







INTRODUCTIONS

NAME
AGENCY
POSITION



CLASS COURSE STRUCTURE

Four consecutive days (Part 1)

- 3-hour classes
- Transfer-of-Learning (TOL) activity Day 1
- Survey completed at the end of class

Capacity Building Learning Lab (Part 2)

- Foster Care Virtual Learning Lab
- 2-day class is four-hour sessions

CWS3000.1W LEARNER MATERIALS/TOLS

Featured Training: New Worker/VLL Courses



Targeted Audience: Local and state staff
• CWS3000.1W: New Worker
• Guidance with CWS3000.1W: New Worker
Learning Lab
• CWS3000.1W: CWS New Worker
Guidance with CWS3000.1W: New Worker
Learning Lab
• CWS3000.1W: Foster Care New Worker
Guidance with CWS3000.1W: New Worker
Learning Lab
• CWS3000.1W: Adoptive New Worker
Guidance with CWS3000.1W: New Worker
Learning Lab

Resources
• Local Resources / TOL
• Professional Development / NCJ200
• Regional Training Center
• Regional and Coaching Center
• Training Center, Course Requirements
• Training Completion
• Training Data
• Training Services Model
• Training Tips for Success

How Do I?
• First Answer to Training Page
• Login to the VLL
• Request a VLL Training Room
• Request a VLL to VLL Course
• Request a VLL Training Session
• Request a VLL Training Session
• Request a VLL Training Session
• Request a VLL Training Session

<https://fusion.dss.virginia.gov/ltl/LTD-Home>

Handout A-2

COURSE COMPETENCIES AND LEARNING OBJECTIVES

Competencies:

- The participant will learn the basic requirements of administering the Foster Care program in Virginia.
- The participant will know how to locate the requirements in law and policy when needed.
- The participant will know where and how to document that the requirements of the Foster Care program have been met.

Learning Objectives:

Upon completion of the course, trainees will be able to:

- Know the purpose and basic assumptions of foster care services in the child welfare system.
- Demonstrate knowledge of federal and state laws and policies regarding concurrent planning.
- Know current definitions, terminology, and processes of foster care in Virginia.
- Understand how children enter the foster care system in Virginia and the timelines for ASFA compliance.
- Identify critical steps of casework process under ASFA, which include development of permanency plans and identify exceptions to the requirements of

Bookmarks

Title page Day 1

A-2 Course Competencies and Learning Objectives

A-3 Virginia's Children's Services Practice Model

A-4 Permanency Consultants and Their Assigned Agencies

B-2 Foster Care Terminology

B-3 Checklist for Title IV-E Eligibility Release

C-1 How Youth Enter Foster Care

C-2 Frequently Asked Questions About Non-Custodial Foster Care

D-1 Providing Normalcy for Youth in Foster Care

D-2 Normalcy Decision-Making Guide: Applying the Reasonable and Prudent Parent Standard

•As in face-to-face training, we will practice respectful communication, honor each other's time, manage our own distractions, and maintain confidentiality of our peers and any case examples shared.

•We will state our names each time we speak and chat to build relationships.


VIRTUAL LEARNING GROUP AGREEMENT



•We will ask for clarification even more than we normally do. With virtual learning, communication can be challenging. Not being able to talk things through face-to-face leaves room for misunderstanding. If one of us doesn't understand, we'll ask a clarifying question.

•We will spell out acronyms and avoid shorthand to ensure cohesive collaboration.

VIRTUAL LEARNING GROUP AGREEMENT



•We will expect and accept a lack of dosure. With online learning it's not unusual to not be able to get to everything and cover every nuance of a topic. We agree to reach out to trainers and our supervisors for follow-up information.

•What else would you like to add?


VIRTUAL LEARNING GROUP AGREEMENT

AGENDA - DAY ONE

- Introduction and Overview
- Laws governing our work
- How children enter foster care and opening a new case
- Choosing the best placement and requirements
- Transfer of Learning for Day 1

See Handout A2

PRACTICE MODEL AND PRACTICE PROFILES



The Practice Model is founded on these values and principles:

- All children and communities deserve to be safe.
- Practice is family, child, and youth-driven.
- Children do best when raised by families.
- All children and youth need and deserve a permanent family.
- Partnering with others is important to support child and family success in a system that is family-focused, child-centered, and community-based.
- How we do our work is as important as the work we do.

Handout A-3

CLASS COURSE STRUCTURE

All handouts are on Fusion -have them ready for each class

Four consecutive sessions; followed by two days of technical training

A Yellow star means there will be a test question from that slide

Transfer-of-Learning (TOL) activity daily

Take a survey at the end before you leave the platform

After this class, OASIS and COMPASS Virtual Learning Lab.

PRACTICE PROFILES

Advocating

Representing and supporting the best interests of children and youth in all settings. This includes advocating for the needs of children and youth in the legal system, the court system, and the community. Advocating for the needs of children and youth in the legal system, the court system, and the community.

Assessing

Evaluating the needs of children and youth in all settings. This includes assessing the needs of children and youth in the legal system, the court system, and the community. Assessing the needs of children and youth in the legal system, the court system, and the community.

Collaborating

Working with others to achieve common goals. This includes collaborating with the legal system, the court system, and the community. Collaborating with the legal system, the court system, and the community.

Communicating

Sharing information and ideas with others. This includes communicating with the legal system, the court system, and the community. Communicating with the legal system, the court system, and the community.

Engaging

Involving children and youth in all settings. This includes engaging children and youth in the legal system, the court system, and the community. Engaging children and youth in the legal system, the court system, and the community.

Demonstrating Cultural and Diversity Competence

Understanding and respecting the differences of children and youth. This includes demonstrating cultural and diversity competence in the legal system, the court system, and the community. Demonstrating cultural and diversity competence in the legal system, the court system, and the community.

Planning

Developing a plan of action to achieve common goals. This includes planning with the legal system, the court system, and the community. Planning with the legal system, the court system, and the community.

Partnering

Working with others to achieve common goals. This includes partnering with the legal system, the court system, and the community. Partnering with the legal system, the court system, and the community.

Implementing

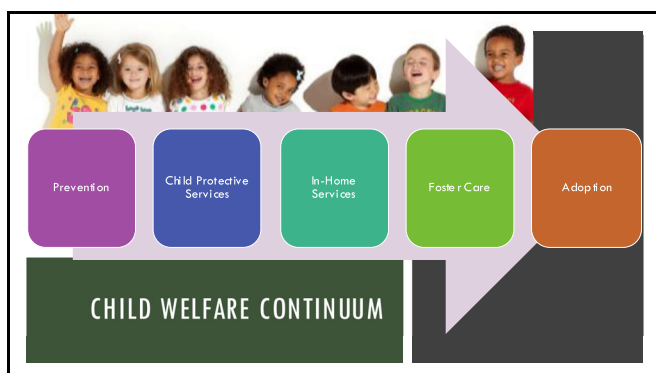
Putting a plan of action into effect. This includes implementing with the legal system, the court system, and the community. Implementing with the legal system, the court system, and the community.

Evaluating

Measuring the progress of a plan of action. This includes evaluating with the legal system, the court system, and the community. Evaluating with the legal system, the court system, and the community.

Documenting

Recording information and ideas. This includes documenting with the legal system, the court system, and the community. Documenting with the legal system, the court system, and the community.



FOSTER CARE

- The Foster Care Program provides services to children and families when circumstances require the child to be removed from their home.
- Foster care provides a safe and stable environment for children and older youth until the issues that made placement outside the home necessary are resolved.
- When a child cannot return home, another permanent home is found for the child through adoption or legal custody by a relative.

WHERE DOES GUIDANCE COME FROM?



Federal Law

Virginia State Law

Research Best Practices

VDSS FC Policy Committee

Citizen Review Panels

Case Situations

FOSTER CARE GUIDANCE

Fusion.dss.virginia.gov

- Then click on Portfolio and choose Family Services.
- Click on DFS Home and choose Foster Care Guidance

FOSTER CARE GUIDANCE

To search current FC guidance compiled into one pdf, click here:

Effective 07-2022

- Section 1 Foster Care Overview
- Section 2 Engaging the Child, Family, and Significant Adults
- Section 3 Screening Foster Care
- Section 4 Opening and Monitoring the Case
- Section 5 Conducting Initial and Family Assessment
- Section 6 Placement and Access to Services
- Section 6B Placement specific to Family Find requirements
- Section 7 Screening Permanency Goals
- Section 8 Screening Permanency Goal Action Plans
- Section 9 Screening Permanency Goal Action
- Section 10 Screening Permanency Goal Continuity Transfer to Respite
- Section 11 Alternative Foster Care Goals
- Section 12 Identifying Services to be Provided
- Section 13 Screening Permanency to Other Youth: Working with Youth 14-17
- Section 14 Fostering Future Progress
- Section 15 Screening Foster Care Plan
- Section 16 Judicial Hearings and Mandated Foster Care Reviews
- Section 17 Managing Foster Care Services
- Section 18 Funding Maintenance Costs
- Section 19 Closing a Case to Foster Care
- Foster Care and Adoption Guidance (Interim Training Process)

<https://fusion.dss.virginia.gov/dfs/DFS-Home/Foster-Care/Foster-Care-Guidance>

FOSTER CARE FORMS

Fusion.dss.virginia.gov

Then click on Portfolio and choose Family Services.

Click on DFS Home and choose Foster Care Forms

FOSTER CARE FORMS

General Foster Care Forms	Fostering Future Progress	Screening Permanency Assessment Process and CAP
<ul style="list-style-type: none"> Foster Care Application Form (FC-100) Foster Care Application Form (FC-100) - English Foster Care Application Form (FC-100) - Spanish Foster Care Application Form (FC-100) - Vietnamese Foster Care Application Form (FC-100) - Chinese Foster Care Application Form (FC-100) - Korean Foster Care Application Form (FC-100) - Japanese Foster Care Application Form (FC-100) - Russian Foster Care Application Form (FC-100) - Arabic Foster Care Application Form (FC-100) - Hindi Foster Care Application Form (FC-100) - Bengali Foster Care Application Form (FC-100) - Urdu Foster Care Application Form (FC-100) - Punjabi Foster Care Application Form (FC-100) - Gujarati Foster Care Application Form (FC-100) - Marathi Foster Care Application Form (FC-100) - Telugu Foster Care Application Form (FC-100) - Kannada Foster Care Application Form (FC-100) - Malayalam Foster Care Application Form (FC-100) - Sinhala Foster Care Application Form (FC-100) - Thai Foster Care Application Form (FC-100) - Vietnamese Foster Care Application Form (FC-100) - Chinese Foster Care Application Form (FC-100) - Korean Foster Care Application Form (FC-100) - Japanese Foster Care Application Form (FC-100) - Russian Foster Care Application Form (FC-100) - Arabic Foster Care Application Form (FC-100) - Hindi Foster Care Application Form (FC-100) - Bengali Foster Care Application Form (FC-100) - Urdu Foster Care Application Form (FC-100) - Punjabi Foster Care Application Form (FC-100) - Gujarati Foster Care Application Form (FC-100) - Marathi Foster Care Application Form (FC-100) - Telugu Foster Care Application Form (FC-100) - Kannada Foster Care Application Form (FC-100) - Malayalam Foster Care Application Form (FC-100) - Sinhala Foster Care Application Form (FC-100) - Thai 	<ul style="list-style-type: none"> Foster Care Application Form (FC-100) Foster Care Application Form (FC-100) - English Foster Care Application Form (FC-100) - Spanish Foster Care Application Form (FC-100) - Vietnamese Foster Care Application Form (FC-100) - Chinese Foster Care Application Form (FC-100) - Korean Foster Care Application Form (FC-100) - Japanese Foster Care Application Form (FC-100) - Russian Foster Care Application Form (FC-100) - Arabic Foster Care Application Form (FC-100) - Hindi Foster Care Application Form (FC-100) - Bengali Foster Care Application Form (FC-100) - Urdu Foster Care Application Form (FC-100) - Punjabi Foster Care Application Form (FC-100) - Gujarati Foster Care Application Form (FC-100) - Marathi Foster Care Application Form (FC-100) - Telugu Foster Care Application Form (FC-100) - Kannada Foster Care Application Form (FC-100) - Malayalam Foster Care Application Form (FC-100) - Sinhala Foster Care Application Form (FC-100) - Thai 	<ul style="list-style-type: none"> Foster Care Application Form (FC-100) Foster Care Application Form (FC-100) - English Foster Care Application Form (FC-100) - Spanish Foster Care Application Form (FC-100) - Vietnamese Foster Care Application Form (FC-100) - Chinese Foster Care Application Form (FC-100) - Korean Foster Care Application Form (FC-100) - Japanese Foster Care Application Form (FC-100) - Russian Foster Care Application Form (FC-100) - Arabic Foster Care Application Form (FC-100) - Hindi Foster Care Application Form (FC-100) - Bengali Foster Care Application Form (FC-100) - Urdu Foster Care Application Form (FC-100) - Punjabi Foster Care Application Form (FC-100) - Gujarati Foster Care Application Form (FC-100) - Marathi Foster Care Application Form (FC-100) - Telugu Foster Care Application Form (FC-100) - Kannada Foster Care Application Form (FC-100) - Malayalam Foster Care Application Form (FC-100) - Sinhala Foster Care Application Form (FC-100) - Thai

<https://fusion.dss.virginia.gov/dfs/DFS-Home/Foster-Care/Foster-Care-Forms>

FOSTER CARE RESOURCES AND JOB AIDS

Fusion.dss.virginia.gov

Then click on Portfolio and choose Family Services.

