assure that staff records all information appropriately, the following practices should be adhered to when documenting information in Head Start charts.

- Black or blue ink pens **ONLY**
- All staff are responsible for case noting their contacts with families. i.e., **DO NOT ASK OTHERS TO DOCUMENT FOR YOU**
- There should be no extraneous papers, sticky notes, etc. contained within the charts. The only materials which should be in a chart are those specified in the chart checklist.
- Staff signatures should appear on all case notes.
- Any assessments documented within case notes need to be backed-up with observable behavior. For any assessments you would make, there should be something noting what the child/family member did or said that impacted your assessment. For example: Infant appears to be well cared for, was clean and dressed appropriately for weather, gaining weight appropriately for age according to growth chart. Mother and infant seem to be bonding well. Prolonged eye contact between mom and baby, mom speaks to infant in a soothing tone of voice.
- Any assessment you make based on gut level feelings should not be documented in case notes.
- All forms must be secured in the chart. There should be **NO** loose forms in the child’s chart.
- All mailings and phone calls to and from concerning the family should be documented in the case notes.
- **White Out** or erasable ink is **never** to be used to correct errors in the charts. Errors need to be crossed out in such a manner that they can still be read and the author’s initials are to be written next to the mistake – i.e., MM.
- No other Head Start child(ren’s) names should appear in another child’s case note.
- **Confidential Case Noting** - On an occasional basis, information pertaining to a family may be deemed as confidential (hot-line calls, confidential conversation from family). In these instances, a blank case note page should be started. When staff persons have completed documentation, information should be discussed with supervisor and any pertinent staff members. The confidential case note should then be placed in a sealed envelope marked **Confidential** and date the outside of the envelope with a staff signature.
- Case management activities completed by the Parent Coordinators may be added to ChildPlus.Net versus case note form.
# Southern Seven Head Start/Early Head Start
## CASE NOTES

**Child’s Name:**

<table>
<thead>
<tr>
<th>DATE</th>
<th>FOCUS</th>
<th>NOTES</th>
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<tbody>
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**FOCUS CODE:** HV=Home Visit  L=Letter  PC=Phone Call  R=Referral  FTF=Face to Face  MM=Multi-Media
Southern Seven HS/EHS

Service Area: Family and Community Partnerships  
Procedure: Information Exchange/Referral Consent Form  
References: HIPPA

The Information Exchange Referral/Consent serves two purposes. It will be used as a referral for the Health Department as well as consent to release information for needed health items in the Head Start division. Each family will complete the Information Exchange form.

1. Head Start Staff will have parent/guardian complete the Information Exchange Referral Form Consent to its entirety.
2. Head Start Staff will keep the original form for center file. Parent Coordinator’s will send a copy to the parent/guardian preferred Public Health Clinic.
3. Head Start Staff will encourage parents to turn in all health items needed.
4. If information is not submitted, Head Start Staff will call to request information from the Public Health clinic.
5. If consent is in place at the clinic, Public Health will send all requested information to the Head Start Site.
6. The consent is valid for the length of the enrolled program (upon transitioning to Head Start from Early Head Start, a new consent will need to be obtained).
Southern Seven Head Start/Early Head Start
INFORMATION EXCHANGE/REFERRAL CONSENT FORM

Parent’s Name ___________________________ Head Start Center

Child’s Name ____________________________ Preferred Public Health Clinic

(_____) __________-__________ ___/____/______  □ Male
Phone Number ______________ Birth Date □ Female

Child’s Address: __________________________________________

City __________ State ________ Zip __________

☐ The child is currently enrolled in the WIC Program
☐ The child is not currently enrolled in the WIC Program
☐ The child has been previously enrolled in the WIC Program
☐ I plan on enrolling the child in the WIC Program. When? ______________________
☐ The child has a sibling enrolled in the WIC Program

It is necessary to obtain height and weight assessments, hemoglobin/hematocrit screening results, blood lead screening results, immunizations, TB skin testing results, nutritional assessments and other medical and non-medical information related to the nutritional and medical status of your child. All child and family information is stored in a database that Head Start uses to monitor all services provided. Only staff with a direct need to know have access to your records. If your child has had these assessments performed at Southern Seven Health Department, we can exchange this information with your permission.

As the parent or legal guardian of the above named child, I give my permission for the Southern Seven Health Department’s Public Health and WIC Program to exchange confidential information concerning my child with the Southern Seven Early Childhood Program. This permission is intended to exchange information between Southern Seven’s Early Childhood Division and Southern Seven Health Department staff only throughout the participation of my child in the Early Childhood Program.

