

CWS3000.1W Foster Care New Worker Guidance

LEARNER HANDOUTS Day 1



VIRGINIA DEPARTMENT OF
SOCIAL SERVICES

LTD Local Training
and Development

COURSE COMPETENCIES AND LEARNING OBJECTIVES

Competencies:

1. The participant will learn the basic requirements of administering the Foster Care program in Virginia.
2. The participant will know how to locate the requirements in law and policy when needed.
3. 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:

1. Know the purpose and basic assumptions of foster care services in the child welfare system.
2. Demonstrate knowledge of federal and state laws and policies regarding concurrent planning.
3. Know current definitions, terminology, and processes of foster care in Virginia
4. Understand how children enter the foster care system in Virginia and the timelines for ASFA compliance
5. Identify critical steps of casework process under ASFA, which include development of permanency plans and identify exception to the requirements of "reasonable efforts."
6. Assess the child's and family's service needs and choose goals
7. Prepare the initial service plan
8. Provide case management and implementation of service delivery
9. Understand the timelines and related documentation needs of the Juvenile and Domestic Relations District Courts.
10. Navigate the OASIS screens and enter case record data with ongoing assistance from on-line Help and the VDSS Customer Care Center.
11. Document all requirements and activities in OASIS in a timely manner.
12. Demonstrate knowledge of the core principles of permanency planning.
13. Understand the importance of the team approach to permanency planning and the coordinating role the caseworker has in working collaboratively with birth parents, foster parents, service providers, adoptive parents, and child/youth in care.
14. Identify best practice guidelines for core casework processes and tasks necessary for implementing foster care policy.

VIRGINIA CHILDREN'S SERVICES PRACTICE MODEL

The Virginia Children's Services System Practice Model sets forth a vision for the services that are delivered by all child serving agencies across the Commonwealth, especially the Departments of Social Services, Juvenile Justice, Education, Behavioral Health and Developmental Services and the Office of Comprehensive Services. The practice model is central to our decision making; present in all of our meetings; and in every interaction that we have with a child or family. Decisions that are based on the practice model will be supported and championed. Guided by this model, our process to continuously improve services for children and families will be rooted in the best of practices, the most accurate and current data available, and with the safety and well-being of children and families as the fixed center of our work.

We believe that all children and communities deserve to be safe.

1. Safety comes first. Every child has the right to live in a safe home, attend a safe school and live in a safe community. Ensuring safety requires a collaborative effort among family, agency staff, and the community.
2. We value family strengths, perspectives, goals, and plans as central to creating and maintaining child safety, and recognize that removal from home is not the only way to ensure child or community safety.
3. In our response to safety and risk concerns, we reach factually supported conclusions in a timely and thorough manner.
4. Participation of parents, children, extended family, and community stakeholders is a necessary component in assuring safety.
5. We separate caregivers who present a threat to safety from children in need of protection. When court action is necessary to make a child safe, we use our authority with respect and sensitivity.

We believe in family, child, and youth-driven practice.

1. Children and families have the right to have a say in what happens to them and will be treated with dignity and respect. The voices of children, youth and parents are heard, valued, and considered in the decision-making regarding safety, permanency, well-being as well as in service and educational planning and in placement decisions.
2. Each individual's right to self-determination will be respected within the limits of established community standards and laws.
3. We recognize that family members are the experts about their own families. It is our responsibility to understand children, youth, and families within the context of their own family rules, traditions, history, and culture.
4. Children have a right to connections with their biological family and other caring adults with whom they have developed emotional ties.

5. We engage families in a deliberate manner. Through collaboration with families, we develop and implement creative, individual solutions that build on their strengths to meet their needs.
6. Engagement is the primary door through which we help youth and families make positive changes.

We believe that children do best when raised in families.

1. Children should be reared by their families whenever possible.
2. Keeping children and families together and preventing entry into any type of out of home placement is the best possible use of resources.
3. Children are best served when we provide their families with the supports necessary to raise them safely. Services to preserve the family unit and prevent family disruption are family-focused, child- centered, and community-based.
4. People can and do make positive changes. The past does not necessarily limit their potential.
5. When children cannot live safely with their families, the first consideration for placement will be with kinship connections capable of providing a safe and nurturing home. We value the resources within extended family networks and are committed to seeking them out.
6. When placement outside the extended family is necessary, we encourage healthy social development by supporting placements that promote family, sibling and community connections.
7. Children's needs are best served in a family that is committed to the child.
8. Placements in non-family settings should be temporary, should focus on individual children's needs, and should prepare them for return to family and community life.