Click on DFS Home and choose Foster Care


Under the bottom left column called Main Navigation, choose "Resources and Job Aids"

FOSTER CARE RESOURCES AND JOB AIDS

General Foster Care Forms	Fostering Future Progress	Screening Permanency Assessment Process and CAP
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<https://fusion.dss.virginia.gov/dfs/DFS-Home/Foster-Care>

PERMANENCY REGIONAL CONSULTANTS



[Home](#)
[About](#)
[Services](#)
[Contact](#)

FOSTER CARE

Overview

The Foster Care Regional Consultants (FCRC) team provides support to Permanency Regional Consultants (PRC) in the areas of foster care, adoption, and guardianship. The team is composed of professionals with expertise in these areas and is available to provide guidance and support to PRCs. The team is also responsible for monitoring and reporting on foster care cases.

The team is organized into three main areas of expertise:

- Foster Care**
 - Foster care placement
 - Foster care recruitment
 - Foster care training
 - Foster care monitoring
 - Foster care reporting
- Adoption**
 - Adoption placement
 - Adoption recruitment
 - Adoption training
 - Adoption monitoring
 - Adoption reporting
- Guardianship**
 - Guardianship placement
 - Guardianship recruitment
 - Guardianship training
 - Guardianship monitoring
 - Guardianship reporting

The team is committed to providing support to agencies with high quality youth in foster care that are without placement.


For more information, please contact the Foster Care Regional Consultants team at FCRC@fusiondss.org or call 1-800-458-4585.

<https://fusion.dss.virginia.gov/dls/DFS-Home/Foster-Care/Foster-Care-Team>



FOSTER CARE OVERVIEW | Section 1

FEDERAL AND STATE GUIDANCE



MANUAL ORGANIZATION

SECTION 1.5



Shall

- Federal or State law or regulation or policy
- Required to be in compliance with legal mandates

Should

- Strongly encouraged practices consistent with practice principles
- Not mandated by law

May

- Option authorized by law or policy
- Depends on specific circumstances

Must

- Mandated by Federal or State law, regulation, policy or VDSS guidance
- Required for compliance, improved outcomes, consistency with practice principles
- Failure to comply results in loss of agency funding

FOSTER CARE ENTRY | Section 3

BEST INTEREST OF CHILD REQUIREMENTS

SECTION 3.4



Initial Court Orders *must* state:

- ☐ Continuation in the home is contrary to the welfare of the child
OR
- ☐ It is in the BEST INTEREST of the child to be placed in foster care
OR
- ☐ There is no less drastic alternative than the removal from their home.

JUDICIAL DETERMINATION OF REASONABLE EFFORTS – SECTION 3.5.1

To assure judicial determination of “reasonable efforts”
LDSS shall document and submit the following to the court:

Service needs of the child and family including the safety of the
child in the home.

Services offered to meet the needs

The family’s participation in service planning.

The family’s response to the services offered.



REASONABLE EFFORTS TO



REASONABLE EFFORTS- LACK OF OPPORTUNITY

- ☐ Determined that removal was necessary because of the safety issues of the child
- ☐ Related primarily to behaviors of the child’s parents
- ☐ Still meets the requirements for title IV-E eligibility

Section 3.5

REASONABLE EFFORTS NOT REQUIRED SECTION 3.5.4

Previous involuntary termination of a sibling

Felony convictions-

- convicted of murder or voluntary manslaughter, or a felony attempt, conspiracy, or solicitation against their child/parent of child

Aggravated circumstances-

- clear and convincing evidence/conviction of **felony assault of a child** - which would justify the termination of residual parental rights **at the time of the offense**

This finding allows LDSS to still meet the requirements for IV-E eligibility.

TITLE IV-E FUNDING SECTION 3.6



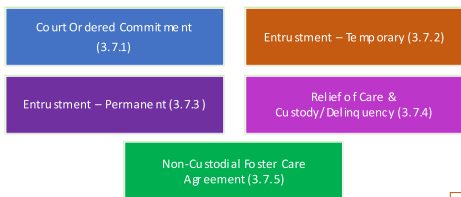
Title IV-E is part of the Social Security Act that authorizes federal money for the foster care program.

The Court order must indicate that Reasonable Efforts were made to prevent removal and that it was in the Best Interest of the Child to enter Foster Care



Handout B-3

HOW CHILDREN ENTER FOSTER CARE Section 3.1



Handout C1

VOLUNTARY PARENTAL CHILD SAFETY PLACEMENT PROGRAM

Parents work to remedy safety factor(s) identified within 90 calendar days and an in-home case is opened. It can be extended up to an additional 90 days.

If the child is not able to return home safely, foster care placement may be considered.




DATE CHILD ENTERS FOSTER CARE: SECTION 3.3

This date is one of the following:


- Date of emergency removal from the home (CPS)
- Court order committing the child to LDSS custody
- Signature on entrustment
- Signature on non-custodial placement agreement.

This date assures timely scheduling of Court hearings to comply with Federal requirements.



ENTRUSTMENTS

Entrustments are an agreement between the agency and the parents that the agency will take custody of their children. Entrustments can be permanent or temporary. **Both** parties and **both** parents must agree to entrustment.



Section 3.72 and 3.73

ENTRUSTMENTS are VOLUNTARY AND.....

TEMPORARY

Less than 90 days
Parents can withdraw entrustment and children are returned any time before filing in court – before 90 days
File in court if needs extension past 90 days
Both parents must sign or be notified



ENTRUSTMENTS are VOLUNTARY AND.....

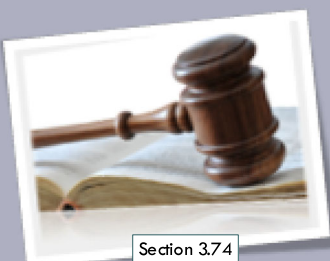
OR PERMANENT



- Terminates parental rights so child can be adopted
- Parents can withdraw 10 days from signing if newborn; 7 days from signing otherwise
- Parents must be counseled about their decision
- Both parents must sign or be notified
- File in court in 180 days

RELIEF OF CARE & CUSTODY, DELINQUENCY

Temporary
or
Permanent



Section 3.74

CHINS PETITIONS

*Child in Need of Services
or Supervision*



Section 3.7

NON-CUSTODIAL FOSTER CARE PLACEMENTS



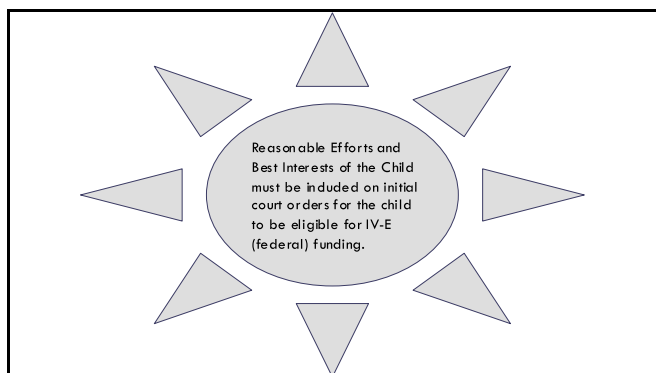
Handout C2

Section 3.7.5

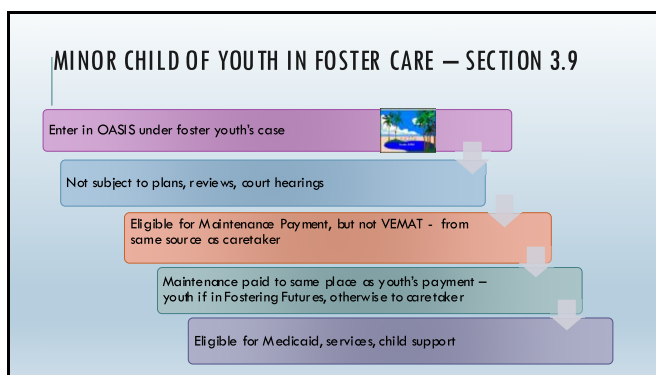
Court Hearings Section 3.7.1

- Emergency Removal (ERO)
- Preliminary Removal (PRO)
- Dispositional Hearing
- Petition for Relief of Care and Custody
- Child In Need of Services (CHINS)

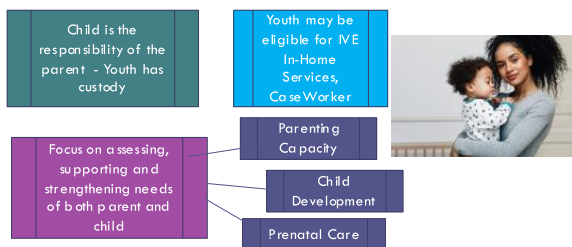








MINOR CHILD OF YOUTH IN FOSTER CARE



Indian Child of a tribe Section 3.9.2



Chickahominy Tribe	Eastern Chickahominy Indian Tribe	Mohican Indian Nation	Namamond Indian Tribal Association	Virginia Pamunkey Indian Tribe	Rappahannock Indian Tribe	Upper Mattaponi Indian Tribe
• Charles City County	• New Kent County	• Rappahannock County	• City of Suffolk and Chesapeake	• King William County	• Indian Neck, King & Queen County	• King William County

FEDERALLY RECOGNIZED TRIBES IN VIRGINIA

FEDERAL DEFINITION OF INDIAN CHILD SECTIONS 3.9.2.1 -3.9.2.3

For ICWA to apply, child must be:

Member of a Federally Recognized Indian Tribe OR

Eligible for membership and biological child of a member.

Tribal determination is necessary, as each tribe may have different criteria for inclusion.

ICWA requires ACTIVE EFFORTS to maintain connections and reunite children with family/tribal community. Active efforts are more than reasonable efforts, including cultural services and working with tribe.

VDSS - CWSE5020: Introduction to the Indian Child Welfare Act (ICWA)

Online

Local

Description

Introduction to ICWA is for any child welfare frontline staff or supervisor who manages a child protection services, to home or foster care placement. This course will give an overview of ICWA Federal legislation, its history and its application in practice to include identification of an Indian child, ICWA eligibility, sending notice to the federally recognized tribes, active efforts... More

Format: Desktop & Mobile

Course Provider: VDSS - Division of Family Services (DSS)

Course Number: CWSE5020

Duration (Hours): 4.5

Credits: 1.5

[View Details](#)

YOUTH IN DJJ CUSTODY SECTION 3.9.3



VDSS –VDJ MOA (2015)

- Expanded to age 21 to include Fostering Futures

At time of commitment to DJJ:

- Initial order should state custody will return to DSS upon release
- Youth becomes mandated under FC prevention for CSA funding
- Within 5 business days, LDSS, DJJ & GAL set up dates for FPM

Youth committed to DJJ is no longer in DSS custody and shall be discharged from FFOndate of court order

- Case Type- Former Foster Care- Committed to DJJ

During Commitment

Section 3.9.3.2

• Monthly contact

- Face to face, in-person at facility at least every other month
- Via video conference on alternate months

• FPM:

- Six (6) months prior to anticipated release date
- Ninety (90) days prior to anticipated release



- **New service plan** if youth has been in DJJ custody 6 months or more

If a child in DSS
custody is committed
to DJJ, our
responsibility is to:

FOSTER CARE
PLACEMENT
TO ACHIEVE
PERMANENCY
SECTION 6

PLACEMENT TO ACHIEVE PERMANENCY SECTION 6.2.2 LEGAL EXCERPTS

Visitation/communication
MEPA (Multi-Ethnic Placement Act)

Reasonable Efforts
• Relative/Search Placement
• Sibling Placements

Background Checks

Approved Providers

ICPC

Educational Requirements

Commissioner's Authority to intervene in placements



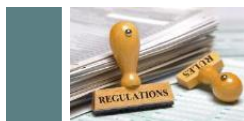
CRITICAL DECISIONS IN MAKING PLACEMENTS SECTION 6.3

All children in foster care SHALL BE PLACED IN A LICENSED/APPROVED PLACEMENT

No IV-E or CSA\$\$ can be used for unapproved placements of any kind including:

Unapproved homes
Placements that become unapproved for whatever reason
Emergency relative/fictive kin placements not approved by 60 days

Notify IV-E Regional Team ASAP if error is discovered



KEEPING SIBLINGS TOGETHER SECTION 6.4

LDSS **SHALL** take reasonable steps to place together

If not possible, foster care plan **SHALL** include visitation/communication plan

• Taking into account wishes of siblings
• Should be written

• in **5 calendar days** when siblings are in care and others at home.
• in **15 calendar days** if siblings placed in different resource homes.

• Weekly contact, at a minimum (not limited to face to face), if in best interest - or document reasons why not.

Plan SHOULD also state ways child to stay connected with friends/significant adults.