This consent is valid throughout your child’s participation in the program but may be revoked by you at any time through written notice to Southern Seven Health Department/Head Start. I understand that I have the right to inspect and obtain copies of these records and reports.

Printed Parent’s Name ___________________________ Signature of Parent/Guardian __________ Date __________

Revised: 06/16, rm
Southern Seven HS/EHS

Service Area:  Family and Community Partnerships
Procedure:  Child Abuse/Neglect Reporting
References:  DCFS Licensing Standards

What is Child Abuse or Neglect?
Abuse occurs when a person responsible for a child’s welfare inflicts, causes, or allows any of the following:

- Excessive corporal punishment
- Serious physical injury
- Death
- Disfigurement
- Torture
- Loss or impairment of any bodily function
- Impairment of physical or emotional health
- A sex offense (as defined in Criminal Code of 1961)
- Creation of a substantial risk of serious physical danger to a child

Neglect occurs when a person responsible for a child’s welfare abandons the child or fails to provide the proper or necessary support, education, medical, or other remedial care necessary for a child’s well-being. Child means any person under 18 years of age. Person responsible for a child’s welfare means parent, guardian, foster parent, or any other person responsible for the child’s welfare at the time of the alleged abuse or neglect. This definition includes persons such as a mother’s boyfriend or a baby-sitter who assumes temporary responsibility for care of a child.

Who Should Report Suspected Abuse or Neglect?
Any concerned citizen can and should report suspected child abuse or neglect. In accordance, with Illinois State law, the following persons must report all suspected abuse or neglect: doctors, dentists, nurses, school personnel, social workers, child care and foster care workers, center and nursery school personnel, law enforcement officers, psychologists, public health, Department of Human Services, and mental health personnel.

You only need to suspect abuse or neglect to report it, as a report does not mean that you are certain that the abuse or neglect has occurred. The Department of Children and Family Services, when investigating the report, will determine if the abuse or neglect actually occurred.

How Should Suspected Abuse or Neglect be Reported?
Any staff member who discovers suspected abuse or neglect should immediately notify the Site Supervisor. The Site Supervisor or designated staff must immediately call the Social Services Specialist. In the absence of the Social Services Specialist, the Professional Development Specialist should be notified. If both are absent, the Early
Childhood Director should be contacted. The Social Services Specialist, Professional Development Specialist, or Early Childhood Director, and the Site Supervisor will assist the person who had contact with the child, complete the required DCFS reports. The Early Childhood Administrator or designated staff will be notified immediately by the Social Services Specialist, Professional Development Specialist, or Early Childhood Director. At the time of the initial report the staff that had first contact with the child will be required to complete a written confirmation form for mandated reporters. This person, with the assistance of the Site Supervisor, should also call in the report to the DCFS Hotline number 1-800-252-2873. This report will be mailed to the appropriate DCFS office by the Site Supervisor.

The DCFS Hotline number is 1-800-252-2873. This Hotline is toll free and operates 24 hours a day, seven days a week. Any person, institution, or agency reporting suspected abuse or neglect is presumed to be acting in good faith and is immune from any legal action, civil, or criminal, from a parent or other person. Head Start employees are all mandated reporters, and are required to report all suspected abuse immediately as outlined in the procedures given above.

Failure to report child abuse or neglect could result in termination of employment as well as the individual being referred to the State’s Attorney for investigation and consideration of disciplinary action. Head Start Agencies must preserve the confidentiality of all records pertaining to child abuse or neglect in accordance with state and/or local law. Any person who knowingly transmits a false report may be prosecuted in a court of law. Any new incident of child abuse or neglect must be reported as a new case. Our Head Start Program will provide training for staff on the identification and reporting of child abuse/neglect.

**Reporting Procedure Summary**
1. Suspected abuse or neglect is discovered.
2. Immediately alert the Site Supervisor to the situation. First contact the Social Services Specialist. If the Social Services Specialist is not available then contact the Professional Development Specialist. If the Professional Development Specialist is not available then contact the Early Childhood Director. (If all are unavailable, the Site Supervisor should take responsibility for the course of action chosen).
3. The Social Services Specialist, Professional Development Specialist, or Early Childhood Director will speak to staff involved by phone or will come to your center. If any of the involved individuals believe the Hotline should be made, the written confirmation of suspected child abuse/neglect report form will be completed by the staff that had first contact with the child with the help of the Social Services Specialist, Professional Development Specialist, or Early Childhood Director. A verbal report will be made to the DCFS Hotline immediately at 1-800-252-2873. The Early Childhood Administrator or designated staff will be notified prior to or soon after making a report.
4. The Site Supervisor will mail the written report to the appropriate DCFS location and a copy will be sent to the Social Services Specialist at Central Office.

