

Section 4 Overview

This section pertains to the policy and procedures necessary when an out-of-home placement of a child is imminent or has occurred.

Chapter 7 Overview

This chapter describes the necessary activities when an out-of-home placement of a child is imminent or is needed immediately.

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- Attachment D: Sibling Placement Guidelines

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7.1 Activities in the First 24 to 72 Hours

Concurrent planning should begin within the first 24 to 72 hours after removal of the child from the home. The Children's Service Worker shall conduct a 24 hour meeting with all parents. During this meeting, the worker should gather information regarding the location of the absent parent and potential relative or kinship care providers. This information is to be documented in the case narrative and on the Child Assessment and Service Plan, CS-1. The Children's Service Worker will also provide information to the parents about the process and what to expect while their child is in alternative care. The Handbook for Parents of Children in Alternative Care, CS-304, should be given to the parents during the 24 hour meeting. This handbook will assist the worker in providing the information to the parents regarding the process and what to expect while their child is in alternative care.

Related Subject: Section 4 Chapter 4 Attachment A: [Locating the Non-Custodial Parent or Relative](#), Section 5 Chapter 2.6.4.2 [Searching for a Biological Parent](#)

Per Section 210.127, RSMo the Division is required to complete a diligent search to locate the biological parent. Progress made to locate the absent parent must be reported at each court hearing until the parent is identified and located or the court excuses further search. This also applies for relative searches. The law requires placement with the non-offending parent, with some exceptions, as long as that parent is entitled to physical custody.

Section 210.305, RSMo requires the Children's Division to give grandparents first consideration for placement before other relative options. An immediate diligent search to locate, contact, and place with a grandparent must be conducted during the first three (3) hours after the Children's Division receives custody. Notification can occur prior to custody, but notification **and** placement must occur no later than three (3) hours after custody. In addition, this law allows staff to contact grandparents and other relatives without a signed release of information form or permission from the parents. Section 210.565, RSMo states that other relatives should be given first preference and first consideration over non-related kinship resource providers, if the court has determined that relative placement is not contrary to the best interests of the child. If the decision is made not to place with grandparents or other relatives, workers must document why the placement is not in the best interest of the child.

Prior to the 72-hour Family Support Team (FST) meeting, the Children's Service Worker and the family shall continue the assessment using the NCFAS G+R. The assessment process shall be geared toward meeting the needs of the family at that point in time. All parents should be given the opportunity to be involved in the assessment process. It is important to assess each parent to obtain a thorough understanding of the family functioning. The purpose of this assessment is to begin the process of assessing family's history, structure and functioning, identifying protective capacities and child vulnerabilities to determine what tasks must be accomplished for the child to return home. This process should begin within 48 hours of the child entering care. Ideally, this

process will occur with the parents and child together, but in some situations this may not be possible or appropriate due to safety needs of the child. Where appropriate, the resource provider may also be involved in the process. If there are no safety concerns, every effort should be made to meet with the parents and child in the removal home to begin the assessment. This allows the worker to observe family interaction in their home environment.

7.1.1 Working with the Family:

A. In preparation for the 72-hour FST meeting, the Children's Service Worker and family will begin a thorough and comprehensive assessment of family functioning using NCFAS G+R (intake fields) and attachments. The worker should utilize the tools to explore and gather as much of the following information as possible:

1. The family's understanding of the reasons for their child's placement and what they see as ways to resolve problems that contributed to their child's out-of-home placement.
2. Whereabouts of any absent parent and past involvement with the child. What concerns would the parent have if the absent parent was located and placement was sought with him/her?
3. The family's concerns regarding special medical, physical, social, legal, educational, vocational, emotional, racial/ethnic/cultural or other issues. Financial concerns might require a referral to Emergency Assistance Services or the Families Together Program:

Related Subject: Section 3 Chapter 4 Attachment B: Emergency Assistance Services , Section 4 Chapter 6 Attachment D: Families Together Program
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- a. Past solutions/treatment which the family has identified/obtained to address concerns; what did or did not help, and why.
 - b. Signed Authorization for Release of Medical/Health Information, SS-6, from family members to obtain information regarding past and current treatment.
 - c. Additional resources/treatment to further address concerns.
4. Natural family helpers/advocates, i.e., friends, neighbors, relatives, clergy, etc. who may be available to assist the family in

resolving the issues that led to placement. The family and/or Children's Service Worker should invite this advocate to attend the 72-hour Family Support Team meeting where the advocate's role will be further defined. If none, assist family in obtaining an advocate/support group for the family.

5. Any relative, or non-relative with emotional ties to the child(ren) who may be available to provide placement. When relatives are identified and are unable to provide placement for an entire sibling group, the FST should give consideration to separating the sibling group amongst the relatives, in efforts to preserve familial ties.

7.1.2 Children's Service Worker's Observations/Concerns

The Children's Service Worker shall document observations and concerns about family interaction, safety of family members, internal resources and investment in treatment process.

Related Subject: Section 2 Chapter 5 Family Assessment Response , Section 5 Chapter 2.4.2 Duty to Warn
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7.1.3 Physical Conditions of the Home

The physical condition of the home should be evaluated in conjunction with other risk factors, not in isolation, when evaluating whether a child may safely return home. If the child's parents do not live together, evaluation of each home should be conducted. The Parental Home Visit Checklist, CD-83, should be utilized to assess safety of the home. Both announced and unannounced visits should be utilized to adequately assess the safety of the home for the child's visits and return. The form should be retained and kept in the assessment and services section of the case file.

The Children's Service Worker shall observe the physical conditions of the home(s) to determine what has been or needs to be corrected before a recommendation can be made for the child to return home. The worker must be sensitive to their own personal standards and how those standards influence their evaluation of the conditions of the home. Also, the worker should carefully assess whether the condition of the home contributed to the child's removal, seriously jeopardized the safety and well-being of the child, and merits continued out-of-home placement.

The condition of the home is a serious consideration as in the following circumstances:

- a. Neglect, i.e., restoring utilities, or eliminating health hazards within the home, repairing unsafe physical structure, which may jeopardize the child's health and safety if left unattended.
- b. Sexual abuse, i.e., installing appropriate doors and locks on bathrooms and bedrooms to protect personal boundaries.
- c. Lack of supervision, i.e., proper storage of chemicals, medications, and weapons, installing appropriate doors and locks to prevent injury to the child.