We believe that all children and youth need and deserve a permanent family.

1. Lifelong family connections are crucial for children and adults. It is our responsibility to promote and preserve kinship, sibling and community connections for each child. We value past, present, and future relationships that consider the child's hopes and wishes.
2. Permanency is best achieved through a legal relationship such as parental custody, adoption, kinship care or guardianship. Placement stability is not permanency.
3. Planning for children is focused on the goal of preserving their family, reunifying their family, or achieving permanency with another family.
4. Permanency planning for children begins at the first contact with the children's services system. We proceed with a sense of urgency until permanency is achieved. We support families after permanency to ensure that family connections are stable.

We believe in partnering with others to support child and family success in a system that is family- focused, child-centered, and community-based.

1. We are committed to aligning our system with what is best for children, youth, and families.
 - Our organizations, consistent with this *practice model*, are focused on providing supports to families in raising children. The *practice model* should guide all of the work that we do. In addition to practice alignment, infrastructure and resources must be aligned with the model. For example, training, policy, technical assistance and other supports must reinforce the model.
 - We take responsibility for open communication, accountability, and transparency at all levels of our system and across all agencies.

We share success stories and best practices to promote learning within and across communities and share challenges and lessons learned to make better decisions.

- Community support is crucial for families in raising children.
2. We are committed to working across agencies, stakeholder groups, and communities to improve outcomes for the children, youth, and families we serve.
 - Services to families must be delivered as part of a total system with cooperation, coordination, and collaboration occurring among families, service providers and community stakeholders. -All stakeholders share responsibility for child safety, permanence and well-being. As a system, we will identify and engage stakeholders and community members around our *practice model* to help children and families achieve success in life; safety; life in the community; family based placements; and life-long family connections.
 3. We will communicate clearly and often with stakeholders and community members. Our communication must reinforce the belief that children and youth belong in family and community settings and that system resources must be allocated in a manner consistent with that belief.
 4. We are committed to working collaboratively to ensure that children with disabilities receive the supports necessary to enable them to receive their special education services within the public schools. We will collaboratively plan for children with disabilities who are struggling in public school settings to identify services that may prevent the need for private school placements, recognizing that the provision of such services will maximize the potential for these children to remain with their families and within their communities.

We believe that how we do our work is as important as the work we do.

1. The people who do this work are our most important asset. Children and families deserve trained, skillful professionals to engage and assist them. We strive to build a workforce that works in alignment with our *practice model*. They are supported in this effort through open dialogue, clear policy, excellent training and supervision, formal and informal performance evaluation and appropriate resource allocation.
2. As with families, we look for strengths in our organization. We are responsible for creating and maintaining a supportive working and learning environment and for open, respectful communication, collaboration, and accountability at all levels.
3. Our organizations are focused on providing high quality, timely, efficient, and effective services.
4. Relationships and communication among staff, children, families, and community providers are conducted with genuineness, empathy, and respect.
5. The practice of collecting and sharing data and information is a non-negotiable part of how we continually learn and improve. We will use data to inform management, improve practice, measure effectiveness and guide policy decisions. We must strive to align our laws so that collaboration and sharing of data can be achieved to better support our children and families.
6. As we work with children, families, and their teams, we clearly share with them our purpose, role, concerns, decisions, and responsibility.

Permanency Consultants and Their Assigned Agencies

Eastern		
Emily Lowe e.lowe@dss.virginia.gov (757) 636-0052	Position vacant	Meg Johnson megan.johnson@dss.virginia.gov (757) 618-2339
Dinwiddie		Accomack
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Hampton		Chesapeake
Mathews		Gloucester
Newport News		Greensville Emporia
Southampton		Isle of Wright
Surry		James City
Sussex		Norfolk
Virginia Beach		Northampton
Williamsburg		Portsmouth
York / Poquoson		Prince George
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Petersburg	New Kent	Powhatan
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	Middlesex	Goochland
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	Northumberland	Nottoway
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Lynchburg	Charlottesville	Franklin County
Campbell	Albemarle	Botetourt
Amherst	Roanoke City	Henry-Martinsville
Charlotte	Alleghany/Covington	Shenandoah Valley
Mecklenburg	Rockbridge	Nelson
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Pittsylvania		Danville
Halifax		