ENGAGING RELATIVES AS PLACEMENT OPTIONS SECTION 6.6

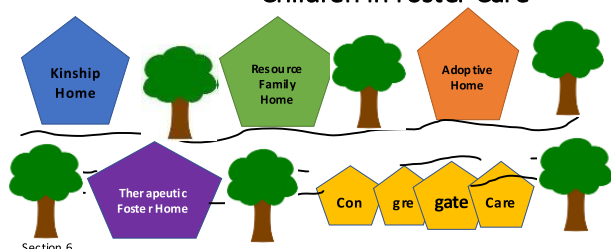
LDSS **shall** diligently search for relatives and adults with significant relationships to identify placement options (including bio/step/adoptive parents of child's siblings)

Relatives (maternal and paternal) **must** be notified in writing that the child has entered foster care within **30 days of placement**. (* Document in OASIS; hard copy in case file)

Notification should be done within 5 days after removal when feasible

Family members/significant adults should be reconsidered for placement **throughout the life of the case**.

Types of Placements for Children in Foster Care



PLACEMENT PAPERWORK

- Documentation of CPS and Criminal Checks if not an already approved home.
- Foster Care Placement Agreement (Foster Care Agreement: Code of Ethics and Mutual Responsibilities)
- Financial Agreement for LDSS Approved Providers




Section 6.7.6

KINSHIP IMMEDIATE PLACEMENT APPROVAL ★

Children may be placed with friends or relatives for up to 6 months.

Complete home visit and submit CPS and criminal background checks for everyone in the home 18+ prior to placement.

Caretaker must complete Kinship/Foster Home Training within 6 months.



Section 6.9


New: Law requires relatives and foster kin MUST be notified of the approval process within 15 calendar days

NEW- EXCEPTION REPORT





EFFECTIVE JAN 1, 2025

A report must be filed within 72 hours anytime a child enters foster care into a **non-relative placement** or moves to a non-relative placement at any point in a foster care case.

The exception report will be an electronic report, with links available on the Resource Family and Parental Child Safety Placement Program Fusion Pages.



WHAT IS NORMALCY?

Handout: D1
Providing
Normalcy for
Youth in Foster
Care

Section 6.8

Determining Medical Necessity for Children Placed in Congregate Care

Instructions for uploading documents:
Medical Necessity Review for Congregate Care Placements in COMPASS

1. Select appropriate case.
2. Select the Documents tab (if the Documents tab is not visible, select the + then select Documents)
3. Select + sign (New Record) to create a new document.
4. Fill in the information below.

Details

Type: Congregate Care Review
Subject: include name of child and the placement
Date Received: date uploaded

Documents

Description: list the documents included

5. Select Choose File and upload appropriate document from computer.
6. Select Add to upload additional required documents.
7. Select Save.

*Multiple files can be uploaded in one document, please include all necessary documents in one entry

WORKER'S ROLE



Work with FAPT

Keep all parties informed

Monthly contacts with youth and staff

Continue contacts and services to the parents

Provide services to transition back to the community

INTERSTATE COMPACT ON THE PLACEMENT OF CHILDREN SECTION 6.17

New Forms:

ICPC Flowchart

ICPC Cover letter Template

ICPC Supervision Template



ICPC Policy:

Intranet: <https://fusion.dss.virginia.gov/dfs/DFS-Home/Interstate-Compact-On-The-Placement-of-Children>

SCHOOL PLACEMENT REQUIREMENTS



Section 5.9.5

BEST INTEREST DETERMINATION (BID) SECTION 5.9.5

Must have a BID for all school-age children within 3 business days of initial placement AND of each move thereafter.



IMMEDIATE ENROLLMENT OF CHILD IN FC FORM



Documents minimum needs for enrollment (within 72 hours)

Child's name, address, age and to the BEST of your knowledge:

- Whether expelled from attending private or public school for weapons, drug, alcohol, willful infliction of injury to others.
- Whether been found guilty of or adjudicated delinquent for any criminal act- and nature of offense
- That the child is free from communicable/contagious disease

Within 30 days – provide birth certificate, proof of immunization, physical exam

PROVIDING SPECIAL EDUCATION SERVICES SECTION 12.12



- 2-21 yrs**
 - Schools require appropriate special education to children with disabilities.
- 65 days**
 - Evaluations must be made within 65 days of referral
 - Need for special education based on evaluation
 - Evaluations may be independently verified
- IEP's**
 - Birth parents have the right to sign IEP's – no waiver – not minor or parents
 - Surrogates are appointed by the schools procedures – not by LDSS process
- No Special Education?**
 - 504 plan
 - Interventions

SUMMARY - DAY ONE

- Introduction and Overview
- Laws governing our work
- How children enter foster care and opening a new case
- Choosing the best placement and requirements

LET'S TRANSFER THE LEARNING

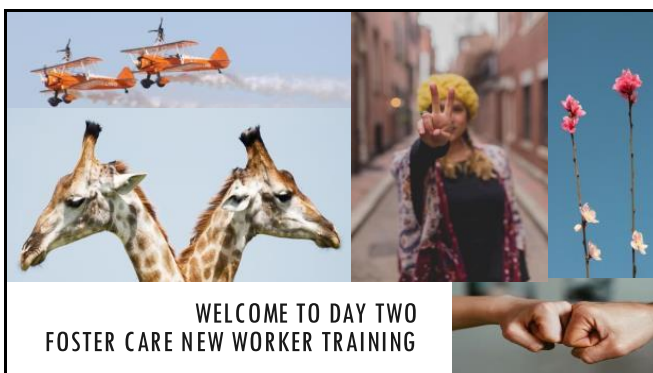
After class today, open the Word document entitled "Transfer of Learning" in the Learner Materials downloaded from Fusion.

Complete the Transfer of Learning for Day 1:

1. Watch 'Removed' and answer the questions and
2. Define how the children in the scenarios entered foster care

Email your answers to your trainers





**WELCOME TO DAY TWO
FOSTER CARE NEW WORKER TRAINING**

AGENDA: DAY TWO

- Review of your TOL
- Finding Relatives
- Conducting Child and Family Assessments
- Case Planning and Concurrent Planning
- Selecting Permanency goals

Roll Call! Please type your name in the chat box so we know you are here if you do not see your name listed!

Welcome back!

TOL CLASS RESULTS

How did these kids enter Foster Care?

1. Emergency Removal Order
2. Emergency Removal Order
3. Temporary Entrustment Agreement
4. Permanent Entrustment Agreement
5. Petition for Relief of Care and Custody
6. Temporary Entrustment Agreement
7. Non-custodial Agreement
8. Petition for Relief of Care and Custody

1. How did the child enter foster care? What type of petition did the Agency likely file?

Emergency Removal Order



2. What was one practice you identified that was contrary to best practice discussed in training?

Siblings were separated
Use of trash bags for belongings
Harsh treatment by 1st Foster Parent

Trauma Behaviors

Throwing the record player over the deck

3. What was one behavior you saw exhibited by Zoe that was likely related to the trauma she had experienced?

Ripping the pages out of the book

Reaction to the dress



IDENTIFYING AND ENGAGING RELATIVES


Section 2



Family engagement involves all aspects of partnering with youth and families in a deliberate manner to make well-informed decisions about safety, permanency, lifelong connections, and well-being.

This resource includes information on how to identify and contact fathers, how to engage with them, what considerations to keep in mind, and where to find resources to help fathers overcome barriers in their parenting journey.

<https://www.fusioncjs.org/fatherhood-engagement-toolkit>







The legal framework and requirements for engaging children and families when children are in foster care are delineated in federal and state law.

Identifying and notifying relatives of the child's removal from home

- Social Security Act, Title IV, § 471 (a) (29) [42 USC 671]

Identifying a relative for kinship foster care

- § 63.2-900.1

Seeking out relatives first as a placement option

- § 63.2-900

NOTIFYING AND INFORMING RELATIVES SECTION 2.3 (AND SECTION 6.6)



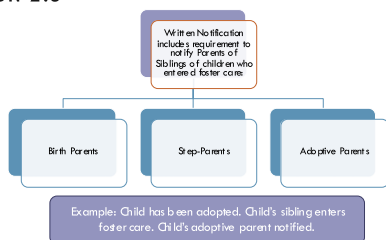
LDSS **shall document** diligent efforts to notify grandparents and other adult relatives:

Within **30 CALENDAR days** in writing (*copies in file)
SHOULD contact in 5 days when feasible.

- May contact without consent/written release of court order if determined in **child's best interest**
- Written notice includes:
 - Information that child is being removed/was removed and in LDSS custody
 - Invite and explain ways to become involved in child's life
 - Request information on other relative resources
 - Legal options for placement/requirements for resource parents
 - Types of support and services available
 - Consequences of not responding to notice
 - Contact information for responding

Handout E1

NOTIFYING AND INFORMING RELATIVES SECTION 2.3



RELATIVE NOTIFICATION LETTERS

Relative Notification Letter
and
"Possible Relative"
Notification Letter

https://fostercare.virginia.gov/dfr/DES_Home/FosterCare/FosterCareForms



Section 2.3

THE ROLES OF INDIVIDUALS MAY INCLUDE, BUT ARE NOT LIMITED TO:

- Providing information and leads on relatives and significant adults.
- Providing knowledge of the families' cultural traditions and practices.
- Identifying strengths, supports, and resources of the child, youth, family, and community.
- Participating in school activities or inviting the child or youth to participate in family and social events.
- Connecting personally with the child on a regular and ongoing basis, such as visits, phone calls, email, texting, videoconferencing, and computer social networking.
- Providing emotional support or mentoring for the child or youth.

Section 2.4



- Participating in FPMs
- Providing respite for the caregivers, transportation, financial resources, or employment and housing options.
- Serving as placement resources.
- Providing a permanent family for the child or youth.
- Providing lifelong connections for the child or youth.
- Helping to prepare and transition youth over age 14 to adulthood successfully.
- Providing any needed post-permanency supports to help the child or youth be successful in the future.



SEARCHING FOR RELATIVES & SIGNIFICANT ADULTS SECTION 2.5

Within **30 days** of FC entry, LDSS shall request a search of **Birth Father Registry** (if father is unknown) to determine if any man has registered as putative father.

*Search of the Birth Father Registry is also required prior to TPR

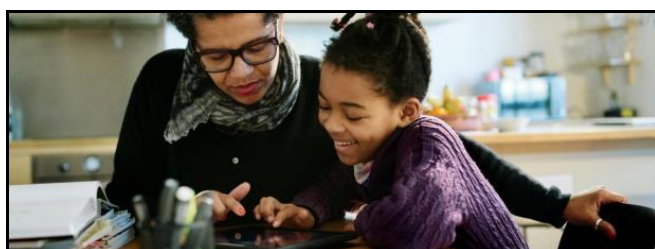
Handout E3



FICTIVE KIN

Fictive Kin are un-related adults who have significant, established relationships with the child and/or family.

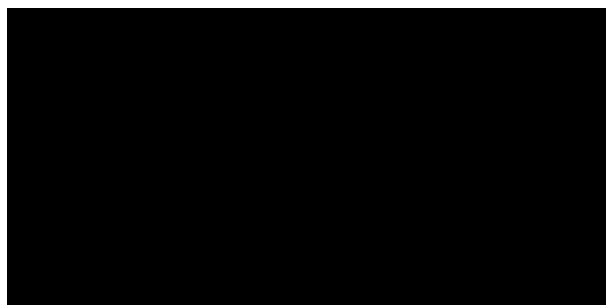





FICTIVE KIN VIDEO

<https://www.youtube.com/watch?v=5VYTAnGjoBo&feature=youtu.be>

FICTIVE KIN






KINSHIP FOSTER HOME

SECTION 6.9

- Can include relatives or fictive kin
- Follow standards for immediate approval upon initial entry in to foster care
- Eligible for waivers for Resource Home Approval
- Need an FPM before removing child from home

SEARCH METHODS INCLUDE

- Interviews
 - Face-to-Face with child, siblings, caretakers
 - Conversations with other adults
 - Genograms and Ecomaps
 - Case record mining
 - Talk with fictive kin
 - Use meetings, letters, phone calls and email to engage adults



Section 2

ABSENT PARENT

The term “**absent parent**” refers to any person(s) whose parental rights have not been terminated and who is required, under law, to support the child. The “absent parent(s)” may be the birth parent(s), including the putative father or the legal (adoptive) parent(s).

Handout E2

Section 6.9

FAMILY SEARCH





At a minimum, the service workers shall search for relatives **at the time the child enters foster care, annually, and prior to any subsequent placement change for the child** (§ 63.2-901.1) and prior to changing the goal to Adoption.

INCARCERATED PARENTS SECTION 2.7

Engage early and regularly- from arrest to release

2.7.2- Assist in locating inmate

2.7.4- Identifying Services

2.7.5- Visitation- Children have the right to regular contact and incarcerated parent should have the right to continue to parent their children- unless the Court has determined it will put the child in danger

Virginia Dept. of Corrections website - visitation policies



WORKING IN TEAMS

FPM

FAPT

BID

Youth Teams

CFTM

FAMILY PARTNERSHIP MEETINGS SECTION 2.9

Independent
Facilitator

Family Voice

Build on strengths

Permanency &
Lifelong Connections



FIVE CRITICAL DECISION POINTS SECTION 2.9.1



1. CPS investigation or assessment has been completed and "high risk or very high risk" of out-of-home placement
2. Prior to moving a child- emergency or planned
3. Prior to change of placement for a child already in care- including adoption disruption
4. Prior to the development of a foster care plan for the foster care review and permanency planning hearing to discuss permanency options and for concurrent planning as well as consideration of a goal change.
5. When requested- by parent, guardian, child, service worker- to address one of the 4 decision points above.

