

ROLES AND RESPONSIBILITIES

	FAMILY WORKERS	TEACHERS/ PRIMARY CAREGIVERS
NOTICE OF ENROLLED CHILD W/ SPECIAL NEEDS	If a child has an existing IEP/IFSP or other special needs, fill out the notice of enrolled child with special needs form at enrollment. Scan to disabilities department along with Authorization to release information, and child's IEP/IFSP (if not already in Child Plus).	A child who has an existing IEP/IFSP has goals; do not wait 60 days to incorporate into child goals. Begin individualizing on Lesson Plans immediately, and highlight in orange.
AUTHORIZATION TO RELEASE INFORMATION	This form is to obtain confidential records or send confidential information to an outside agency. It needs to be sent to the agency you are requesting an IEP/IFSP from (just as you would do in requesting a CHDP). For referrals regarding educational concerns, a signed Authorization to Release Confidential Information for FNRC or the School District must be turned in with the referral. If you need assistance in determining the school district or agency please contact the disabilities department.	
REFERRAL FOR OBSERVATION	<p>Fill out a referral when a teacher or parent/guardian expresses concern regarding a child. Discuss the referral with the parent and have them sign it. Scan the referral to the disabilities department along with the required documents:</p> <p>**Items to be included with referrals:</p> <p>Education referral includes:</p> <ol style="list-style-type: none"> 1. Authorization to release information 2. Developmental Screener (ASQ or ESI) <p>Behavior referral includes:</p> <ol style="list-style-type: none"> 1. Challenging Behavior Tracking Tool <p>Mental Health referral includes:</p> <ol style="list-style-type: none"> 1. List of Mental Health Qualifiers <p>A referral gives permission for consultants and Head Start Staff to observe and consult with this family. The referral must be signed by the parent before anyone can observe the child.</p>	If you have concerns about a child's behavior or development, or a child fails a screener, discuss your concerns with the family worker and ask them to get the referral process started. They will need your input in filling out the referral for observation.

REFERRAL RESPONSE	<p>Upon receipt of a referral, the disabilities department will scan a referral response form to you. Print the referral response from your center's scan folder, answer any questions on it, sign it, and scan it back to disabilities dept. Then, complete any actions listed.</p> <p>If you do not hear from the disabilities department within 7 days of submitting a referral, please contact us.</p>	If you want to stay updated on a child's referral, you can ask your family worker, or look at the referral response form in the child's file. The referral response will list any actions that are being taken, or need to be taken in order to continue the referral process.
EDUCATION /ADVOCACY PACKET (PURPLE FOLDER)	Upon receipt of referral, Disabilities Department will put an Education/Advocacy Packet in your center's box at the admin office. Give this packet to the parent, and write the date given on the disabilities coversheet.	If parents have questions about the purple folder, refer them to your family worker.
OUTSIDE AGENCY ASSESSMENTS/ SCREENINGS	For educational referrals, we may refer the child to another agency. A specialist will come to the center and observe the child: speech therapist, occupational therapist, etc. (This may be done at home if the child is under 3). The specialist should provide us with a written report of their observation. Family worker is to put a copy of this report in the child's file and scan a copy to the disabilities department.	
IEP/IFSP	Let the disabilities department know when you receive a notice of an IEP/IFSP meeting. Also inform the teacher/primary caregiver about the meeting. Attend the meeting if possible, obtain a copy of the IEP/IFSP, and scan it to the disabilities department.	Attend the IFSP/IEP meeting. Give input about the child as requested by the service coordinator. Be prepared to answer questions about the child's strengths/interests, pre-academic skills, and abilities in all development areas. Create child goals around IEP/IFSP goals/outcomes.
CST/IEP/IFSP WORKSHEET	Fill this worksheet out with parent/guardian before an IEP/IFSP to address the parents concerns, and prepare them for the meeting. Give the worksheet to the parent once completed.	If a parent comes to you with concerns regarding an IEP/IFSP meeting, advise them to fill out a worksheet with the family worker.
MONTHLY CONFIRMATION OF TREATMENT (MCOT)	Keep the MCOT binder updated with MCOT forms for all the children receiving services at your center. Show service providers (Speech therapists, PIP, OTs) where the binder is so they can sign in before providing services to a child. Make sure service providers are signing in. Scan MCOT forms to disabilities department at the end of every month and give the original to the child's parent/guardian.	Know what the MCOT binder is and where it is located incase your family worker is out and a service provider (Speech therapist, occupational therapist, Parent Infant Program, etc.) does not know where to sign in.

MENTAL HEALTH LIST OF QUALIFIERS	This form is to be turned in with a referral to determine if the referral qualifies as a behavior referral or mental health referral. If a qualifier is met, the Mental Health Consultant will observe the child. If no qualifiers are met, the disabilities department will observe the child. The teacher, Family worker, and parent should all look at the form to determine if any qualifiers apply to that child. If one or more qualifiers are met, the family worker is to scan the form to the disabilities department along with the referral.	
CHALLENGING BEHAVIOR TRACKING TOOL (CBTT)	Assist the teacher in filling out the form, if they'd like your help. Scan the form to the disabilities department when sending in a behavior referral, and as needed if behaviors continue.	Fill out this form for a child with challenging behaviors before sending in a referral, and as behaviors continue. After completing, give the form to the family worker to scan to the disabilities dept. Our department uses this form to determine what actions need to be taken, gives us an idea of what strategies are already being used in the classroom, and tracks the child's progress.
CLASSROOM OBSERVATION AND RECOMMEND- ATIONS	An observation is usually the next step in the referral process. (This will be stated on the referral response form.) The Mental Health Consultant or Disabilities Dept. will come to the center/ home visit and observe the child. The Mental Health consultant will leave the Observation/Recommendation form for the family worker to discuss with the teacher, and then sign and scan to the disabilities department. The disabilities department will scan their recommendations to the center to be discussed and signed by the teacher, family worker, site supervisor, and parent.	
CHILD STUDY TEAM (CST) & PLAN OF ACTION (POA)	If a CST is needed, the disabilities department will ask you to set up a time and date. Invite the child's parent/guardian, teacher, and the disabilities department (in some cases the site supervisor or area manager will need to be invited as well). Attend the meeting and give appropriate input. Complete any actions you are deemed responsible for on the Plan of Action. File CST paperwork in child's file. Follow up with parent regarding their action steps.	Attend the meeting: voice your concerns, and collaborate with the disabilities department in coming up with a plan of action. If any recommendations do not seem feasible or helpful let us know at the meeting. We need your input too! Once a plan of action is completed, implement any action steps you are responsible for. Monitor the child's progress and if you have additional concerns, ask your family worker to contact the disabilities department. If we do not hear from you, we assume the plan of action is working.
INDIVIDUAL BEHAVIOR PLAN	The Mental Health Consultant writes an Individual Behavior Plan. After you have obtained the parents and teachers signatures, scan the form to the disabilities department and file in child's file.	Sign the Individual Behavior Plan and implement the strategies/consequences after parents have signed it.
BEHAVIOR INCIDENT REPORTS (BIR)	A BIR is used to provide documentation of an atypical behavioral incident of a child in the classroom. Fill out a BIR when the behavior crisis intervention plan is used, or a child is sent home. You MUST contact the disabilities department FIRST before sending a child home. If you are unable to get ahold of the disabilities department you must contact your area manager before sending a child home. Once completed, scan BIR to disabilities department.	