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Grayson	Lee	Floyd
Patrick	Norton City	Giles
Pulaski	Scott	Montgomery
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Alexandria	Fauquier	Arlington
Culpeper	King George	Clarke
Fairfax-Falls Church	Loudoun	Harrisonburg-Rockingham
Page	Louisa	Spotsylvania
Frederick	Manassas Park	Madison
Fredericksburg	Prince William	Manassas
Green	Warren	Rappahannock
Orange	Winchester	Shenandoah
		Stafford

FOSTER CARE TERMINOLOGY

A team approach for partnering with family members and other partners in decision-making throughout the family's involvement with the child welfare system. The meeting is facilitated by a trained individual who is not the service worker for the child or family.	Family Partnership Meeting (FPM)
Respecting parents by providing them with complete information about their rights, responsibilities, expectations, the importance of staying connected to their children, and the consequences of not following through on the service plan.	Full disclosure
Placement of a child with a family that has been approved by the LDSS to provide substitute care for children until a permanent placement can be achieved.	Foster family placement
Allowing children and youth in foster care to experience childhood and adolescence in ways similar to their peers who are not in foster care by empowering foster parents and congregate care staff to use the reasonable and prudent parent standard when making decisions regarding extracurricular, enrichment, and social activities.	Normalcy
Establishing family connections and placement options for children in order to provide a lifetime of commitment, continuity of care, a sense of belonging, and a legal and social status that goes beyond the child's temporary foster care placement.	Permanency
A structured approach to case management which requires working towards family reunification while at the same time establishing and working towards an alternative permanency plan.	Concurrent Permanency Planning
The ongoing process of examining the extended networks of people who have been involved with the child over the course of the child's life. It involves reconstructing the child's relationships historically over time and currently to identify family members and other individuals who have been significant and positive for the child for the purposes of finding family and lifelong connections for the child.	Diligent search

Payments made on behalf of a child to cover the cost of (and the cost of providing) food, clothing, shelter, daily supervision, school supplies, a child's personal incidentals, liability insurance with respect to a child, and reasonable travel for the child to visit with family and other caretakers and remain in the school in which the child was enrolled at the time of placement and other allowable expenses in accordance with guidance by VDSS.	Maintenance
The amount paid to a foster or adoptive parent over and above the basic foster care maintenance payment. It is based on the needs of the child for additional daily supervision and support by the foster or adoptive parent.	Enhanced maintenance
The title of the section of the Social Security Act that authorizes federal funds for foster care and adoption assistance.	Title IV-E
The legislation that created a collaborative system of services and funding that is child-centered, family-focused, and community-based to address the strengths and needs of troubled and at-risk youth and their families in the Commonwealth.	Children's Services Act- CSA
The pooled federal, state, and local funds established by the Children's Services Act and used to pay for services authorized by the Community Policy and Management Team, including foster care services.	State Pool Funds
Each of two or more children having one or more parents in common.	Sibling

CHECKLIST FOR TITLE IV-E ELIGIBILITY REFERRALS

To Eligibility Worker

For children who meet Title IV-E eligibility requirements, the federal government partially funds maintenance costs of children in foster care. **All children in care** are to be referred to eligibility staff for an initial determination of Title-IV-E eligibility.

- The service worker shall refer a child for screening **within 10 calendar days** of the court commitment order, the date of the voluntary entrustment agreement is signed, or the date the non-custodial agreement is signed.
- *The service worker is responsible for providing the Title IV-E eligibility worker the following documents for the eligibility file:*
 - ✓ ***Copy of the birth certificate***
 - ✓ ***Copies of legal documents including petitions entrustments, service plans or the court approved IFSP, court orders, and ICPC forms***
 - ✓ ***Copies of agreements including non-custodial foster care agreements, foster family home placement agreements, independent living placement agreements, and permanent foster care agreements***
 - ✓ ***Copies of placement applications, licensures, placement reports and financial contracts***
 - ✓ ***Copies of purchase orders and invoices***
 - ✓ ***For adoption cases: copies of the adoption assistance agreement and the adoptive home placement agreement***
 - ✓ ***The service worker is responsible for referring and providing information to the eligibility worker that is used in making Title-IV-E eligibility determination.***