7.1.4 Gathering Information from other Resources

The Children's Service Worker shall begin the process of gathering information from other persons involved with the family, such as the Children's Division (CD) investigator, treatment providers, probation officers, and other family members, natural family helpers/advocates, regarding special medical, physical, legal, educational, vocational, or emotional concerns. Ask the family (parent and child) to identify those people who know them best. This information gathering process shall include CA/N and criminal checks.

7.1.5 Contact with the Child/Resource Provider

The child's Children's Service Worker should meet face-to-face, individually and jointly, with the child and the resource provider, at the placement, the next business day following placement, for initial placements for children entering out-of-home care. For subsequent placement and moves, if the child's Children's Service Worker places the child, the follow up visit may be within five (5) business days. If someone other than the child's Children's Service Worker places the child, a host worker from the residence (placement) county may be requested to complete a 24 hour (next business day) face-to-face visit, with the case manager visiting in person, in the placement within five (5) business days. This would be applicable to initial and subsequent placements. The worker must then meet face-to-face with the child and resource provider a minimum of one time per month thereafter. Staff will likely visit with children more than once a month, however the state worker visit report will calculate compliance per calendar month based on the federal standard. These visits may be conducted at the same time or separately. The visit must occur in the placement home to continually assess:

1. The child's safety in the placement
2. The child's reaction to separation from his family
3. The child's perception/understanding of the problem and what he would like to see happen

4. The child's adjustment to placement
5. The resource provider's perception of the child's adjustment to placement
6. The Children's Service Worker's observation of the child's adjustment to placement
7. The resource provider's response to the sibling group's adjustment, and
8. The sibling group's response to the resource provider.

The Worker/Child/Caregiver Visit Guide, CD-82, should be utilized during the home visit, if required by the supervisor. The child's Children's Service Worker must visit with both the child and the resource provider a minimum of one time per month. These visits may be held separately or together and both the child and resource provider must be seen in the household at least one time each month. Both announced and unannounced visits should be utilized when visiting resource providers.

7.1.6 Implementation/Initiation of Immediate Services

The child's Children's Service Worker will initiate services to address any immediate needs identified by parents, child, and/or resource provider.

The child's Children's Service Worker will refer the child to a MO HealthNet physician for an initial health examination within 24 hours of custody. This initial health examination does not need to be a full Healthy Children and Youth (HCY) assessment. The purpose of the initial health examination is to identify the need for immediate medical or mental health care and assess for infectious and communicable diseases. When possible, this initial health examination should be completed by the child's current primary care physician as they know the child and have knowledge of the child's medical history. If a provider is not readily accessible, this exam must occur within 72 hours of the initial placement.

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7.2 Family Support Team Meeting

Research suggests that when families are engaged, supported, and play a significant role in case planning, they are more motivated to achieve their case plan. A Family Support Team meeting is a vehicle for family engagement. The Family Support Team Template, FST-3, is provided as a guide to improve engagement, to document what occurs during the FST, and to keep the meeting on track. The FST-3 can be used for all subsequent family support team meetings. This form also serves as a confidentiality statement and a sign in sheet for Family Support Team Meetings if the FST-1 is not used for this purpose. The FST-3 should be filed in the Assessment and Services section of the case record.

Family Support Team (FST) meetings are held within 72 hours and again at 30 days from the date of the initial placement in order to manage initial placement and visitation activities and to establish a case plan. Subsequent FST meetings are then to be held every thirty days until court adjudication and as needed, or required, thereafter. For children in Legal Status 3 (Supervision Only), FST meetings should be held every 30 days until the FST members agree to hold them less often. Thereafter, the FST meetings for children in Legal Status 3 shall be held at a minimum of every six months.

All parents must be invited to the FSTs and be given the opportunity to participate. FSTs should be held in order to make key decisions and for the purpose of determining:

- The safety of the child,
- Comprehensive visitation plan,
- Service and treatment needs,
- The need for placement and developing a plan for reunification or other permanency options,
- The appropriate placement of the child
- The child's access and opportunities for normalcy activities based on the reasonable and prudent parenting standard
- Educational Plan for the child, and
- Establishing and revising the case plan.

Additional team meetings shall be held prior to taking any action relating to a change in placement of a child in the Division's custody. The FST should review the Foster Family Profiles of potential resource providers in determining and selecting the most appropriate placement for the child. When the welfare of a child in the custody of the Division requires an immediate or emergency change of placement, CD may make a temporary

placement and shall schedule a FST meeting within 72 hours of the temporary placement.

A FST meeting is to be held prior to the separation of a sibling group. The Children's Service Worker should document on the Child Assessment and Service Plan, CS-1, that reasonable efforts were made to place the sibling group with the same placement provider, and why such placement was not possible.

FST meetings serve as a mechanism to inform team members of the circumstances which contributed to the change in placement, and facilitate the early identification and response to the family's strengths and needs:

- A. **72-Hour Family Support Team Meeting** - The Family Support Team will determine if the child(ren) can be reunited immediately with his/her parents or if continued out-of-home care is warranted and develop an appropriate *preliminary case plan/ 72 Hour Plan, FST-2*. If the recommendation is for the child(ren) to remain in custody, the Children's Service Worker will involve the Family Support Team in identifying those extended family members (as well as unrelated persons) who may have had an ongoing, significant relationship with the child to determine potential placement resources for the child(ren). A preliminary visitation plan should be developed at this time to assure visitation between the child, their parents, and/or siblings. The FST-2 will cover the first 30 days the child(ren) is out-of-home. At the end of 30 days the Child Assessment and Service Plan, CS-1, will replace FST-2. For youth age 14 and older, the Adolescent FST Guide (CD94) and Individualized Action Plan Goals (CD94) must also be completed.

When possible, with the best interest of the child in mind, arranging for the child to continue to attend the same school should be discussed during the 72-hour Family Support Team meeting. Educational stability should be a priority when assessing the child's placement needs, making placement decisions and at each placement change. [House Resolution 6893, Fostering Connections to Success and increasing Adoptions Act](#) requires state child welfare agencies to coordinate with schools to improve educational stability for children in foster care. Children's Division staff along with local school districts should work together to ensure children remain in the school they are enrolled in at the time of placement into foster care.

Section 211.032.7(2) RSMo, allows resource providers, guardians ad litem, or volunteer advocates to make such a request. Distance from original school may be a factor in recommending such arrangements.