WHO SHOULD YOU INVITE TO AN FPM? - SECTION 2.9.2

1. Birth parents
2. Relatives and foster parents
3. Guardian Ad Litem
4. Youth ages 12 and older (younger children can come too!)
5. Two (2) members chosen by youth (age 12 and over)

Requirement for face-to-face contact with birth parents when the goal is reunification at every critical decision point (Code 63.2909)

WHAT IS YOUR ROLE AT AN FPM?



- Explain reason for meeting
- Contribute strengths, needs
- Share observations of the family
- Be open-minded to decision-making based on new information
- Present clearly bottom-lines/non-negotiables

We only need to notify relatives we think will take the child as a placement

Family Partnership Meetings are required when:
(Select all that apply)

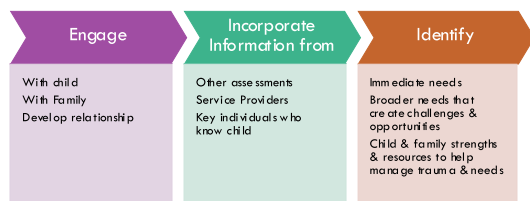




CONDUCTING CHILD AND FAMILY ASSESSMENT
SECTION 5

A comprehensive child and family assessment is the essential foundation for sound decision-making in partnership with the child and family. Assessment involves the continuous process of gathering information from multiple sources over time using a strength-based approach to help evaluate, with the family, the most effective strategies for achieving safety, timely permanence, and well-being for their child.

INITIAL ASSESSMENT PROCESS



Section 5.5

COMPREHENSIVE ASSESSMENT PROCESS

Using genuineness, respect and empathy:

- Begin with “alternative hypothesis”
- Engage and build trusting relationships
- Observe family patterns and interactions over time
- Identify strengths, challenges, protective factors and resources that can be mobilized
- Assess environmental/broader factors, that contributed to placement, as well as factors affecting the “history of functioning” of family.



ASSESSMENT AS A COLLABORATIVE PROCESS

The family and the worker become **partners**, developing greater familiarity with each other, each contributing to the identification of important issues and problems and each contributing possible solutions.



LEARN THE FAMILY STORY FROM THEIR PERSPECTIVE



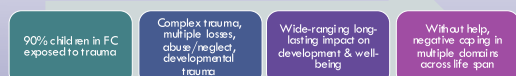
UNDERSTANDING THE FAMILY

- **Family Composition**
 - Who is part of your family?
 - Who do you consider family members?
 - Who do you feel closest to?
 - Who makes the rules in your family?
 - Whose opinions do you value?
 - Who do you turn to ordinarily for help or advice?
- **Structure/Strengths**
 - Genogram
 - Family Drawings
 - Ecomaps




¹ ADAPTED FROM:
Rycus, J. S., & Hughes, R.C. (1998). *Field guide to child welfare: Case planning and family-centered casework* (Vol. 2, p. 266). Washington, DC: CWIA Press; Columbus, OH: Institute for Human Services.

UNDERSTANDING TRAUMATIC STRESS FOR CHILDREN IN FC



Section 5.4



INITIAL OASIS ASSESSMENT

Within 30 days of entering FC

CPS & Safety Assessment

Comprehensive Social history


Family and Child health & education

Child and family involvement

Identify trauma and impact

Section 5.6

CHILD AND ADOLESCENT NEEDS AND STRENGTHS (CANS)



Child and Adolescent Needs and Strengths (CANS)

- Complete within 30 days of entering foster care and at least annually thereafter
- Complete within 90 days of exiting foster care

Section 5.9

STATE REQUIRED AND RECOMMENDED ASSESSMENTS

Family Histories

- Genograms
- Ecomaps
- Timelines

EPSDT

- Medical Assessment - Within 30 days of FC entry and annually – including physicals, dental, immunizations, etc

Trauma

- Virginia Healths
- ACE

Risk

- SDM reunification tool

ASSESSMENT FROM STRENGTHS PERSPECTIVE



An assessment should balance identifying challenges with identifying strengths.

FAMILY STRENGTHS ASSESSMENT

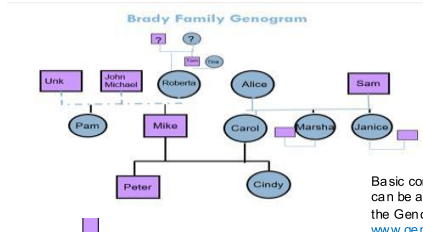
Virginia Practice Principles state...

All families

- Have strengths and are experts on themselves
- Deserve to be treated with dignity and respect
- Can make good decisions, with some support



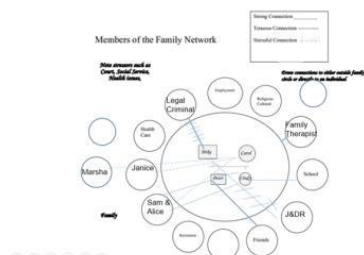
ASSESSING FAMILIES THROUGH GENOGRAMS



Basic components can be accessed on the GenPro website.
www.genopro.com

Handout F-4

ASSESSING FAMILIES THROUGH ECOMAPS



Section 5.8

Handout F-4

ASSESSING FAMILIES THROUGH ECOMAPS

Ecomap is a pictorial representation of a family's connection to persons and/or systems in their environment. It can illustrate three separate dimensions for each connection:

STRENGTH of the connection

- Weak
- Intermediate
- Strong

IMPACT of the connection

- None
- Draining resources or energy
- Providing resources or energy

QUALITY of the connection

- Stressful
- Not Stressful

Section 5.8



Skills:

- Strengths detective
- Culturally sensitive approach
- Trauma Informed
- Expect resistance



SKILLS AND BEHAVIORS THAT ENCOURAGE ASSESSMENT

ASSESSMENT DIMENSIONS

Income and economic resources and physical environment

Availability of basic necessities and needed resources

Mental and/or physical health and competency

Parenting competency

Safety circumstances

ASSESSING PARENTING CAPACITY

Social Emotional
Competence of
Children



Concrete
Supports for
Parents



Social
Connections



Nurturing &
attachment



Knowledge of
Child
Development



Parental
Resilience

Role of the FAPT's Assessment

Complement &
inform
comprehensive
assessment

May substitute
for initial fc
asses if it
meets
requirements

Enter
assessment
into OASIS

All children
with CSA
services shall
have a CANS

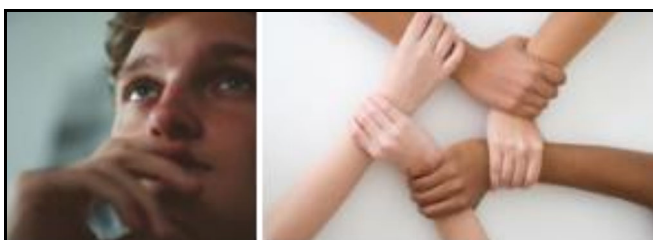
DOCUMENTING THE ASSESSMENT

All assessment information shall be documented in the assessment screens in OASIS.

Supporting documents (e.g., psychological and other clinical assessments; social work reports) shall be maintained in the paper case

Section 5.10

This tool is intended
to provide
information about
three generations.



CASE PLANNING AND CONCURRENT PLANNING

Section 7

SECTION 7

Permanency planning is a systematic process of taking prompt, decisive, goal-directed action

to maintain children safely in their own homes or

place them permanently with another family.

It involves establishing enduring family relationships that provide lifelong commitment.



LEGAL REQUIREMENTS FOR PERMANENCY PLANNING

Prevent the unnecessary separation from families

Provide services to restore children to their families

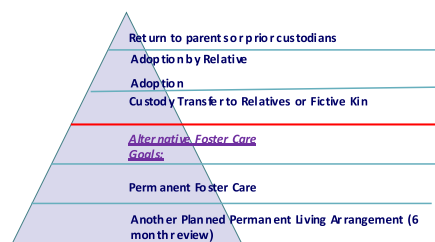
Place children in suitable adoptive homes in cases where restoration to the biological family is not possible or appropriate

Assure adequate care of children away from their homes when adoption or return home not possible.



Section 7.2.2

PERMANENCY GOALS SECTIONS 7.0, 8.0, 9.0, 10.0 & 11.0



LEGAL GOALS SECTIONS 7.0, 8.0, 9.0, 10.0 & 11.0





- Best Interest of the Child
- Long-Term need for enduring, nurturing, safe, stable family
- Child's bond to existing relationships
- Child's need for safety, permanency, well being



WHEN DETERMINING THE BEST PERMANENCY GOAL FOR A CHILD, THE SERVICES WORKER SHALL CONSIDER:

Best Interest of the Child Sect. 7.6.1

SAFETY

STABILITY

PERMANENT FAMILY

COMMITMENT TO CARE FOR CHILD

CHILD'S WISHES & SENSE OF TIME

EXISTING RELATIONSHIPS

PARENT'S WISHES WHEN NO LONGER REUNIFYING

COMMUNITY AND FAMILY CONNECTIONS

WHEN RETURN HOME SHOULD NOT BE CONSIDERED

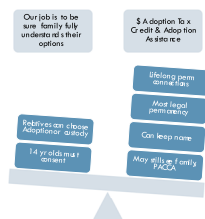
There are some circumstances when Return Home should not be considered as being in the best interest of the child.

- Abandonment (3 mos)
- No Contact with Parent (6 mos)
- Living w/parents or parents would be detrimental to health & welfare
- Parental request
- Serious Crime

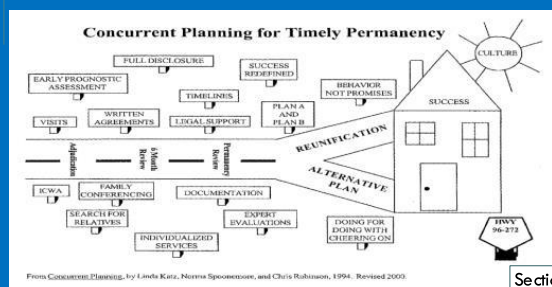


Section 7.6.2

EXPLORE ADOPTION WHEN RH IS NOT AN OPTION

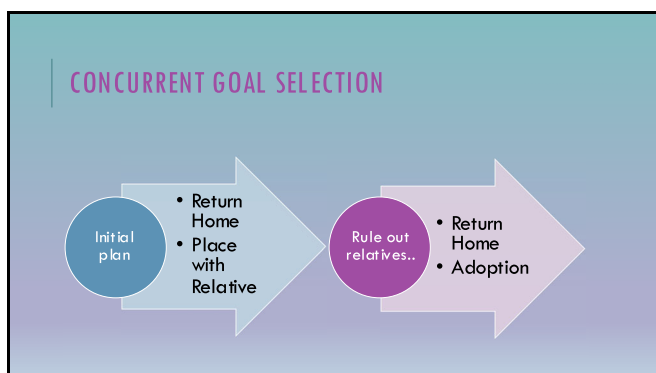


CONCURRENT PLANNING



From *Concurrent Planning*, by Linda Katz, Norma Spooner, and Chris Robinson, 1994. Revised 2005.

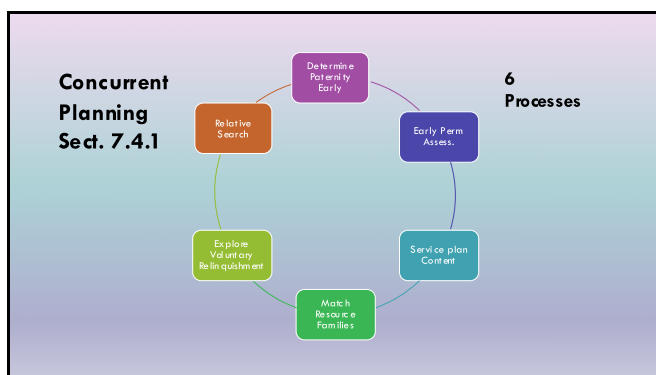
Section 7.4

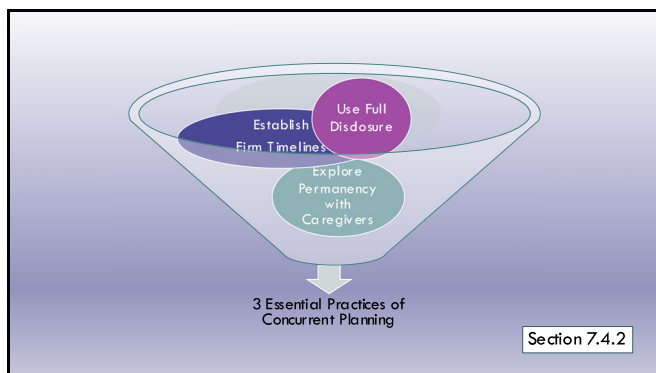


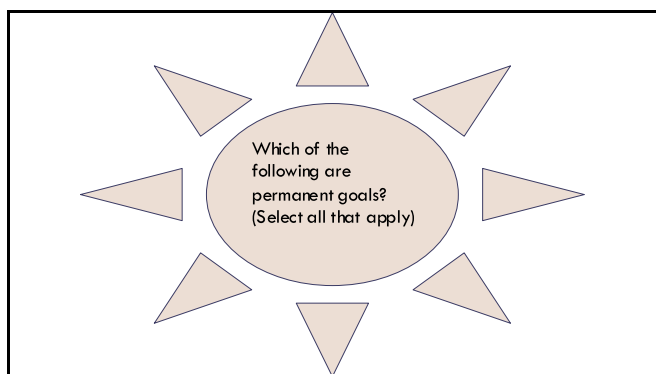
Planning

**CONCURRENT PLANNING
SECTION 7.4**

- Should be used for all FC cases to ensure prompt reunification or permanency
- Directors or designee must approve any exceptions & Regional Consultants must be notified by email within 5 days.