HOW YOUTH ENTER FOSTER CARE

Method of Placement (Section 3.5)	Custody Status	Reasonable Efforts Requirements	Termination/Revocation
Court Order Commitment <ul style="list-style-type: none"> • Emergency Removal Order (CoVA §16.1-251) • Preliminary Removal Order (CoVA §16.1-252) • Dispositional Order (CoVA §16.1-278) • CHINS Order (CoVA §16.1-278.4) 	Court orders legal custody to agency	Court determines reasonable efforts have been made to prevent removal/return child, or deems efforts to have been made.	Court issues order terminating agency custody (Section 9)
Temporary Entrustment Agreement (CoVA §63.2-900)	Parent/Guardian voluntarily transfer legal custody to agency for a temporary period. Goal is return home.	Cannot exceed 90 days without court hearing to approve and determine efforts made to prevent placement.	May be revoked at any time unless agency opposes and obtains court ordered commitment.
Permanent Entrustment Agreement (CoVA §16.1-278.3)	Parent voluntarily relinquishes parental rights and gives the agency authority to place the child for adoption	To retain eligibility for IV-E, within 180 days, court must approve and determine that remaining in the home would be contrary to the welfare of the child.	Can be revoked until child has reached age 10 days and 7 days have lapsed from day of execution
Non-Custodial Foster Care Agreement (CoVA §63.2-900)	Parent/guardian voluntarily places child in foster care while retaining legal custody by entering into agreement with DSS or a CPMT designated public agency.	If to last more than six months, court must approve and determine reasonable efforts made to prevent placement (Section 3.2)	May be revoked at any time unless court order for commitment to DSS is obtained.

**FREQUENTLY ASKED QUESTIONS ABOUT
NON-CUSTODIAL FOSTER CARE**

In talking with local agencies and private child placing agencies, many questions have arisen about non-custodial foster care.

QUESTION 1: WHAT IS THE PURPOSE OF NON-CUSTODIAL FOSTER CARE?

ANSWER: To allow local department social services and/or public agencies designated by the Community Policy and Management Team to provide foster care services without removing custody from parents. Non-custodial foster care is to be used in those situations where a child would have otherwise come into foster care because of abuse or neglect or as a Child In Need of Services (CHINS). This arrangement should only be used when it is in the best interests of the child to leave custody with the parents, and the parents will remain involved with their child while the child is in placement. Leaving custody with parents preserves their bonds with the child. A child in non-custodial foster care is entitled to the same foster care services and benefits as a child in the custody of a local agency; i.e., Medicaid, child support, foster care payments, and services. **THE CHILD IS A FOSTER CHILD.**

QUESTION 2: WHY DO SOME LOCALITIES OR LOCAL AGENCIES REFUSE TO ENTER INTO NON-CUSTODIAL AGREEMENTS?

ANSWER: Non-custodial agreements are voluntary agreements with parents. Local departments may choose not to enter into these agreements. Community Policy and Management Teams may also decide not to enter into these agreements. Some localities have decided that they will not participate in non-custodial agreements because they believe leaving custody with parents while taking a child into foster care is not a workable arrangement. Others believe that non-custodial agreements will increase the number of children in foster care. Statewide, there have been about forty children in non-custodial foster care at any given time.

QUESTION 3: WHAT IS THE DIFFERENCE BETWEEN A PREVENTION OF (LONG TERM) FOSTER CARE PLACEMENT AND A NON-CUSTODIAL PLACEMENT?

ANSWER: They are both non-custodial foster care placements. Prevention of (long term) foster care placements are those placements expected to last less than six months from the onset. An agency does not have to go to court prior to the prevention placement. Agencies are expected to go to court prior to the initiation of a non-custodial placement lasting more than six months. Both require service plans to be completed within 60 days. If the placement is for more than six months, the plan must be submitted to court within 60 days of placement. Both types of placements require a non-custodial agreement. Both are potentially eligible for Medicaid, child support services, liability insurance, and Title IV-E. Both must be entered into OASIS (new).

QUESTION 4: WHY DO WE NEED TO MEET FOSTER CARE REQUIREMENTS FOR SERVICE PLANS, COURT REVIEWS, ETC.?