Based on location of the resource provider, the school district may be able to provide transportation. Department of Elementary and Secondary Education (DESE) provided some options for the team to consider, including:

1. The school bus of the foster child's home district travels to the home of the resource provider to pick up the child. These miles would be considered eligible miles for the school district to include in their allowable cost for state aid;
2. The resource provider provides transportation and receives reimbursement for mileage from the school district. School districts can include this as an allowable cost for state aid;
3. The resource provider meets the school bus at the boundary line of the school district. Please note that school districts may or may not provide mileage reimbursement;
4. The school district contracts with an individual, besides the resource provider, to transport the child to their home school district. This would be an allowable cost for state aid for school districts; or
5. The resource provider provides transportation with no reimbursement for mileage from the school district.

In the event that the school is unwilling to provide transportation for the child to remain in their original school district, the resource provider should be approached about providing this transportation. Mileage reimbursement for transportation costs will include reimbursement for resource providers transporting foster children to the school they were enrolled in at the time of placement. Resource providers may receive mileage reimbursement at the current state mileage rate for each mile over a 10 mile round trip per day. The mileage will be reimbursed using a payment request through FACES.

The resource provider will complete the Travel Expense Log, CD-106, and submit it to the local CD staff for approval within thirty (30) days of the month that the trip occurred. The written approval will be attached to the Travel Expense Log, CD-106, and payment request for submission of reimbursement.

When remaining in the same school district is not in the best interest of the child, it shall be documented with an explanation as to why the child should not remain in the school district of origin. The Resource Provider/Children's Division staff should enroll the child in their new school and minimize the disruption to their educational needs through the [Foster Care Education bill of Rights \(RsMo 167.018, 067.019 and 210.1050\)](#):

- Requires school districts to designate a staff person as the educational liaison for foster children. The liaison shall do the following in an advisory capacity:

- Ensure and facilitate the proper educational placement, enrollment in school and checkout from school of foster children;
 - Assist foster care pupils when transferring schools by ensuring proper transfer of credits, records and grades;
 - Request school records within two business days of a foster child in a school; and
 - Submit records of a foster child within three business days of receiving a request for school records.
- Requires child-placing agencies to promote educational stability by considering the child's school attendance when making placement decisions. The foster care pupil shall have the right to remain enrolled in and attend his or her school of origin pending resolution of school placement disputes (HB154) or return to a previously attended school in an adjacent district (SB291).
 - Provides that each school district shall accept for full or partial credit course work satisfactorily completed by a pupil attending public school or nonsectarian school according to district policy.
 - Provides that if a pupil completes graduation requirements while under juvenile court jurisdiction the district shall issue the pupil a diploma from the school the pupil last attended.
 - Prohibits the school district from lowering the grade of a foster child if the child is absent from school due to a change in placement or due to a court appearance. Grades and credits shall be calculated as of the date the pupil left school.
 - Gives school districts the authority to authorize access of a pupil's school records to any child placing agency to fulfill educational case management requirements.

Related Subject: [211.032.7\(2\) RSMo](#)

- B. 30-Day Family Support Team Meeting** - The Family Support Team (FST) meets within 30 days to solidify the plan and assess progress on resolving issues that led to placement which can then determine whether the child can be returned home safely and/or what additional services are needed toward resolution of issues. A case plan shall be completed within 30 days of the child entering Division custody. A comprehensive visitation plan should be developed to assure visitation between the child, their parents, and/or siblings.

The Children's Service Worker should ensure that accommodations are made for any special needs of Family Support Team members (i.e., English as second language/sign language interpreters, accessibility for physical disability or

handicap). As necessary, remind the Team that meeting guidelines remain the same as previous meeting.

- When a non-custodial parent or relative has not been located, Family Support Teams can be used to identify a relative or a parent for possible resource placement and placing siblings together. Family Support Teams can be held at any stage of the case, so diligent searches should be an ongoing process.

Related Subject: Section 4 Chapter 4 Attachment A [Locating the Non-custodial Parent or Relative](#) and Section 5 Chapter 2.6.4.2 [Searching for a Biological Parent](#)

C. Placement Stability Family Support Team Meetings - A Family Support Team Meeting (FST) should be held prior to taking any action relating to a change in placement of a child in the custody of the Children's Division. These meetings should be held any time that a child's placement stability is threatened; whether a request has been made to move the child from the foster home or the placement provider is in need of additional services. If the change of placement occurs during an emergency and an FST meeting cannot be held, CD must schedule an FST within 72 hours of the placement. The purpose of the placement stability FST is to:

- Help stabilize the child in the current placement by considering the factors contributing to the request for change of placement and addressing those specific factors with the placement provider;
- Assess the child's placement needs, the needs of the placement provider, and identify additional supports or services to maintain the placement;
- Discuss the need for a different placement only if the current placement cannot be maintained, and evaluate service and treatment needs prior to selecting the next placement provider;
- Determine the most appropriate placement for the child and ensure that the receiving placement provider has all the information about the child and child's family (per RSMo 210.566) as well as the services identified by the Placement Stability FST prior to the transition;
- Discuss the child's educational needs and work with local school districts to ensure the child remains in the current school district when possible. Educational stability should be a priority when assessing the child's placement needs and making placement decisions; and
- Reduce the amount of placements for the child and increase child stability.

D. **Subsequent Team Meetings** - The purpose of subsequent team meetings is to review the family's progress, revise treatment plans, review and revise visitation plans, and recommend family reunification or other permanency plans (i.e., adoption, guardianship, independent living, etc.). Both the FST and PPRT are to be held in a team-like format, but there are key differences in their intent and required timeframes.

FSTs should be held in order to make key decisions and for the purpose of:

- Assessing the safety of the child;
- Determining service and treatment needs;
- Determining the need for placement and developing a plan for reunification or other permanency option;
- Determining the appropriate placement of the child;
- The child's access and opportunities for normalcy activities based on the reasonable and prudent parenting standard
- Review educational stability;
- Evaluating case progress; and
- Establishing and revising the case plan.

A Permanency Planning Review Team (PPRT) meeting may occur any time after the case plan has been implemented but must be held prior to six months from the date the child entered care, and then every six months thereafter for as long as the CD maintains custody. Per the Adoptions Assistance and Child Welfare Act of 1980 the child's status is to be reviewed periodically but no less frequently than once every six months. The PPRT is comprised of the same people as the FST **except** that at least one person not responsible for the case management of, or delivery of services to, either the child or the parents must participate in the PPR.

1. The Permanency Planning Review Team's purpose is to determine:
 - The safety of the child;
 - The continuing necessity for and appropriateness of the placement;

- The extent of compliance with the case plan;
- The extent and progress which has been made in alleviating or mitigating the causes necessitating placement in foster care;
- The quality and compliance of the visitation plan;
- To project a likely date by which the child may be returned to and safely maintained in the home or placed for adoption or legal guardianship; and
- Review Educational Stability.