SUMMARY: DAY TWO

- Finding Relatives
- Conducting Child and Family Assessments
- Case Planning and Concurrent Planning
- Selecting Permanency goals



LET'S TRANSFER THE LEARNING

After class today, open the Word document entitled "Transfer of Learning" in the Learner Materials downloaded from Fusion.

Complete the **Transfer of Learning for Day 2**

Read the Brady Family and answer the questions.



Email your **responses to your trainers by 7:00 p.m.**



WELCOME TO DAY THREE FOSTER CARE NEW WORKER TRAINING

1

AGENDA: DAY THREE



- Review the TOL
- Developing the Foster Care Plan
- Permanency Goals
- Alternative Goals and Permanency with Youth

2

The Brady Family – Strengths/Challenges

MIKE

- Hard worker
- Cared for younger sister
- Experienced a stable relationship growing up (aunt/uncle)
- Resilient – learned a lot young - wants to be a better father than his was
- Able to adapt (9 placements)
- Past stay in foster care gives him a unique perspective

CAROL

- Good student
- History of family & financial support
- Doesn't give up
- Resourceful
- Hopeful
- Protected children by going to shelter

CHALLENGES:

Substance use –
D. V. vs Trouble with Anger
Foster Care Cycle
Limited Support -Lost Family Connections
Instability –financial, housing
Trauma
History of return to harmful behaviors
Codependence- each expects the other to save them

3




DOCUMENTING THE PATH TO PERMANENCY

Section 15: Developing Foster Care Plan

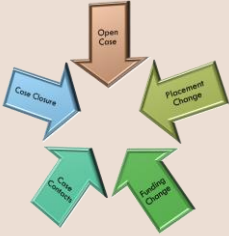
Poll 5

4


**OASIS DATA ENTRY
- SECTION 17.15**



Document in OASIS within 5 days of event. ★



5



Relative Notification Letters	FPM's, BID's
Case contacts	Assessments
ICWA	Service Plans, Reviews
Court Orders	Services to Child, Family
Payments	Discharge Summary

DOCUMENTATION

6

TRANSCRIPTION



The process:

1. Conduct your visit.
2. Call to dictate your notes from that visit.
3. Deposition Services will transcribe the notes and email you when they are ready.
4. You login copy your notes, paste them (ctrl-V), edit them if needed, and save.

It really is that simple.

<https://fusion.dss.virginia.gov/dfs/DFS-Home/COMPASS/Transcription>

7

DICTATION BEST PRACTICES



- Speak Slowly and enunciate your words.
- Feel free to take 2, 5, or even 10-second pause to collect your thoughts.
- Consider making or following a pre-made outline of what to say.
- If you forgot to mention something earlier, say "time-out."
- It's ok to start over. In fact it may save you time!
- You can teach it what you mean/how to spell/how you pronounce words.

8

COMPASS



Vision

Meet the diverse needs of front-line workers, state and local leadership, children, alumni, families and community supports.

Utilize innovative technology to facilitate case management and real-time reporting capabilities to achieve timely permanency and ensure the safety and well-being of children in the Commonwealth.

Maximize the interoperability of existing and future systems that intersect with COMPASS to optimize service delivery, reduce duplicative efforts and capture the story of children and families served.

<https://fusion.dss.virginia.gov/dfs/DFS-Home/COMPASS>

9

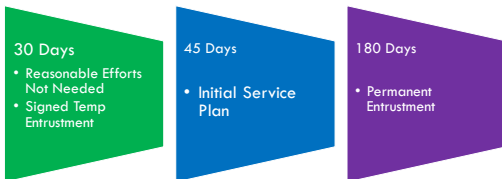


NOW, LET'S FOCUS ON THE SERVICE PLAN!

Handout H-1

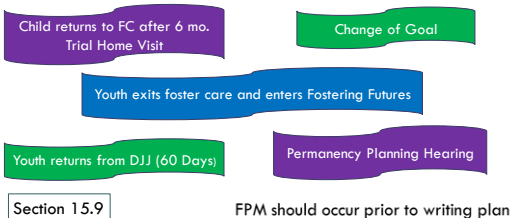
10

FOSTER CARE PLAN BASICS
SECTION 15.6 & 15.9 – DATE INITIAL PLAN IS DUE
AT COURT:



11

NEW FC PLAN REQUIRED WHEN.....



12

SERVICE PLANS INCLUDE SERVICES THAT MEET A CHILD AND FAMILY'S NEEDS FOR.....



Safety.....

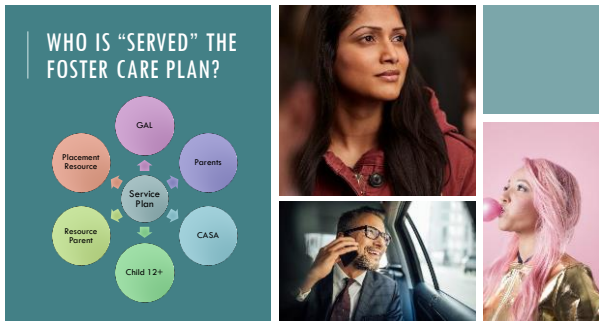
Permanency.....

Well-being.....

Including those ordered by court; those recommended by FAPT, and most importantly those identified by the FPM in collaboration with the.....


FAMILY

13




14


YOU'VE BEEN SERVED!




Personal Service



Order of Publication





Certified Mail

15

SAMPLE SERVICE PLAN

COMMONWEALTH OF VIRGINIA
STATE OFFICE

FOSTER CARE SERVICE PLAN PART A

COURT FILE NO: CASE NAME: BRADY
Local Number: DATE PREPARED: 8/12/20x
CASS CASE NO: 20047389 DATE FILED: 8/9/20x

The State of Virginia requires the involvement of both parent/caretaker, foster parent, and the child where applicable in the mutual development of the Service Plan. Part A should reflect the involvement and responsibilities of the parties involved above. Part A is to be submitted as follows:

Child: Cindy Brady Date of Birth: 4/22/20x
Reason for New Service Plan: Dispositional Hearing

Date of Most Recent removal from home: 7/12/20x Date of Custody: 7/12/20x
Official Custody: Court Ordered
Custody Disposition: DSS Custody
Legal Basis for Custody: Abuse/Neglect



Program Goal: Return to Own Home
Consumer Goal: Restore Placement

Target Date for Achievement: 7/12/20x

1. Describe why and how Child Came Into Care
Richmond DSS Child Protective Services responded to an afterhours call concerning the welfare of Cindy Brady, aged 5, and her brother, Peter, aged 17, on July 12, 20x. After conferring with Officers Smith and Watson of the Richmond Police Department, it was learned that they had arrived at the Brady home due to a report of a domestic altercation in progress. Upon arrival, officers learned that Michael Brady and Carol Brady had been involved in a physical argument in the presence of their children, Cindy and Peter. In addition to this, Brady bearing visible facial bruising, officers noted the presence of drugs and drug paraphernalia in open view in the living room. At that time, both parents were arrested for possession of marijuana. Both parents subsequently tested positive for multiple substances. Neither parent was able to make bail on that date. Because neither the parents nor the children could identify individual/direct caregivers in Virginia for consideration as a placement resource, DSS assumed emergency custody and both children were placed in foster care.

Upon their arraignment on July 20, 20x, Mr. Brady remained incarcerated. Mrs. Brady was allowed to enter a drug rehabilitation program pending sentencing. The treatment program does not allow the children to live with their parent.

2. Describe DSS and other agency services to prevent removal. If not services given, explain why.
The emergency nature of the children's removal precluded the provision of preventive services. In subsequent interviews, Mrs. Brady stated that she had been in a prior drug rehabilitation program but has not successfully completed either program. She last spoken with the Virginia Domestic Violence Hotline, but had not followed through with their advice.

16

SERVICE PLAN

Cheat Sheet on Fusion:
<https://fusion.dss.virginia.gov/>
Click on Divisions
Click on Family Services
Click on DFS Home
Click on Foster Care title
Click on Resources and Job Aides
Case Planning: Foster Care Service Plan
Cheat Sheet

3. Describe child's situation at the time placement or custody transferred. Information relative to family, health and education must be addressed.

At the time of removal, the family had been receiving Section 8 Housing assistance and participated in the SNAP program. Both children appeared healthy and the Health Department verified they had all of their immunizations. Upon acquiring past medical records, there appear to be no history of significant medical problems.

4. Placement – proximity to home, least restrictive; - include stability of placements, the services provided to address placement instability, and a description of other placements that were considered for the child.

5. Compliance with court orders



17

Maslow's Hierarchy of Needs



18

SERVICE PLAN #6

Mike Brady:

a. Needs that must be met to achieve the goal – what will it look like when the goal is met?

b. Services provided to address the identified need

Grandparents:

a. Needs

b. Services

Provide home
safe from DV

Practice trauma
informed parenting

Parenting
class

Individual
therapy

19

7. RESPONSIBILITIES

WHO

Does WHAT

By WHEN



20



21

Smart service plans



<https://fusion.dss.virginia.gov/dfs/DFS-Home/Foster-Care/Foster-Care-Resources-and-Job-Aids>

22

Acceptable? Why or why not?



- Mr. and Mrs. Lee will improve their parenting skills.
- Mr. and Mrs. Lee will comply with the caseworker to set specific, age-appropriate expectations for their children.
- Mr. and Mrs. Lee will resolve conflict without physical violence.

23

Words Matter – Be specific and clear

- Mike will use appropriate discipline with Peter.
- Does this statement mean the same thing to you and Mike? to the GAL? to Peter?
- TRY: Mike will use appropriate discipline with his children Peter



As demonstrated by.... (finish the sentence)

24

Service Plan Part B



Section 15.5.2

- Submit with service plan when goal is no longer reunification and at permanency planning hearing.
- Provides the reason a goal was selected and others were ruled out.
- Provides reason TPR was or was not selected

25

COMMONWEALTH OF VIRGINIA

FOSTER CARE SERVICE PLAN: PART B

COURT FILE NO. [REDACTED] CASE NAME: [REDACTED]
 LOCAL NO. [REDACTED] DATE PREPARED: April 8, [REDACTED]
 CASE CASE NO. [REDACTED] DATE FILED: March [REDACTED]

Child: [REDACTED]

What is the permanent plan for the child?

☐ Return home to parents within [REDACTED] months
 Explain why/why not selected:
 Due to Ms. [REDACTED] declining health, she is physically and emotionally unable to provide the long term care, protection and stability [REDACTED] needs. Ms. [REDACTED] judgment and parenting capacity are limited and she has not addressed her role and responsibility in the sexual abuse endured by all her children.

☒ Placement with Relatives
☒ Transfer custody to relative
 Relationship: [REDACTED]
☐ It is premature [REDACTED] months
☐ Custody to relative within [REDACTED] months
 Explain why/why not selected:
 Mr. [REDACTED] is [REDACTED] maternal uncle and approved relative foster parent through the Department. He is an active parent and provides the stability, consistency in care and protection [REDACTED] needs to prevent any further neglect or abuse. He is able to maintain the connection and relationship between [REDACTED] her mother and extended family members. [REDACTED] has moved home upon separation on June [REDACTED]

☐ Yes ☒ No Child been in care for at least any 15 of the past 22 months.
☐ Yes ☐ No (Pursuing for TPR (if no is chosen check all that apply.)
☐ TPR is not in the child's best interest.
☐ The child is residing with a relative.
☐ Services not provided to parents to return the child safely home.
 Explain why TPR is not being pursued:

HANDOUT#2

26

FULL DISCLOSURE



Parents must be informed of :

Timeframes for completion of responsibilities

- Full disclosure of any concurrent plan
- Their right to appeal failure to provide listed services.
- Relative contact

Child safety is paramount! (safety...permanency..well being...)

Poll 6

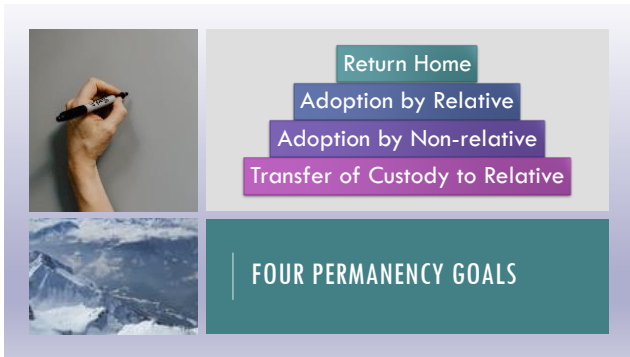
27



PERMANENCY GOALS

Permanency Planning
Section 8: Return Home
Section 9: Adoption
Section 10: Custody Transfer to
Relatives, KinGAP

28



29



RETURN HOME AKA REUNIFICATION

30

TRANSFERRING CUSTODY TO BIRTH PARENT



Achieving the goal of return home refers to transfer of custody to birth parent(s). Section 8.1



The household of both parents shall be assessed, and services shall be provided; regardless of the circumstances at the time of removal. Section 8.5



31

REUNIFICATION SERVICES & REASONABLE EFFORTS DOCUMENTATION - SECTION 8.5

To support, agency did:

- Assured family, child and supports provided input
- Diligent Search
- Connected services to assessed needs
- Actively facilitate contact with family members – parents, siblings, & supports
- Ongoing assessment of progress & impact of services on parent's behavior and skills

Parental Progress was seen in:

- Increased capacity to parent (e.g. at visits, teacher conferences, therapy)
- Met own needs, improved decision making/judgments/safe relationships
- Accepted responsibility/showed empathy for child

OR-

Lack of Reasonable progress to correct conditions

32

FAMILY TIME — THE MORE THE BETTER!