ANSWER: If these cases are to be considered foster care and mandated for funding, then the requirements pertaining to foster care must be met. Non-custodial placements are another type of foster care. There must be no less restrictive alternative to placement, reasonable efforts must have taken place to prevent removal, and remaining in the home must be contrary to the welfare of the child. Children placed through non-custodial agreements have the same rights and protections as other foster children; i.e., the right to live in their own family or a permanent family and not indefinitely in foster care.

QUESTION 5: OTHER AGENCIES DO NOT WANT TO CASE MANAGE NON-CUSTODIAL CASES BECAUSE OF THE FOSTER CARE REQUIREMENTS. LOCAL DEPARTMENTS OFTEN FEEL THEY ARE BEING PRESSURED TO TAKE RESPONSIBILITY FOR CASES THAT DO NOT BELONG TO THEM OR FOR CHILDREN THEY WOULD NOT BRING INTO FOSTER CARE.

ANSWER: There are several options to the concerns mentioned above. (1) A local department may decide not to enter into non-custodial placements. (2) Local departments of social services may assume all case management activities for these cases. (3) Local departments may assume responsibility for the foster care requirements for these cases and delegate the case management activities to other agencies. (4) Local agencies may train the other agencies on how to meet the foster care requirements.

QUESTION 6: IS IT PERMISSIBLE FOR A PRIVATE CHILD PLACING AGENCY (CPA) TO ENTER INTO A NON-CUSTODIAL AGREEMENT?

ANSWER: No. CPA's, by statute, may only accept children who have been committed or entrusted to the CPA or to a local department or whose parents have entered into a non-custodial agreement with a local department or public agency designated by the CPMT. The local department or public agency will then contract directly or through the CPMT for services with the Child Placing Agency.

QUESTION 7: DO LOCAL DEPARTMENTS HAVE TO SIGN PLACEMENT AGREEMENT WITH CHILD PLACING AGENCIES WHEN A CHILD IS PLACED WITH A CPA, BUT ANOTHER PUBLIC AGENCY ENTERS INTO A NON-CUSTODIAL AGREEMENT WITH THE PARENTS?

ANSWER: Yes. The law requires local departments continue to sign a placement agreement with CPA's, even when another public agency signs the non-custodial agreement. Local departments are the only public agency that is designated as a child placing agency. The local department may want to insert a statement into the boarding agreement in these situations that specifies that case management responsibility for the child rests with another agency.

QUESTION 8: DOES RESPITE CARE REQUIRE A NON-CUSTODIAL AGREEMENT?

ANSWER: No, if the local department of social services is providing a service to give parents a break in care which is short term, of a defined duration, that will result in the child returning home after the provision of respite. IF a respite lasts longer than 30 days in duration during a year, it goes beyond what is considered respite care. If a local agency assumes any responsibility for the child during the provision of respite services; for instance, places the child in an approved foster home for respite, the agency will want to enter into an agreement similar to the Volunteer Emergency Families for Children agreement with the parent covering issues of payment, medical care, duration, liability, emergency contact, etc. Licensing is currently examining how respite can be provided by Child Placing Agencies.

QUESTION 9: CAN THE COURT ORDER A NON-CUSTODIAL PLACEMENT?

ANSWER: Non-custodial placements are voluntary. The court may not order any party to enter into one. This is similar to an entrustment. The court must approve the plan for a non-custodial placement if the placement is to last over six months. It must determine that reasonable efforts have been made to avoid placement and that continuation in the home would be contrary to the welfare of the child (Section 16.1-278.2 and 278.4)

QUESTION 10: WHERE CAN I FIND POLICY ABOUT NON-CUSTODIAL PLACEMENTS INCLUDING PREVENTION OF FOSTER CARE PLACEMENTS?

ANSWER: In the Foster Care Policy Chapter.

QUESTION 11: WHY DO PREVENTION OF FOSTER CARE PLACEMENTS REQUIRE A NON-CUSTODIAL AGREEMENT?

ANSWER: Federal law requires that when we accept placement of children on a voluntary basis, we have an agreement with the parents that contains certain stipulations. The length of the placement is not relevant.

QUESTION 12: IS THERE A STANDARD NON-CUSTODIAL AGREEMENT?