All information provided at meetings or administrative hearings regarding removal of a child is confidential except:

- A parent or a party may waive confidentiality for himself or herself.
- Any parent has the absolute right to record or videotape such meeting to the extent allowed by the law.
- No parent or party shall be required to sign a confidentiality agreement before testifying or providing information at such meeting or hearing.
- Any person, other than a parent or party, who does not agree to maintain confidentiality may be excluded from any portion of the meeting during which he/she is not testifying or providing information.

Related Subject: Section 4 Chapter 9.2 [Administrative Review Process](#)

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7.2.1 Composition of the Family Support Team

Individuals who must be invited to Family Support Team (FST) meetings include:

- Youth age 13 and older,
- Parents,
- Legal counsel for the parents,
- Resource providers,
- Legal guardian for the child,
- Juvenile officer,
- The Guardian ad Litem (GAL), and
- The Court Appointed Special Advocate (CASA).
- Two (2) youth-chosen advisors one to advocate (for youth 13 and over) on behalf of the youth in regard to application of the reasonable and prudent parenting standard.

A child under the age of 13 may participate in the FST with approval of the supervisor. Individuals that may be invited include youth supports and Chafee Foster Care Independence Program staff. The youth may choose two advocates to attend the FST meeting with them. The FST may limit these persons based on the child's safety and well being. If the FST chooses to not allow one or more of the child's chosen advocates to attend the meeting, the FST must inform the child as to why prior to the meeting. These persons shall be provided adequate notice of the meeting prior to the scheduled date of the meeting. Upon appointment by the court to a case, the GAL is to be informed of and have the right to attend any and all FST meetings involving the child. Family members, other than alleged perpetrator, or other community formal or informal service providers may be invited at the discretion of the family.

CD will also notify and invite designated Probation and Parole staff to FST meetings when agreed to by the family or where necessary for the case and treatment of the child(ren), notwithstanding the family's failure to agree. The parents, their legal counsel, and the resource providers may request that other individuals, other than alleged perpetrators, be permitted to attend such meetings. Once a person is provided notice of a meeting, the CD or the conveyor of the meeting shall provide notice of subsequent meetings.

Families may determine whether individuals invited at their discretion shall continue to be invited.

Supervisors are not required to attend FST Meetings. However, they should attend the FST when supervisor support, guidance, and/or approval are needed, particularly during critical decision making points. Supervisors should attend FST with new workers until the worker demonstrates proficiency in the facilitation of the FST. Subsequent, attendance and observations of the FST by the supervisor should occur at least once prior to the revision of the worker's Professional

Development Plan. The supervisor should provide support and feedback to the Children's Service Worker regarding the facilitation and the quality of the FST. The observation of the worker at the FST provides the supervisor an opportunity to observe how the worker interacts with the family and other community partners and identifies areas for professional growth.

Staff may consider including their Children's Service Specialist in the decision-making process when appropriate. Participants involved in the decision-making process should be clearly identified and documented in the case record pursuant to the Child Assessment and Service Plan, CS-1, instructions in place.

The Children's Service Worker should ensure that accommodations are made for special needs of Family Support Team members (i.e., English as second language/sign language interpreters, accessibility for physical disability or handicap).

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7.2.2 Team Meetings

The Children's Service Worker may serve as facilitator for team meetings. A Family Support Team meeting is a vehicle for family engagement. The Family Support Team Template, FST-3, is used to improve engagement, to document what occurs during the FST, and to keep the meeting on track. The FST-3 will be used for all subsequent family support team meetings. The FST-3 shall be used as a guide to facilitate Family Support Team meetings. Taking notes on the form should be at the supervisor's discretion. This form also serves as a confidentiality statement and a sign in sheet for Family Support Team Meetings. It also documents participant's agreement regarding confidentiality as well as their agreement with the Written Service Agreement developed during the meeting. The FST-3 should be filed in the Assessment and Services section of the case record.

The meeting facilitator should:

1. Introduce team members and their individual role and responsibility and why they are members of the team.
2. Clarify the purpose of the meeting - permanency for the child(ren). Determination of what needs to be accomplished before the child(ren) can return home. When applicable, determine what needs to be accomplished to provide a permanent placement for sibling groups.
3. Present the ground rules. The meeting is informal with everyone having equal voice and opportunity to voice their views, and:
 - a. No Idea Is A Bad Idea.
 - b. Ideas Should Not Be Judged.
 - c. Team Should Consider Needs Not Pathology.
 - d. Should Consider All Possibilities Not Just Traditional Services Known To Be Available.
 - e. Ideas Should Be Driven By Goals, Not Limited By Available Resources.
4. Present the family's strengths. Not all of the team members will be as knowledgeable about the family as the Children's Service Worker.
5. Normalize behavior. Help the team to think about what all families need in each of life's domains, i.e., safety, behavioral/psychiatric, home/residence, education, social/recreational, spiritual, medical, legal, and financial and advocacy.

6. Identify needs. The Children's Service Worker will need to use skill in translating problems as needs for some team members.
7. Prioritize needs. Begin with the most critical needs. It is important that the parent agrees with the priority of an identified need.
8. Develop the plan. The Children's Service Worker should check often with the family and other team members to assure they are invested in the plan.

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7.2.3 Meeting Agenda:

1. At the beginning of each Family Support Team/PPRT meeting the Children's Division must state: **"All information provided in this meeting is confidential. Any one not agreeing to keep information disclosed confidential can be asked to leave the meeting for any portion in which he/she is not testifying."** All persons attending the meeting should sign a confidentiality statement and documentation of those in agreement or disagreement should be included in the CS-1.
2. Review issues precipitating out-of-home care, specifics of child abuse/neglect allegations and what actions the agency and family members have taken up to this point.
3. Determine if a recommendation can be made for the child to go home and what specific services are needed to reunify the family. If a recommendation for immediate reunification is to be made at this time, develop a written service agreement/treatment plan including specific tasks for family and treatment provider, time lines for expected completion and review dates. The task should be germane to issues resulting in out-of-home placement. The team should be sensitive to the parent's schedule and responsibilities when assigning those tasks. The Children's Service Worker shall present the recommendations at the protective custody/detention hearing or obtain approval from the court for the child to return home according to local procedures.
4. When a parent discloses or a worker/team member discovers that the parent has a criminal history that meets the 210.117 RSMo criteria, and/or the parent is incarcerated, the team shall discuss and make a recommendation to the court regarding continued visitation between the subject parent and their child, as well as include the need to emphasize concurrent planning. These recommendations should only be made when safety structures have been put in place to ensure the child's safety during visits related to contact with family, including the parent with the criminal history.