Increased time, less time in foster care

Time for learning — for parent, child, worker

Can you add virtual visits?



33

PREPARING PARENTS FOR REUNIFICATION



34

PREPARING THE CHILD - RETURN HOME

Preparation for Overnight visits:
Background checks should be completed prior to overnight visits on all adults in the home 18+ to include:

- Criminal background history
- CPS check

Gradually increase amount of time until child is comfortable and then make the move!! Use an FPM to plan for the move.

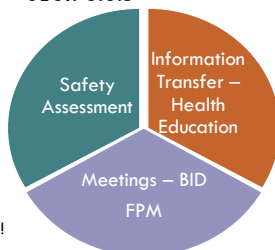


35

TRIAL HOME VISITS SECT. 8.6.5

Apply to Parents/Prior Custodian –
Not to Relatives.....


If Trial Home Visit
>6 mos. Court Review
<6 mos. Custody Returned!!



36

CONTACTS FOLLOWING REUNIFICATION SECTION 8.6.6

- Face to face within **24-72 hrs** of child's return home
- At least **one visit per month in the home with all household members**
- Ongoing contact frequency determined by team based on:
 - Child's Safety
 - Family's need for support/services/monitoring
- Ongoing contact with other professionals- **monthly**



37



38

TRIAL HOME VISIT VS. RETURNING CUSTODY



39



When a child is in foster care with the goal of reunification for more than 12 months – contact your regional consultant via email with a BRIEF case summary including efforts towards reunification.



CASE CLOSED — OR NOT?

40

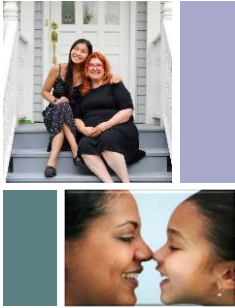


41



THE GOAL OF ADOPTION & TERMINATION OF PARENTAL RIGHTS |

42

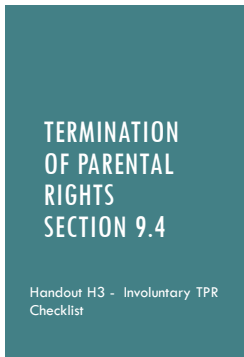


ADOPTION SECTION 9.1- 9.3

The Adoption goal is selected only if reunification and placement with relative has been ruled out.

Adoption may be a primary or concurrent goal.

43

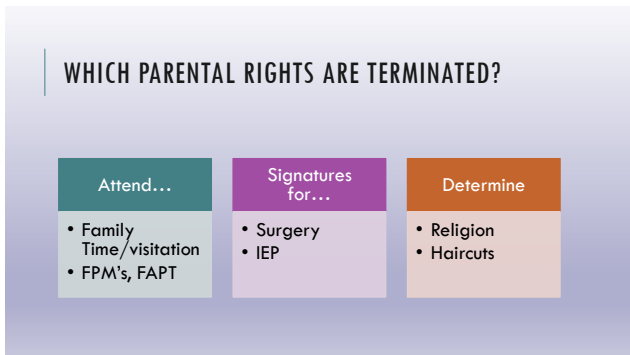


Termination of parental rights is the legal process that frees the child for adoption.

TPR grants the agency the authority to place the child for adoption.

Voluntary vs. Involuntary

44



45

ADOPTION BY....

RELATIVE OR FICTIVE KIN

NON-RELATIVE



46

TERMINATE RIGHTS OF:
SECTION 9.4.1

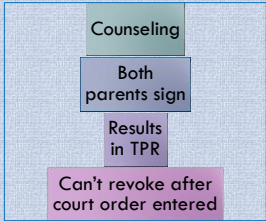
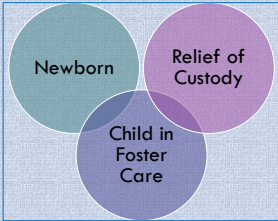
Mother	Birth Father
Registered Putative Father	Acknowledged Father
Adjudicated Father	Presumed Father

Vabirthfatherregistry.com

Fusion: <https://fusion.dss.virginia.gov/dfs/DFS-Home/Adoption/Virginia-Birth-Father-Registry>

47

VOLUNTARY PERMANENT ENTRUSTMENTS



48

VOLUNTARY TPR — PERMANENT ENTRUSTMENT

Placement of newborn for adoption

Relief of Care and Custody, requesting TPR

Can be revoked up to 10 days from birth; or 7 days from signing



DSS does home study and recommends TPR or services to stabilize placement



Section 9.4.3

49

VOLUNTARY PERMANENT ENTRUSTMENT —

CHILD IN FOSTER CARE

If goal is no longer return home....worker SHALL discuss voluntary permanent entrustment with parent.

Result of excellent casework and full disclosure

PACCA can help

Voluntary signature at Permanency Hearing



Can make permanency more permanent

HANDOUT I-1

50



GROUNDS FOR INVOLUNTARY TPR SECTION 9.4.4.1

Clear and convincing evidence, based on:

- Failure to maintain contact.
- Abandonment.
- Failure to make progress
- Unlikelihood that conditions can be corrected
- Convictions for certain crimes.
- Aggravated circumstances
- Involuntary TPR of another child

51

Procedures to Follow for Court Termination Section 9.4.4.2

1
Consult

- With Agency Attorney

2
Determine

- Best Interest of Child


3
Meet

- FPM – Goal Change

HANDOUT I-2

52

FILING FOR TPR




30 days before Permanency Planning Hearing File:

Service Plan w/ Goal of Adoption
Review
Petition for PPH
Petition for TPR

If Petition for TPR is NOT filed the same day as service plan with the goal of adoption, file within 30 days of PPH hearing.

53




APPEALS SECTION 9.4.4.8

Appeal filed in the J&DR Court **within 10 days** of the entry of the order (heard in Circuit Court).

Circuit Court must schedule within 90 days of appeal.

Children placed in an adoptive home before appeal is settled could ultimately be moved.

FC Review hearings continue in J&DR Court – on matters not under appeal.



54

16.2.6.5 EXCEPTIONS TO THE REQUIREMENT TO FILE FOR TPR

Child in relatives' care/relative won't adopt

- Worker documents:
- adjustment
- stability
- quality of care
- commitment
- adoption was discussed

Agency did not provide services

- Worker documents:
- Specific services not provided
- Reason for delay
- Steps to remedy problem
- Likelihood of reunification if services are provided

TPR is NOT in child's best interest

- 1-4 yr old objects to TPR
- Parent/child bond w/relative
- 1-6 yr old /chronic disability
- Parent cooperative / child rebels
- Parent's incarceration or Res Sub 1x
- Relative has outstanding custody petition

55

DECISION NOT TO FILE FOR TPR

You must submit the Summary of Decision not to File TPR Form to your regional consultant if you are not going to file for TPR at 15 months.



The decision not to file for termination of parental rights should be documented in OASIS as the contact type **"TPR Exception Notification"** so that the exception is documented and captured in Safe Measures.

These exceptions are captured on the "TPR 15 Months" report in Safe Measures.

Handout I-3

56



PLACEMENT WITH RELATIVES W/ TRANSFER OF CUSTODY SECTION 10.4- 10.5

- Inform relatives of their custodial options. For all options:
- Explore through FPM's
 - Prepare child/youth & relatives to include visitation plan
 - Court order transfers custody to relative may provide for:
 - Interest & welfare of child/youth
 - Ongoing provision of services to child/youth & custodian
 - Court review of placement

HANDOUT I-4

57

RELATIVE CUSTODIAL OPTIONS - SECTION 10.8

Adoption by relative

- Parental rights terminated, Relative becomes foster parent, adopts, adoption subsidy available

KinGap

- Relative becomes foster parent, court gives legal custody, eligible for KinGap \$

Custody to Relative

- Relative does NOT become foster parent, placement NOT during foster care, court gives legal custody, maybe eligible for TANF

58

RELATIVE PLACEMENT CRITERIA SECTION 10.4

Willingness, qualifications to care for, protect and comply with any Court protective orders and reviews.

- Motivation
- Background check on all adults
- Interaction with birth parents
- Provide safe & stable environment that meets physical, emotional, academic needs
- Child's youth's input and preparation
- Household configuration & consistency of care



59

KINGAP - SECTION 10.11

14 yrs + (or sib of 14 yr old)

Youth must consent to placement

Discuss KinGap arrangement with parents

Can be relative or fictive kin

Must be in home 6 consecutive months

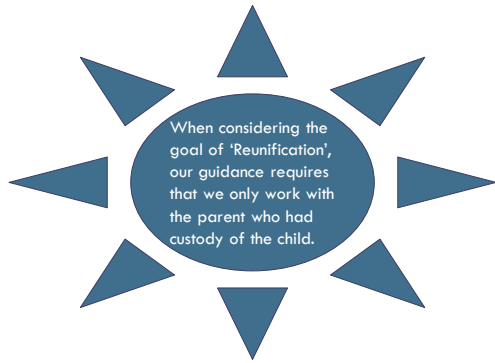
Unable to reach permanency through return home, custody to relative or adoption

Eligible for \$ determined by Negotiator, IL services

Handout I-5: KinGAP Initial Steps Quick Reference Sheet



60



61



62

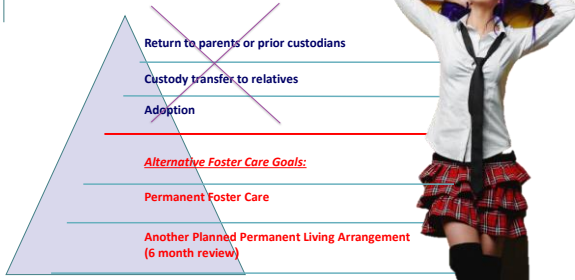


ALTERNATIVE GOALS AND PERMANENCY WITH YOUTH

Section 11: Alternative Foster Care Goals
Section 13: Achieving Permanency for Older Youth
Section 14: Fostering Futures Program

63

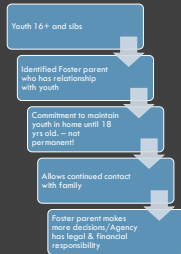
ALTERNATIVE GOALS SECTIONS 11.0



64



PERMANENT FOSTER CARE - SECTION 11.3.1



65

Agreement signed & filed with court — LDSS, child, foster parent, birth parents

IL skill development

PFC parent has increased decision-making

PFC parent attends FAPT/FPM

Worker visits monthly

Restricted placement changes

6-month court reviews

PERMANENT FOSTER CARE —

HOW PERMANENT IS IT?

66


APPLA

SECTION 11.3.2

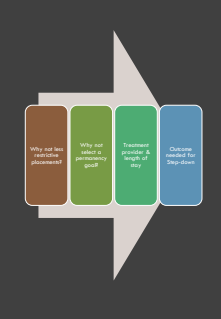
“Solely to be used” for youth:
16 years of age or older

Chronic disabling conditions *clearly* require placement in settings ... to effectively address ... disabilities.

Not for short term residential – only for disabling, chronic needs



67

APPLA — SERVICE PLANNING

68



Permanency with Youth

Section 13

69

OUTCOMES FOR YOUTH AGING OUT OF FOSTER CARE

23,000 age out every year	20% homeless
50% develop problems related to substance use	16-20 percentile pts lower on standardized tests
3% go to school past high school	45% trouble with law enforcement; 41% time in jail



70

LIFE-LONG RELATIONSHIPS

Relationships provide psychological safety that supports the healing of trauma and empowers the building of resilience.



71

HISTORICAL FOCUS OF SERVICES FOR TEENS IN FOSTER CARE



72



SHIFT OUR FOCUS!

- Reactive • Proactive
- Case Driven • Youth Driven
- Protection-focused • Normalcy-Focused
- Post / Present Focused • Future Focused

73

ACHIEVING PERMANENCY FOR OLDER YOUTH -SECTION 13.4

Continue looking for a permanent family and lifelong connections for all teens - regardless of permanency goal

Youth-driven collaboration with their family and team

Safely maintain connections to birth family & siblings

Actively involve youth supports and community connections



74

IL SERVICES — ALL YOUTH 14+

Prep for Higher Education

Learn Employment Skills

Master Daily Living Skills

Master Health & Nutrition

Develop Relationship Skills

Manage Substance Use & Mental Health

Pregnancy Prevention

75

CASEY LIFE SKILLS ASSESSMENT

http://lifeskills.casey.org/cls_a_homepage



76

SAMPLE CASEY LIFE SKILLS ASSESSMENT

Daily Living

NO	Mostly No	Some what	Mostly Yes	Yes
----	-----------	-----------	------------	-----

I know where to go to get on the Internet.

I can find what I need on the Internet.

I know how to use my email account.