ANSWER: No, there is sample agreement located on the VDSS Intranet at www.localagency.dss.state.va.us/divisions/dfs/fc/forms.cgi. Section 3.5.5.1 of the Foster Care Chapter lists what must be included in the agreement to meet federal requirements and each locality may use a form developed with their courts.

PROVIDING NORMALCY

FOR YOUTH IN FOSTER CARE

As caregivers, you know how resilient and brave children in foster care can be, while also understanding the challenges they face. Caregivers must navigate many decisions in order to provide a normal, safe and loving environment for children. In an effort to be a partner through this process, VDSS developed this resource guide. We hope this information will be helpful to you as you strive to be the best caregiver and advocate for children in your care, and help them reach their fullest potential.

The Preventing Sex Trafficking and Strengthening Families Act (P.L. 113-183) is a federal policy that was created to assist in the provision of normalcy in foster care by empowering caregivers to make everyday decisions regarding the activities of foster children and youth in their care so that these children can have as normal a childhood as possible. Normalcy can be further explained through the Reasonable and Prudent Parent Standard.



Reasonable and Prudent Parent Standard:

Careful and sensible parental decisions which ensure the child's health, safety, and best interest while at the same time encouraging the child's emotional and developmental growth, that a caregiver shall use when determining whether to allow a child in foster care to participate in extracurricular, enrichment, cultural, and social activities.



What is the law?

The law states that caregivers must utilize the Reasonable and Prudent Parent standards when making decisions regarding the activities of the foster youth in their care, which includes considering the following:

- » The child's age, maturity, and developmental level to maintain the overall health and safety of the child;
- » Potential risk factors and the appropriateness of the activity;
- » The best interest of the child based on the caregiver's knowledge of the child;
- » The importance of encouraging the child's emotional and developmental growth;
- » The importance of providing the child with the most family-like living experience possible;
- » The behavioral history of the child and the child's ability to safely participate in the proposed activity;
- » The wishes of birth parents whose rights have not been terminated; and
- » The child's foster care plan.



Frequent Issues:

Social Media

- » Children are permitted to participate in social media as long as permission has been given by caregiver.

Driving

Caregiver and Case Worker should:

- » Assist the child in enrolling in a driver's education program;
- » Support the child's efforts to learn to drive a car, obtain learner's permit & driver's license (age, maturity, insurance); and
- » Assist the child in obtaining automobile insurance.

Overnight / Planned Outings

- » The caregiver shall determine that it is safe & appropriate.
- » Background screenings are not necessary for a child to participate in normal school or community activities and outings such as school field trips, dating, scout camp outs, sleepovers and activities with friends, families, school and church groups.

Bank Accounts

- » Whenever it is appropriate, children should be encouraged to open and maintain bank accounts.

Babysitting

- » Youth are allowed to babysit consistent with their foster care plan.
- » A babysitting course is recommended.

Caregivers can have a babysitter in their home to provide short-term babysitting. When arranging for a babysitter the caregiver shall ensure:

- » Babysitter is suitable for the age, developmental level and behaviors of child;
- » Babysitter understands how to handle emergencies and have appropriate contact information; and
- » Discipline and confidentiality policies for the child have been explained.

Vacations

- » Caregivers are encouraged to take children on vacation as they would their own children.



Special Considerations:

- » Foster youth with disabilities shall be provided with an equal opportunity to participate in activities.
- » Confidentiality requirements for department records shall not restrict the child's participation in customary activities appropriate for the child's age and developmental level.

Consistent with the child's foster care plan, the child shall be given permission/encouragement to:

- » Have opportunities to spend his or her own money
- » Have access to a phone
- » Have reasonable curfews
- » Travel with other youth or adults
- » Have his or her picture taken for publication in a newspaper or yearbook
- » Receive public recognition for accomplishments
- » Participate in school or after-school organizations or clubs
- » Participate in community events

Children should be provided with information when it is appropriate regarding:

- » Teen sexuality issues
- » Drug and alcohol use and abuse
- » Runaway prevention
- » Health services
- » Community involvement
- » Locating available resources
- » Identifying legal issues
- » Understanding his or her legal rights
- » Accessing specific legal advice

**TO LEARN MORE, VISIT
DSS.VIRGINIA.GOV/NORMALCY.**

**NORMALCY DECISION-MAKING GUIDE:
Applying the Reasonable and Prudent Parent Standard**