Related Subject: Section 7, Chapter 34 Laws Relating To Custody, Placement And Visitation Of Children Under The Jurisdiction Of Juvenile Court

5. Determine the reasons a recommendation cannot be made for the child to go home at this time and what further assessments and evaluations are needed before reunification could be recommended.

Related Subject: Section 4, Chapter 10.1 Legal Basis; Section 4, Chapter 7.3.3 Visitation and Section 4, Chapter 9.4.1 Reunification

6. Review documents furnished by the parents that shall include child's birth certificate, Social Security card, immunization record, health and development assessment, and parent's financial statement. Copies will be provided to team members as appropriate.
7. Determine current treatment needs of individual family members and the family as a unit, and incorporate them into the treatment plan.
8. Determine if current placement provider can continue to meet the child's and/or sibling group's needs or if additional services are needed to maintain the placement. Develop an alternate placement plan giving particular attention to non-custodial parent and kinship resources and the placement of siblings with the same placement provider. Assessment of non-custodial parent, relative, and kinship resources should be completed as necessary.

Related Subject: Section 4, Chapter 7, Attachment D Guidelines for Sibling Placement
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9. Develop a written plan for visitation and contact with the participation of Family Support Team/PPRT members. Efforts should be made to include non-custodial parents in visitation planning. The visitation plan should be agreeable and comfortable and made in the best interest of the child and/or sibling group. A Visitation plan should include, but not be limited to the following:
 - Who can and cannot participate in visits, i.e. siblings, relatives, family friends, and other persons that the child has significant attachment (Consideration should be given to such visits, especially if requested by the child, and safety and permanency goals can be supported.);
 - How to assure safety during visits;
 - Whether or not visits will be supervised, if so by whom;
 - Frequency of visits;
 - Location of visits;
 - Transportation to/from visits;
 - Schedule and duration of visits (Consideration should be given to the child's age and development, attachment, and the time needed for a parent and child to bond.);

- Visitation activities;
- Emergency, cancellation and rescheduling procedures;
- Responsibilities of the CSW, parent, placement provider, GAL/CASA, or other appropriate persons;
- Any special conditions affecting visitation, i.e. court ordered; and
- Consideration for increased sibling visitation beyond the current minimum of one (1) time per month if siblings are not placed together.

The Children's Service Worker should ensure that accommodations are made for any special needs of a child and family (i.e., English as second language/sign language interpreters, accessibility for physical disability or handicap), to assist in facilitating visitation.

Related Subject: Section 4, Chapter 7, Attachment A: Visitation, Section 4, Chapter 7.2.2 Family Support Team Meeting, Section 1, Chapter 2.7 Handling of Communications for Children in Out-of-Home Care, Section 3, Chapter 5, Attachment D: Communications with Non-English Speaking and Special Needs Clients, and Section 4, Chapter 6, Attachment C: Working with Families Needing/Wishing to Communicate in Their Native Language

If the court has denied visitation between parents and/or siblings, the treatment plan should address what needs to occur prior to a recommendation to allow visitation. When it has been determined that TPR will occur, and is in the best interest of the child, a closing visit should occur between child and the parent(s), if possible and allowed by the Court.

Visitation plans should be reviewed and discussed at each FST/PPRT meeting and revised as circumstances change. The Children's Service Worker shall update the CS-1 when changes are made to the visitation plan.

Related Subject: Section 4, Chapter 7, Attachment A: Visitation

10. Schedule the date and time for the 30-day Family Support Team meeting (This meeting meets the statutory requirements for the professional evaluation meeting).

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[CS03-51](#), [CD04-79](#), [CD05-68](#), [CD05-72](#), [CD06-07](#), [CD06-16](#),
[CD06-47](#), [CD06-50](#), [CD06-58](#), [CD06-63](#), [CD06-75](#), [CD06-81](#)

Memoranda History:

7.2.4 Lack of Consensus at Family Support Team (FST)/Permanency Planning Review Team (PPRT) Meetings

Occasionally, there are situations when Family Support Team/Permanency Planning Review Team participants put forth recommendations which Children's Division (CD) staff cannot accept due to the fact that the recommendations are not believed to be in the best interest of the child and/or conflicts with CD's policy. Unless otherwise noted in this manual, staff should follow the steps listed below when confronted with a lack of consensus at a FST/PPRT meeting.

The Children's Service Worker should:

1. Inform the participants of the meeting that s(he) may not approve or agree with the specific recommendation, and will seek supervisory guidance.
2. Refer the issue to the next level of supervision for review and guidance.
3. The Supervisor/Circuit Manager or designee should review the case plan.
 - a. If it is determined the recommendation is in the best interest of the child, the Supervisor/Circuit Manager or designee should provide written documentation to the worker why the specific recommendation is appropriate, and the worker should then submit the case plan to the court of jurisdiction.
 - b. If it is determined the recommendation is not in the best interest of the child, the Supervisor/Circuit Manager or designee should provide the worker with written documentation why the specific recommendation is not appropriate. The worker should then submit the case plan along with a written explanation to the court of jurisdiction why the CD believes the recommendation is not in the best interest of the child.
4. If there is still disagreement after discussion with the supervisor and/or Circuit Manager, the county should forward all relevant information to the Regional Office who will review the case to determine how CD should proceed.

Lack of consensus between team members could result in a delay in permanency for the youth, thus it is especially important that this process is followed in a timely manner to avoid any delays to the youth reaching permanency.

The recommendations listed below are two examples which the CD may not agree with, if they were made at a FST/PPRT meeting:

- The FST/PPRT recommends a child be placed in an out-of-state residential treatment facility, or
- The FST/PPRT recommends the separation of a sibling group for placement or adoption.

If there are concerns regarding other recommendations put forth by FST/PPRT participants, staff should refer their concerns to the next level of supervision.