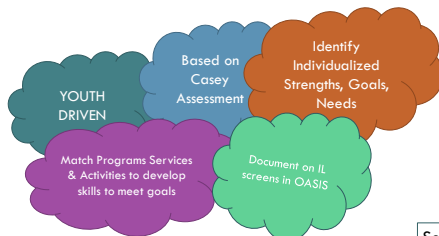
I can create, save, print and send computer documents.

I know the risks of meeting someone in person that I met online.

I would not post pictures or messages if I thought it would hurt someone's feelings.

77

TRANSITION PLAN



Section 13.7.3

78

TRANSITION PLAN FOR YOUTH AGE 14 AND OVER SECTION 13.7.3

The service worker **SHALL** use the following resources in developing the independent living services and transition plan:

- The Transitional Living Plan Template or
- The Foster Club's Transition Tool on



79

REVIEW - WHEN DO YOU COMPLETE THE CASEY ASSESSMENT AND TRANSITION PLANS?



Section 13.7.3.1

80

90 Day Transition Plan

Plan for what happens after 18

Complete
90 days
before 18

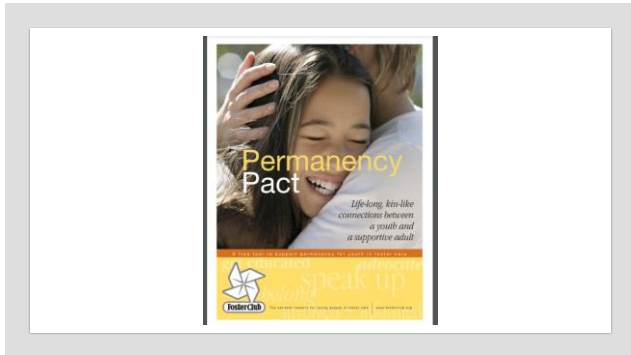
Use same Transition Plan form



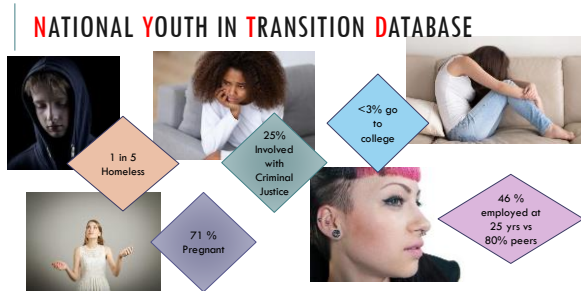
Section 13.14

Handout J1

81



82



83



EDUCATION – TRAINING VOUCHERS FUNDS



- *Have had their most recent foster care episode in VDSSV
- *Eligible for services under Virginia's Chafee Program, or would otherwise be eligible except that they have reached the age of 23;
- *Have received their high school diploma or equivalent, or GED certificate;
- *Have applied for financial aid through the post-secondary school or training program, if applicable, they wish to attend or participate in; and
- *Make satisfactory academic progress by maintaining at least a cumulative grade point average of 2.0 on a 4.0 scale or have an academic standing consistent with the institution's graduation requirements for the federal student financial aid program.

Section 13.11

84

13.11.2.2 ELIGIBILITY FOR ADOPTED YOUTH AND YOUTH IN KINGAP

Youth adopted from Virginia's foster care system or entering KinGAP after attaining age 16 are eligible for the ETV Program as long as they meet the same eligibility requirements for foster youth and would have been otherwise eligible for services under Virginia's ILP.



85

NEW: FREE TUITION AND ROOM & BOARD

Individuals who were in foster care or in the custody of a LDSS at the age of 14 and over, adopted as a special needs adoption at age 14 and over, or who aged out of foster care, may attend a Virginia public college or four-year university and **have their tuition and fees, as well as room and board paid for.**

However, the student must:

- Have a high school diploma or GED,
- Be seeking a first-time bachelor's degree,
- Be taking at least six credit hours of classes at the institution,
- Have not been previously enrolled as a full-time student in a post-secondary program for more than five years,
- Demonstrate financial need, and
- Apply and qualify for grants and scholarships through FAFSA at each institution's financial aid office.



86

LET'S TRANSFER THE LEARNING

After class today, open the Word document entitle "Transfer of Learning" in the Learner Materials downloaded from Fusion.

Complete the **Transfer of Learning for Day 3:**
Using the Brady case, develop SMART goals
And services.

Video: What are 3 things that you learned from
the video that will influence your practice?



Email your **responses to your trainers by 7:00 p.m.**

87



WELCOME TO DAY FOUR FOSTER CARE NEW WORKER TRAINING

88

AGENDA: DAY FOUR

- ❑ Transfer of Learning
- ❑ Fostering Futures
- ❑ Case management services
- ❑ Judicial and mandated case reviews
- ❑ Closing the Case
- ❑ What's next

Roll Call: type in your name in Chat
If you do not see it listed



89

WHAT I LEARNED FROM THE VIDEO that I will be putting into practice.....

Ask about normalcy – what activities?

deserve every opportunity and experience (no matter how seemingly small) afforded to children outside the foster care system

Place youth with siblings whenever possible

Be clear and upfront with communication—no last minute news!

Handle transitions delicately

General Observations

People can change no matter what their past looked like.

Youth need support

Each child is unique – place in loving supportive home that recognizes that! "system as a source of support"

amplify the client's voices

Connections are important –especially for those leaving foster care

Youth Voice

The way they view their story may be different than how I, or any other professional, views it and their view needs to be respected.

involving them in decision making

90

Primary Goal – Return Home

Home will be free from substance abuse and domestic violence.
 Carol will recognize unsafe situations
 Carol needs support & will ask for help when she needs it
 Mike needs a plan of action put in place when he is feeling overwhelmed or triggered that will ensure safety for all.
 Carol needs to reconnect with family

Concurrent Goal – Placement with Relatives

Safe, stable home (what does that look like?) for grandparents
 Set boundaries with Carol & Mike
 Practice trauma informed parenting

Common services:
 For DV – NOT anger management! **Goal:** Mike needs to let go of power and control and Carol needs empowerment in the relationship in order to eliminate domestic violence in their relationship.

CONCURRENT GOAL SELECTION

91

Transfer of Learning

Goal

- Permanency Goal, RH

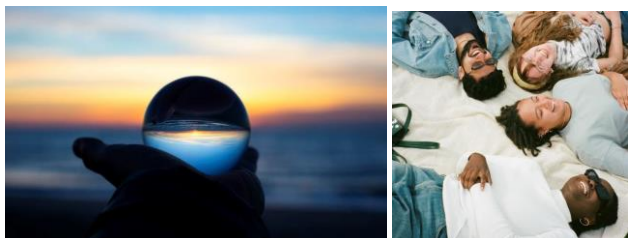
Need

- Basic human need – what will it look like when it's safe

Responsibilities

- Who does what when

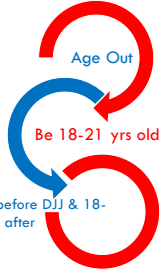
92



FOSTERING FUTURES | Section 1.4

93

FOSTERING FUTURES: TO QUALIFY, YOUTH MUST:



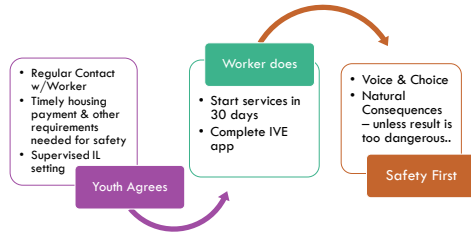
.....and must sign a VCSSA – Voluntary Continuing Services and Support Agreement

Fusion: <https://fusion.dss.virginia.gov/dfs/DFS-Home/Foster-Care/Fostering-Futures>

Section 14

94

VOLUNTARY CONTINUING SERVICES & SUPPORT AGREEMENT - VCSSA



95

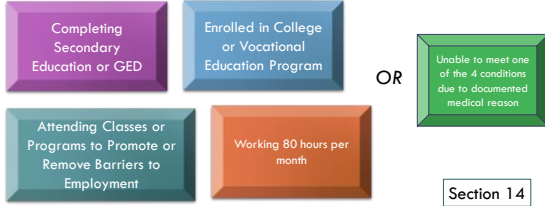
FILE A PETITION FOR COURT REVIEW



96

FOSTERING FUTURES -

TO REMAIN ELIGIBLE.....



97

FOSTERING FUTURES CAN BE A REVOLVING DOOR



98

WHERE CAN I LIVE



OKAY:

1. On their own
2. With their spouse, boyfriend, girlfriend
3. College dorm
4. Foster home
5. Military reserves
6. Family
7. Job Corp

NOT OKAY:

1. Group Homes
2. Residential Facilities
3. Active duty military
4. Long term incarceration

When it is time to terminate services, provide a letter of intent and include follow-up resources.

99

HOUSING SUPPORT FOR YOUTH OVER 18



Eligibility:

- * Youth turned 18 in foster care on or after July 1, 2022 and
- * Youth is not participating in Fostering Futures program

Broadcast issued May 2023 regarding House Bill 349

"Legislation Impacting Foster Care Program effective May 1, 2023"

Program information:

Youth between the ages of 18 and 21 are eligible for up to six months of support; consecutive or non-consecutive

The payment is equal to the room and board portion of the current maintenance payment for youth age 13 and up

Form completed by FSS "Housing Support for Emancipated Youth Communication Form"

100



CASE MANAGEMENT & SPECIAL CIRCUMSTANCES

Section 17: Managing Foster Care Services, data
Section 12: Identifying Services to be provided

101

ROLE OF SERVICE WORKER IN MANAGING SERVICES

Permanency workers are responsible for:

- Meeting federal, state, and local requirements
- Respecting the family's culture, traditions, and language
- Identifying and addressing unique needs of child and family by building on strengths and personal resources and natural supports
- Being consistent and regular with all communication
- Showing flexibility and being responsive to meeting changing needs, circumstances, and opportunities

Section 17.5

102

CASEWORKER MONTHLY VISITS WITH CHILD



95% compliance standard

Over 50% where child resides, unless.....

Residential - Face to face monthly

Out of State – ICPC worker in other state visits monthly

103

WORKING WITH BIRTH PARENTS

Face-to-face contact every two months with birth parents and at every critical decision point when the goal is reunification.

Section 17.10



104



The definition of father extends beyond biological connections; it encompasses stepfathers, legal fathers, adoptive fathers, legal guardians, and father figures – all of whom contribute to their child's well-being and development. There is a recognized need to enhance and prioritize fatherhood engagement across the child well-being system. By weaving the engagement of fathers into the fabric of our practice, we can address the uneven involvement of fathers in case planning and decision making.

<https://fusion.dss.virginia.gov/dss/DFS-Home/Family-Engagement/Fatherhood-Engagement-Toolkit>
This toolkit provides resources, tools, and strategies that foster meaningful connections, active participation, and collaboration with fathers.

105

Working with Foster Parents and providers

As **team members**, foster parents and providers:

- Should be contacted as often as needed but at least **monthly**.
- Shall participate in meetings related to service planning for a child in the home or placement.
- Shall be given all reasonably ascertainable background, medical, and psychological records of the child including information as to whether the child was the subject of an investigation as the perpetrator of sexual abuse and shall keep this information confidential. They shall be given the Foster Care Plan, including Part B, and educational and medical information about the child.
- Shall be given notice, whenever possible, as specified in family foster care placement agreement, when a change in placement is to occur.

106

As team members, foster parents and providers: will gather mementoes (report cards, pictures, awards, etc.) that will go with the child when he leaves or may be utilized in preparation of a **life book**.



Life Books help children and youth develop and sustain a culturally sensitive, positive identity through identifying, maintaining, and building a history of memories and connections. All children and youth should have a **life book** that belongs to them and accompanies them through the course of their involvement in foster care.

See Section 9.5.3 for information on **life books**, including best practice guidance on creating and maintaining **life books**.



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FOSTER PARENT BILL OF RIGHTS

Collaboration	Documentation	Ct. Hearings Notification
<ul style="list-style-type: none"> • Respect • Team • Communication w/professionals • Timely information • 24hr support • Code of Ethics 	<ul style="list-style-type: none"> • All related to foster parents • All background & current medical, psych, educ and other related to child • All services related to child 	<ul style="list-style-type: none"> • Informed of decisions • Timely response from agency whether or not they can have information about child's progress after fc

Handout K3

108



Office of the Children's Ombudsman

- Inform birth, foster, and prospective adoptive parents
- Inform older foster care youth
- Assist the OCO with the investigation as needed
- Provide progress reports if requested

109



Quality caseworker visits should address the safety and well-being of all children involved in a case. For foster care cases caseworker visits should also address issues pertaining to permanency.

Below are some important factors to consider in completing quality caseworker visits:

- Face-to-face contact should occur at least monthly or as necessary to address case specific needs.
- Face-to-face visits should occur in the home of the parent, child, or resource parent frequently enough to monitor the child's safety and well-being.
- The caseworker should meet privately with the child at least monthly.
- It is important for the caseworker to visit incarcerated parents. If face-to-face visits are not possible the caseworker should maintain contact with the parent through phone, video calls, email, or letters at least monthly.
- During visits the caseworker should be evaluating the needs of the case participants thoroughly.
- Documentation in OASIS should be clear, concise, and include relevant information on what specifically takes place during visits in relation to safety, well-being and permanency.