Staff first seeing the abuse will be required to complete a written confirmation and suspected use form for mandated reporters and document (case note) the incident in the child’s file.
Southern Seven Head Start/Early Head Start
DCFS MANDATED REPORTER FORM

Follow this link to view the form:

www.state.il.us/DCFS/docs/cants5.pdf
Southern Seven HS/EHS

Service Area: Family and Community Partnerships
Procedure: Sex Offender and Child Murder Community Law
References: Illinois Law

Because Head Start programs are licensed day care centers and licensed by Department of Children and Family Services, each of our centers automatically receives notification of the names and addresses of individuals in the county who are registered sex offenders as provided by Illinois law. Our policy regarding the receipt of this information:

1. When a list of offenders is received on a regular basis at the center
   A. The Office Associate will:
      1. Send a photocopy to the Head Start Administrator at the administrative office
      2. Notify the Site Supervisor at the center that a new or updated list has been received and the information contained therein
      3. Compare the sex offender list with parents= authorized pick-up lists to determine whether any of the registered sex offenders appear as people authorized to pick up a child
      4. Notify the Site Supervisor when a registered sex offender does appear on a pick-up list
   B. The Site Supervisor will:
      1. Notify the pertinent staff (i.e., teacher, bus driver, etc.)
      2. When a parent lists an authorized person to pick up a Head Start Child and that individual is on the sex offender registration list, the Site Supervisor will inform the parent that our staff cannot release the child to that person and the name will be removed from the pick-up list.
Southern Seven HS/EHS

Service Area: Family and Community Partnerships
Procedure: Registered Sex Offenders Who Are Parents/Step-Parents/Guardians
References: Illinois Law

Because the Illinois law allow for registered sex offenders to participate in function(s) of their child(ren)’s school, the Head Start/Early Head Start Program has adopted guidelines and policies to address issues which may arise from this law. The policy is as follows:

1. A parent/step-parent/guardian who is a registered sex offender may be allowed to pick up their child only if Head Start/Early Head Start has proof of guardianship and all other information needed for picking up a child is cleared by staff.

2. A parent/step-parent/guardian who is a registered sex offender may participate in center held activities, such as Family Fun Nights, Holiday activities, etc. The appropriate staff will be informed by the Site Supervisor if a parent/step-parent/guardian who is a registered sex offender is participating in such activities.

3. A parent/step-parent/guardian who is a registered sex offender **may not:**
   a) be allowed to volunteer in the center
   b) be allowed to participate in any activities the center may have outside the center building, such as movies, bowling, etc.

Situations not defined in this policy will be handled on an individual basis by a joint decision involving the Site Supervisor, the Early Childhood Administrator, and if necessary, Human Resources Administrator or the Executive Director.
Adding a Family Service Event
Event Type - Select the type of Family Service Event that is happening in the Family. The drop-down list includes: Chronic Problem; Collaboration-Interagency; Emergency/Crisis; Family Goal; Home Visit; Need Identified; Routine Contact; Staff Meeting; Strength Identified
Initial Date - This date meets the definition of "initial" as defined by your own agency (e.g. the day a service record was created, the day the need was identified, or the day the service began).
Staff - Select the name of the staff member associated with the new event.
Description - Enter a brief description of the event.
Family Members - Enter the name of the family members associated with the new event.
Closure Expected - Enter the date you expect the family service event to be completed.
Closed - Enter the date that the family service event actually ended.
Outcome Rating - Enter the outcome after the event has ended.
Progress - Select the progress level for the selected family service.
Service Area - Select the Head Start Service Area that the event relates to.
Source of Information - Select the source that provided you with the information regarding the event.
Event Notes - Enter any notes associated with the selected family service event.

ChildPlus.Net displays family services events in the Events list at the top of the screen. The information displayed for each event includes:
- The date the event was entered.
- A description of the event
- The amount of progress made on the event.
- The amount of time spent working on the event
- The staff member associated with the event.

Adding a new event
1. Open the Family Services module
2. Click Add Event.
3. Complete each of the field's related to the event.
4. Click Save Changes.