If an attending member of the FST continues to not agree with the decision feeling that the FST procedure was in error or that consensus was not reached due to bias by one or members, refer to Family Support Team Decision Review policy, Section 6 Chapter 7 Subsection 8

Memoranda History:

[CD07-77](#), [CD10-24](#), CD16-12,

7.3 Thirty-Day Treatment Activities

The 72 Hour Plan, FST-2, is developed by the Family Support Team during the 72-hour meeting and establishes the foundation for the initial 30-day treatment period. The initial 30 days is critical to timely family reunification and selection of the most appropriate placement provider. The Children's Service Worker will have frequent contacts with the parent(s), child, and placement provider to complete the family/child assessment and provide needed support and resources. Other 30-day treatment activities include:

1. Team members work on tasks established in Written Service Agreement.
2. The Children's Service Worker continually assesses team member's progress towards plan implementation and makes any necessary modifications. The worker is particularly sensitive to the family's lifestyle and time limitations and develops a flexible plan so as not to overwhelm the family.
3. The case plan must be developed and in place within 30 days of the child coming into care.
4. If a youth is age 14 or older, the Adolescent FST Guide (CD94) and Individualized Action Plan Goals (CD94) is initiated in the first 30 days of the youth coming into care.

Chapter Memoranda History: (prior to 01-31-07)

[CS03-51](#), [CD04-79](#), [CD05-68](#), [CD05-72](#), [CD06-07](#), [CD06-16](#), [CD06-47](#), [CD06-50](#),
[CD06-58](#), [CD06-63](#), [CD06-75](#), [CD06-81](#)

Memoranda History:

[CD09-05](#), CD13-56, CD13-75

7.3.1 Meeting/Working with the Family

It is recommended the Children's Service Worker should meet in the parents' home (or each parent's home if not living together) one time per week during the first 30 days of custody. The worker should then meet with the parents in the home a minimum of one time per month thereafter. During these scheduled times together, staff should utilize NCFAS G+R to assess family functioning in the following ten (10) domains:

- Environment
- Parental Capabilities
- Family Interactions
- Family Safety
- Child Well-Being
- Social/Community Life
- Self-Sufficiency
- Family Health
- Caregiver/Child Ambivalence, and
- Readiness for Reunification

The Culturagram, CD-14F, Genogram, CD-14G, and Ecomap, CD-14H (optional) should also be used when working with the family to obtain important information. By completing these forms, staff develop a better understanding of the family's needs and can begin to plan for appropriate interventions on an individual, family, and community basis.

The Parental Home Visit Checklist, CD-83, should be completed during the first 30 days. Both announced and unannounced visits should be utilized. Staff are encouraged to utilize the form at the 24-hour meeting and at the last visit prior to the 30-day FST meeting to assess the home for possible return or visits in the home. A copy of the form should be retained and kept in the assessment and services section of the case record.

Chapter Memoranda History: (prior to 01-31-07)

[CS03-51](#), [CD04-79](#), [CD05-68](#), [CD05-72](#), [CD06-07](#), [CD06-16](#), [CD06-47](#), [CD06-50](#), [CD06-58](#), [CD06-63](#), [CD06-75](#), [CD06-81](#)

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Memoranda History:

[CD11-81](#), CD13-90

7.3.2 Meeting/Working with the Child

The child's Children's Service Worker should meet face-to-face, individually and jointly, with the child and the resource provider, at the placement, the next business day following placement, for initial placements for children entering out-of-home care. For subsequent placement and moves, if the child's Children's Service Worker places the child, the follow up visit may be within five (5) business days. If someone other than the child's Children's Service Worker places the child, a host worker from the residence (placement) county may be requested to complete a 24 hour (next business day) face-to-face visit, with the child's Children's Service Worker visiting in person, in the placement within five (5) business days. This would be applicable to initial and subsequent placements. The worker must then meet face-to-face, individually and jointly, with the child and the resource provider a minimum of one time per month in the placement to monitor the placement and assess the safety of the child. Staff will likely visit with children more than once a month, however the state worker visit report will calculate compliance per calendar month based on the federal standard. These visits do not include supervised visitation with siblings or other family members which should ideally take place in the parent's home, in the out-of-home care placement, or other neutral setting. Staff may meet with the child prior to or after a supervised visit but should meet with the child separate from the parent, resource provider and siblings.

To build a trusting relationship during this time, it is important to allow the child to proceed at a rate that is comfortable for him/her in sharing personal reflections and bringing up issues. The Children's Service Worker shall utilize the Worker/Child/Caregiver Visit Guide, CD-82, if required by the supervisor, to address, as appropriate, the following issues with the child:

- a. Child's perception of family needs;
- b. Child's feelings of guilt or blame for events which occurred or caused separation from family;
- c. Child's loss and grief issues;
- d. Child's perception of familial and individual strengths;
- e. Child's desires for future placement;
- f. Child's adjustment to current placement and school setting;
- g. Child's participation in and feelings toward treatment and educational services offered;
- h. How child's perception may differ from actual events.
- i. Child's feeling of safety in the placement home; and

j. Case goal and progress toward this goal.

With very young and/or non-verbal children, the Children's Service Worker should use this time to interact with and observe the child to determine if the child is progressing developmentally and receiving appropriate care. Staff should document any behavioral observations including developmental milestones.

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[CS03-51](#), [CD04-79](#), [CD05-68](#), [CD05-72](#), [CD06-07](#), [CD06-16](#), [CD06-47](#), [CD06-50](#),
[CD06-58](#), [CD06-63](#), [CD06-75](#), [CD06-81](#)

Memoranda History:

CD10-09, CD15-28

7.3.3 Visitation Between the Parent/Child/Sibling(s)

The standards for visitation contained in the section below are meant to enhance and increase visitation beyond the minimum required. These standards should be considered in the Family Support Team (FST)/Permanency Planning Review Team (PPRT) when developing and reviewing the visitation plan. The Children's Service Worker is responsible for ensuring that a visitation plan for each parent and the child's siblings is developed and implemented. It is the worker's responsibility to assure visits are scheduled between the parents/child/sibling(s) according to the plan established by the FST/PPRT. The roles and responsibilities of the FST/PPRT should be agreed upon and written in the visitation plan. This should involve contact with the resource provider, treatment resources, relatives, kin, or other party responsible for supervising visitation. When visitation plans are not implemented and/or visits do not occur, the worker shall document such reasons on the Child Assessment and Service Plan, CS-1. A separate plan may be in place to address parental and sibling visitation. However, this does not prevent either visit from occurring on the same day in the same setting. Visitation should never be used as a reward or punishment for either a parent or child. Continued contact between the child and family is essential to maintaining and strengthening family bonds. It is recommended that visits occur weekly, or as frequently as possible, with a minimum of one time per month.