110



Let's
Take
a
Break

111

**RUNAWAYS – WHO TO NOTIFY
SECTIONS 17.12 & 17.13**

If youth is missing or runaway:

- **Immediately** notify law enforcement, parents and GAL
- **Within 24 hours** notify family members and service providers
- **Notify** National Center for Missing & Exploited Children (NCMEC)
- **Within 48 Hours** communicate in writing with law enforcement agencies
- **Request Amber Alert** if removed by unauthorized person

New- AWOL or missing episode must be documented in OASIS
Immediately but no later than 24 hours following receipt of notification



112

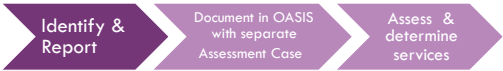
Reporting Missing Children



113

**HUMAN TRAFFICKING
SECTIONS 12.5.1 & 17.12**

Human trafficking includes sex trafficking and labor trafficking.



DSS RESPONSIBILITIES for children & youth who are victims/at risk of Human Trafficking

Guidance on entering separate Human Trafficking Assessment OASIS case is in Section 4.2 of CPS manual.

114

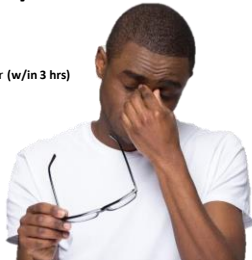
CONSIDERATIONS FOR YOUTH WHO MAY HAVE EXPERIENCED SEX OR LABOR TRAFFICKING



115

DEATH OF A CHILD/YOUTH IN FC

- **Immediately** notify Director and CPS
- **Written report** to VDSS Regional Director (**w/in 3 hrs**)
- **Take care of yourself**



116

<https://fusion.dss.virginia.gov/dfs/DFS-Home/Foster-Care/Working-with-LGBTQ-Youth>

Section 17.14

117

MEDICAL SERVICES SECTION 12.11.2

Worker shall ensure:

Physical examinations within **30 days** of custody

Dental exam within **60 days** of custody

- In care, a child receives an exam beginning at **6 months of age or when their first teeth appear**- whichever is later
- Follow up dental exams every 6-month exams thereafter

Service worker should use the **Child Health Information Form**

MUST document in medical services in OASIS, service plan and paper record: date, type, provider name and address and results/follow-up orders

EPSDT (well-child visits) per schedule



118

MEDICAL SERVICES PROVIDED TO A CHILD IN FOSTER CARE SECTION 12.11.2



•Service worker must involve parents in medical planning, appointments and consent and whenever possible.

•Parents, Permanent Foster Parent, the Courts or LDSS Directors must give consent for major medical treatment (invasive) or surgery

•Minors may give medical consent in certain circumstances (testing for v.d., contagious disease, birth control, family planning, substance abuse treatment, mental health treatment).

Always notify parent of medical treatment.

119

MEDICAL TREATMENT FOR YOUTH OVER 18 SECTION 12.11.1

•Fostering futures youth are responsible for consenting to his/her own medical treatment

•As part of the transition plan:

- Young adults should designate someone to make health care treatment decisions on his/her behalf
- Young adult, after reaching 18, may designate a health care POA by completing the form (Virginia Advance Medical Directive) on VDH website

• Learn how to apply for Medicaid - eligible until 26



120

PSYCHOTROPIC MEDICATION

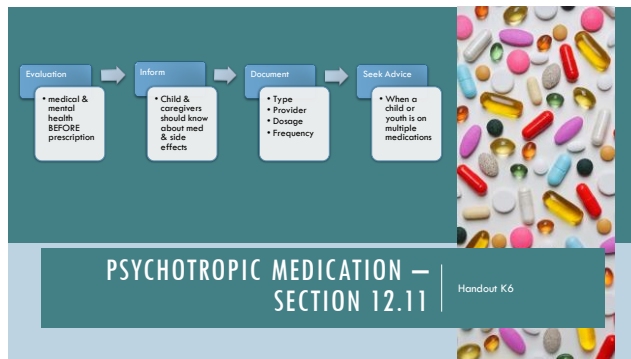


- Arrange medical and mental health evaluations prior to child being placed on new psychotropic medication
 - Ensure child & caregivers are informed about medications & side effects.
 - Document in OASIS, type of medication, provider name, dosage, frequency, on Child Health report – submit to court with service plan
- Get advice when child is on multiple meds

Handout K6

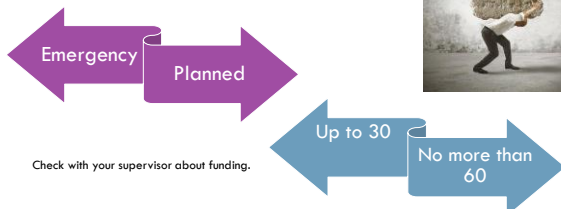
Section 12.11.2 & 12.11.7

121



122

PROVIDING RESPITE CARE — SECT. 12.9



123

Commissioner has the authority to create and enforce a Corrective Action Plan (CAP) for any locality when they:

Fail to provide foster care services or make placement and removal decisions in accordance with state and federal law.

Take any action or fail to act in a manner that poses a substantial risk to the health, safety, or well-being of any child under their supervision and control.

FAILURE TO PROVIDE FOSTER CARE SERVICES SECTION 17.18

124



125



COURT AND OTHER MANDATED REVIEWS

Section 16
Review every case every 6
months

126

JUDICIAL AND MANDATED FOSTER CARE REVIEWS

Formal reviews SHALL be held at least **every six months** and recorded in OASIS on the Court Review/Hearing screen



127

PAPERWORK FOR COURT



128

DISPOSITIONAL HEARING – 60 DAY

- Initial service plan
- Approve primary goal
- Approve concurrent goal



Held within 60 days of ERO
 LDSS must submit paperwork 15 days prior to hearing.

Section 16.2.4

129

FOSTER CARE REVIEW HEARING

- Progress on initial foster care service plan
- Barriers
- Status of visitation/communication
- Health and academic issues
- Services offered

Held within 4 months of (60 day) Dispositional Hearing

LDSS must submit paperwork and transmittal 30 days prior to hearing.

Section 16.2.5

130

PERMANENCY PLANNING HEARING

Purpose is to:

achieve permanency when the approved primary goal is return home or custody to relative or fictive kin **OR**

approve the goal of adoption, or alternative non-permanent goals **OR**

schedule a second permanency planning hearing

Held at 12 months; within 5 months of Foster Care Review Hearing

LDSS must submit paperwork and transmittal 30 days prior to hearing

Section 16.2.6

131

SECOND PERMANENCY PLANNING HEARING

A second permanency planning hearing can be scheduled when:

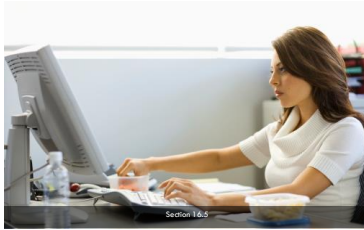
substantial progress towards return home has been made;

And.....return home can be achieved within 6 months.

When children are in care more than 12 months and you keep the primary goal of reunification)— you **MUST** call your Regional Consultant!



132



THE ADOPTION PROGRESS REPORT

- Documents progress towards adoption
- Submitted to the court **6 months after the Permanency Planning Hearing and...**
- Filed every six months until adoption is finalized
- Court schedules hearings at least annually

133

ADMINISTRATIVE PANEL REVIEWS SECT.16.6

Goal of Adoption

- Every 6 mos after PPH unless court hears case

Permanent Foster Care

- Every 6 mos after PPH unless court hears case

Fostering Futures

- 6 mos after FF begins, and every 6 mos after unless court hears case

134



ADMINISTRATIVE PANEL REVIEW — HOW TO'S

30-day written notice

1 neutral person

Youth can invite 2

Can use court review form

135


RESTORATION OF PARENTAL RIGHTS

Petition filed by LDSS or GAL

No Adoptive Placement

TPR 2+ years ago or 18 in less than 2 years

Youth 14+ (and siblings)



136

Hearing/Review - ROBERTS - CHRIS ROBERTS

DetailsResultHearing/Review Archive

Jurisdiction	Hearing/Review Date	Hearing/Review Type
Richmond City	08/11/2020	60 Day Dispositional
Richmond City	06/12/2020	ERO
Richmond City	02/03/2021	Court Review

Client: CHRIS ROBERTS

Worker: NEW STAFF

Jurisdiction: Richmond City

Hearing/Review Date: 08/03/2021

Hearing/Review Type: Court Review

Goal Approach: To Be Determined

Next Hearing/Review Date: 08/03/2021

Next Hearing/Review Type: Permanency Planning

Comments:

Add

Change

Delete

Clear

Find

Prior Adoption Disruption/ Dissolution

Prior Guardianship (in another State)

Cancel

137



FOSTER CARE AND BENEFITS

Title IVE

- Determined ONCE only

Medicaid

- Re-determined annually

Changes

- Communicate changes in parent's situation (income, address) to benefits worker

138



CLOSING A CASE

Section 19: Closing a case to Foster Care

139

CLOSING A CASE



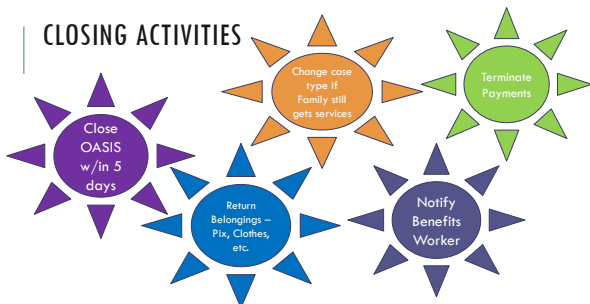
Court Commitments terminated:
Parent/custodian/relative/DSS petitions the Court
Court orders at Dispositional or other hearing.

Non-custodials:
At request of parent/guardian
If previously Court approved, Judge must
agree/approve with documentation

Section 19

140

CLOSING ACTIVITIES



141

BEFORE CLOSING THE RECORD INCLUDE...

- All Court Orders
- Service Plans and Reviews
- Closure Summary stating:
 - Court disposition/summary of final hearing and date
 - Placement of child
 - Overall case progress
 - Status of services at termination
 - Child/family adjustment

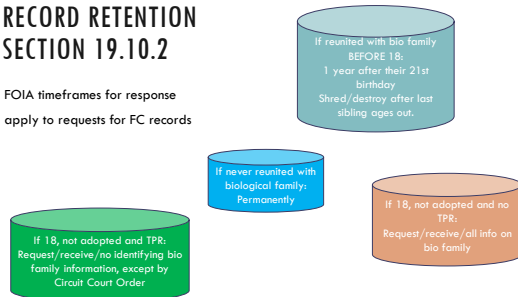
In OASIS check all AFCARS

Section 19.10.1

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RECORD RETENTION SECTION 19.10.2

FOIA timeframes for response
apply to requests for FC records



143

OASIS and COMPASS TRAINING

Next step: Part 2 - Complete the
Capacity Building Learning Lab



Capacity Building Learning Lab specific to Foster Care fields
in OASIS and Compass

2-day training 4-hour lab follows the 4-day guidance class

Must be completed to have a completion for CWS3000.1W
Foster Care New Worker

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First Three Weeks
3 eLearning classes online

First Three Months
CWS3000W: Foster Care New Worker
CWS3010W: Adoption New Worker
CWS5011W: Case Documentation
CWS4060 Family Search

First Six Months
CWS3030: Normalcy for Youth In Foster Care
CWS4050: Psychotropic Medications and the Child Welfare System
CWS3015W Adoption Assistance
CWS4080W Kinship Care

Permanency Training Requirements:

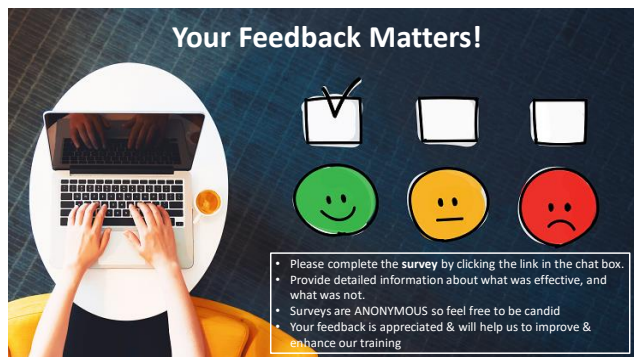
First Twelve Months
CWS1021W The Effects of Abuse & Neglect on Child & Adolescent Development
CWS1031W Separation and Loss Issues in Human Services Practice
CWS1041W Legal Principles in Child Welfare Practice
CWS1061W Family Centered Assessment
CWS1071W Family Centered Case Planning
CWS1305W The Helping Interview
CWS3041W Working with Children in Placement
CWS3081W Promoting Family Reunification
CWS4015 Trauma-Informed Child Welfare Practice: Identification and Intervention
CWS4020 Engaging Families and Building Trust-Based Relationships
CWS5307W Assessing Safety Risk and Protective Capacity

First 24 Months
CWS5305W: Advanced Interviewing: Motivating Families for Change
DVS1001W: Understanding Domestic Violence
DVS1031W: Domestic Violence and Its Impact on Children
CWS2020W: CPS On Call for Non-CPS Workers
CWS3021W: Promoting Birth and Foster Parent Partnerships
CWS3061W: Permanency Planning for Teens-Creating Lifelong Connections
CWS3071W: Concurrent Permanency Planning

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