Deleting an Event
Keep in mind that if you delete an event, Childplus.Net will automatically delete each action associated with the event as well.
1. Select the event that you want to delete.
2. Click Delete Event.
3. Click Yes to confirm that you want to delete the event.

Adding an Action
You can associate actions with family service events to assist you in tracking their progress. When you perform actions, you are also recording a history of the steps taken in order to assist a family. Actions can include tasks, referrals, follow-up’s, phone calls, etc.

Adding a New Action
1. Open the family Services module
2. Select the event that you want to associate the action with.
3. Click Add Action.
4. Complete each of the fields applicable to the action.
5. Save Changes.
6. Total Time.

** Click Add Action and repeat step 4 for each additional action you want to associate with the event.

Deleting an Action
1. Select the action you want to delete.
2. Click Delete Action.
3. Click Yes to confirm you want to delete the action.

Tracking Services Received and Needed
You can track family services related to PIR questions on the Family Services Information tab.

PIR Questions Related to Family Services
1. Open the Family Services module.
2. Click on the Family Services Information tab.
3. Complete the Family Services Information section of the screen.
4. Choose the family member and program term that you want to track participant and/or PIR information for.
5. Complete the following fields in the Participant Services section of the screen:
6. Complete each of the applicable fields in the PIR section of the screen.
7. Click Save Changes.

Community Resources
All organizations, companies, and individuals that serve your agency can be tracked through Community Resources. You can use Community Resources to track doctors, dentists, mental health clinicians, volunteers, social service agencies, and anyone else who has a direct connection to the participants enrolled in your agency’s programs.
Each Community Resource record includes the name, address and the service routinely provided by the resource. You can also associate the resource with a specific site or classroom (for example, if the resource is a volunteer).

**To Add a New Community Resource**
1. Send contact information to Robyn Mize.
   a. Name (Agency Name)
   b. Phone
2. Robyn will send a confirmation e-mail that the agency has been added to the Resource List.

**Tracking Case Work Information**

**Family Service Information Tab**
1. Participant Services: Ensure the most current school year is highlighted to reflect current activities for this school year.

**Tracking Needs Assessments**

Family Needs Assessments
1. Open the Family Services module.
2. Click the Family Services Information tab.
3. In the Participant Services section of the screen, choose the program term that you want to record needs assessment information for.
4. Complete each of the applicable needs assessment fields.
5. Click Safe Changes.
6. Click on the Health Module
7. Click Add events.
8. Choose the Family Partnership Building Workbook
9. Enter the event date
10. Under the status tab, choose completed
11. Click Safe Changes

**Tracking Family Partnership Agreements**

Family Partnership Agreements
1. Open the Family Services module.
2. Click on the Family Services Information tab.
3. In the Participant Services section of the screen, choose the program term that you want record family partnership information for.
4. Complete each of the applicable family partnership agreement fields.
5. Click Save Changes.
6. Click on the Health Module.
7. Click Add Events.
8. Choose the Family Partnership Agreement.
9. Enter the Event Date.
10. Under the status tab, choose completed.
11. Click Safe Changes.

**Case Noting**
Case noting documentation should be added to caseworker notes. Click on the symbol that looks like a clock at the top right of the box. This is your time/signature stamp. Complete documentation per case management activities.

**Monthly PIR Data Information**
1. Homeless
2. Acquired Housing
3. Referred for services by a child welfare agency
4. Child served in foster care anytime throughout the year
5. Program Receives Child Care subsidy for this child

A. Emergency/ Crisis (meeting immediate needs for food, clothing, or shelter)
B. Food
C. Clothing
D. Housing (subsides, utilities, repairs, etc.)
E. Transportation (subsidizing public transportation, driving parents to meetings/ appt.
F. MH Services
G. ESL (English as second language training)
H. Adult Education (GED courses college selection)
I. Job Training
J. Substance Abuse Prevention
K. Substance Abuse Treatment
L. Child Abuse or Neglect Services
M. Domestic Violence
N. Child Support Assistance
O. Health Education (including prenatal)
P. Assistance to families of incarcerated individuals
Q. Parenting Education
R. Marriage education services

Once a child has been added to ChildPlus.Net services received or identified can be changed as needed. Once a field is changed to reflect status (housing, homeless, counseling, Assistance to Families of Incarcerated) this field should not be changed again. We want to reflect services rendered throughout the school year, not necessarily current status. **Accumulative VS Current.**