Related Subject: Section 4 Chapter 7.2.2 Team Meetings , Section 4 Chapter 9.4.1 Reunification and Section 4 Chapter 10.1 Legal Basis

At no time should a parental and/or sibling visit be cancelled or rescheduled because of unexpected situations with the Children's Service Worker's schedule; a back-up plan should be in place. When unexpected situations occur with the worker's schedule, each Circuit/County should assign another CD staff to the visit to ensure that the visit is held as scheduled. However, parental or other extenuating circumstances may cause a visit to be cancelled, such as illness. Additionally, transportation alone should not prevent a child from visiting with his/her parents or siblings. When the FST/PPRT has difficulty securing a person to supervise visits, consideration should be given to utilizing community partners, i.e. relatives, resource providers, school personnel, or other Family Support Team/PPRT members to ensure that visits are held. Parental and sibling visitation should occur unless such visits are deemed contrary to the welfare of the child, by the Family Support Team/PPRT, or if prohibited by the Court.

When planning activities for siblings, consideration should be given to the children's ages, developmental needs, schedules and routines, i.e. school. Examples of sibling activities to maintain sibling connections, include but are not limited to the following: sharing child care providers (when possible), joint counseling sessions (if appropriate), working on life books together, sleepovers,

celebration of birthdays, holidays, attending school events, writing and calling each other.

Whenever possible, visits should occur in the parental home or in a homelike environment, which may include the home of the resource provider, unless safety of the child or staff is an issue. Opportunities should be provided to allow the parents to participate in their child's normal day-to-day activities, when possible, i.e. attend parent teacher conferences, extracurricular activities, and doctor's or dentist appointments.

Supervised visitation involves the monitoring of visits to ensure the safety of the child. Supervised visits shall occur when court ordered or if determined by the FST/PPRT that the parent/sibling is unable to assure the safety of the child. Supervised visitation should be used as an opportunity to assist the parent in enhancing his/her parental skills. If the visit is supervised by someone other than the worker, such as the resource provider or therapist, the Supervised Visitation Checklist, CD-86, should be completed and submitted to the Children's Service Worker within three (3) days of the visit.

The parents/guardians and child (if age appropriate) should be provided with a Visitation Reaction Form, CD-85, and submitted to the Children's Service Worker within three (3) days of the visit. (Provisions will be made for the parents/child to have stamped envelopes to return their forms to the worker.) The Visitation forms provide immediate feedback to the worker, which can be used to assess the parent/child relationship or to revise visitation plans.

If a parent is institutionalized, the worker should contact the institution regarding their visitation policy. Visitation should be scheduled in conjunction with the institution and as agreed upon by the FST/PPRT.

Occasionally, families serving in the military receive Family-Centered Services or their children come into the custody of the Children's Division. In the event services to a child or family become necessary, staff should be aware of Missouri's state statutes regarding these families. Section 452.412. RSMo., states "A party's absence, relocation, or failure to comply with custody and visitation orders shall not, by itself, be sufficient to justify a modification of a custody or visitation order if the reason for the absence, relocation, or failure to comply is the party's activation to military service and deployment out-of-state."

Chapter Memoranda History: (prior to 01-31-07)

[CS03-51](#), [CD04-79](#), [CD05-68](#), [CD05-72](#), [CD06-07](#), [CD06-16](#),
[CD06-47](#), [CD06-50](#), [CD06-58](#), [CD06-63](#), [CD06-75](#), [CD06-81](#)

Memoranda History:

[CD08-73](#), [CD11-81](#), CD12-01

7.3.4 Meeting/Working with the Resource Provider

The child's Children's Service Worker should meet face-to-face, individually and jointly, with the resource provider and the child, at the placement, the next business day following placement, for initial placements for children entering out-of-home care. For subsequent placement and moves, if the child's Children's Service Worker places the child, the follow up visit may be within five (5) business days. If someone other than the child's Children's Service Worker places the child, a host worker from the residence (placement) county may be requested to complete a 24 hour (next business day) face-to-face visit, with the child's Children's Service Worker visiting in person, in the placement within five (5) business days. This would be applicable to initial and subsequent placements. The worker must meet face-to-face, individually and jointly, with the resource provider and the child a minimum of one time per month in the placement to monitor the placement and assess the safety of the child. Staff will likely visit with children more than once a month, however the state worker visit report will calculate compliance per calendar month based on the federal standard. The child's Children's Service Worker should document any discussion with the resource provider along with the other CD-82 discussion points in the case contacts in FACES. These meetings may occur at the same time the worker meets with the child. However, the child and resource provider should be seen individually and together. Both announced and unannounced visits should be utilized with resource providers:

- A. The Children's Service Worker and placement provider will discuss:
 1. The child's adjustment;
 2. The child's reaction to visits;
 3. The child's behavioral and emotional problems;
 4. The child's educational and developmental progress;
 5. The child's loss and grief issues;
 6. Parent's progress in resolving identified issues and concerns;
 7. Resource provider's adjustment to the child's placement; and
 8. Additional services necessary to maintain the placement.
- B. The Children's Service Worker shall observe the physical and emotional environment of the placement to assess whether it continues to meet the child's needs. The Children's Service Worker shall continually assess the safety of the child in the placement.

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[CD06-47](#), [CD06-50](#), [CD06-58](#), [CD06-63](#), [CD06-75](#), [CD06-81](#)

Memoranda History:

CD10-09, CD15-28

7.3.5 Contact With Treatment Providers

The Children's Service Worker should contact treatment providers within the 90-day treatment period to determine the family's responsiveness to treatment issues. The worker and treatment provider will discuss:

- a. Family's attendance at sessions;
- b. Family's level of participation in treatment;
- c. Specific issues which are being addressed and how;
- d. Family's loss and grief issues;
- e. Whether family is currently or likely to benefit from the current treatment methodology or is another approach needed;
- f. How the provider measures outcomes of treatment;
- g. Other services needed;
- h. Timetable for resolution of identified issues and concerns;
- i. Recommendations regarding return home of the child, changes in visitation plan, and continuation of treatment; and
- j. Request reports, if overdue.

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[CS03-51](#), [CD04-79](#), [CD05-68](#), [CD05-72](#), [CD06-07](#), [CD06-16](#),
[CD06-47](#), [CD06-50](#), [CD06-58](#), [CD06-63](#), [CD06-75](#), [CD06-81](#)

Memoranda History:

7.3.6 Completion of Professional Assessment

The Children's Service Worker shall complete a professional assessment of the 30-day treatment process using the NCFAS G+R (intake fields), to assess family functioning and the Child Assessment and Service Plan, CS-1, to assess the child and document the child's overall case plan. All parents should be given the opportunity to be involved in the assessment process. It is important to assess each parent to obtain a thorough understanding of the family functioning.

For youth age 14 and older, the Adolescent FST Guide & Individualized Action Plan, CD-94, will be used to assess the youth's living skills and document the youth's goals in addition to the CS-1.

This will be based upon information gathered during the worker's contacts with parents, child, resource providers, and treatment providers during the 30-day treatment process.

Upon completion of the NCFAS G+R and CS-1, the worker, in consultation with the supervisor, will prepare an agency recommendation to be presented at the 30-day Family Support Team meeting.

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[CS03-51](#), [CD04-79](#), [CD05-68](#), [CD05-72](#), [CD06-07](#), [CD06-16](#),
[CD06-47](#), [CD06-50](#), [CD06-58](#), [CD06-63](#), [CD06-75](#), [CD06-81](#)

Memoranda History:

[CD09-05](#), [CD11-81](#), CD13-90

7.3.7 Administrative Activities

The Children's Service Worker shall complete necessary administrative activities, as follows, per local office procedures:

1. Set up or update case record
2. Complete Emergency Assistance Form, EAS-1
3. Apply for Social Security number
4. Obtain copy of birth certificate
5. Refer child to the Eligibility Specialist via the Title IV-E/FFP Referral, CS-IV-E/FFP-1 attaching court order, petition, birth certificate, revised financial statement, and revised health and developmental assessment forms. The Eligibility Specialist will be responsible for the following activities:
 - a. Determine IV-E, FFP, and HDN eligibility
 - b. Refer parent(s) to the Family Support Division - Child Support Enforcement (FSD-CSE). If a parent's whereabouts are unknown, FSD-CSE will complete an absent parent search via the Federal Parent Locator Service (FPLS).
 - c. Apply for or change payee for SSI, SSA, VA or other benefits
 - d. Complete the Third Party Resource Form, TLP-1
 - e. Monitor KIDS account and discuss with the Children's Service Worker when the amount needs to be reduced, and
 - f. Notify Family Support Division of child's placement, if applicable.
6. Complete the case recording and documentation per policy.
7. Complete the ongoing activities as needed:

FACES Payment Request, Service Authorizations, Children's Treatment Services (CTS) /Medicaid Referral Summary (CS-13), Alternative Care Client Information screen (SS-61), Family Centered Services Information screen (SS-63), and Vendor Licensure/Approval and Renewal screen as needed. As record is set up or as moves occur, utilize FACES Case Management Alternative Care Functions to obtain placement history, and

insert in front of the record in place of the Placement Report for Child's Record (CW-105).

Complete the NCFAS G+R (intake fields) and attachments and update as necessary, Safety Assessment (CD-17), Safety Plan (CD-18) (if applicable), Termination of Services/Aftercare Plan (CD-14D), and NCFAS G+R (closure fields) for closings, Community Services Referral (CS-16c), Family Risk Re-Assessment (CS-16e), and Child/Family Health and Developmental Assessment form (CW-103), as needed or at time of each subsequent staffing. Give pertinent copies of information to appropriate team members.

8. Refer all youth age 14 and older for Older Youth Program services by completing the Referral – Chafee Independence Services screen, the Adolescent FST Guide (CD-94), Individualized Action Plan Goals (CD-94), Life Skills Strengths/Needs Assessment Reporting Form (CD-97), and the Casey Life Skills Assessment (CLSA). Update the CD-94 and CD-97 screens as needed, every six months, or at time of each subsequent staffing. Give pertinent copies of information to appropriate team members.

It is permissible to have a Family-Centered Services (FCS) case open on both custodial and non-custodial parents if they are not living in the same residence. In the event that both parents are receiving services, each parent should have an FCS case open in FACES. The children will be listed on both cases as case members, with the whereabouts noted as appropriate.

Note: It may be confusing to develop a service plan for the family when there are two separate FCS cases open at the same time. A recommended way to resolve this is to have a joint Family Support Team (FST) meeting with all involved parties, including parents and all involved Division personnel, to ensure consensus regarding case goals.

Related Subject: Section 4 Chapter 9 [Permanent Outcomes for Children](#), Section 2 Chapter 9.2 [Safety Assessment](#), Section 2 Chapter 9.3 Safety Planning, Section 2 Chapter 9.4 [Assessment of Risk](#), and Section 4 Chapter 7.2 [Family Support Team Meeting](#).

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[CS03-51](#), [CD04-79](#), [CD05-68](#), [CD05-72](#), [CD06-07](#), [CD06-16](#),
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[CD08-33](#), [CD09-05](#), [CD11-86](#), [CD13-56](#), CD13-90

7.3.8 Educational Support and Intervention

For children, education plays a critical role in making the transition into adulthood. Often, schools provide an environment for children to foster healthy relationships with adults and their peers. Further, school is where children spend most of their day, which leads school stability to be important to the success of children in care. Children placed in the custody of the Division are at-risk of experiencing academic failure. Indicators of potential risk for academic failure include, but are not limited to, the following:

- Cognitive Deficits (reading readiness, social skills, following directions)
- History of abuse/neglect
- Poor Academic Performance
- Behavior Problems
- Substance Abuse
- Family dynamic/conflict
- Number of Moves
- Out-of-Home placements
- Retention, or
- Prior Juvenile Court Involvement

The Family Support Team (FST) shall discuss the child's educational performance, which shall include, but not limited to, special education needs and services, academic accomplishments, truancy, absenteeism, behavior and delinquency issues. The Family Support Team shall identify and implement the appropriate intervention to address the child's educational needs and behavioral challenges in efforts to improve the child's academic performance and school participation.

When necessary, the Family Support Team should invite the appropriate school personnel to the FST meeting, to determine the most appropriate intervention and/or alternative education option available to assist the child in maximizing his/her academic potential, which shall be documented on the Child Assessment and Service Plan, CS-1, and the Adolescent FST Guide (CD94).

When a child has been precluded from returning to public school because of the [Safe Schools Act \(167.171 RSMo\)](#), the Family Support Team shall convene a meeting with the appropriate school personnel to determine if there are alternative educational options available to the child.

A. Educational Stability

Educational stability should be a priority when assessing the child's placement needs and making placement decisions. [House Resolution 6893, Fostering Connections to Success and increasing Adoptions Act P.L. 110-351](#) requires state child welfare agencies to coordinate with schools to improve educational stability for children in foster care. Children's Division staff along with local school districts should work together to ensure that children remain in the school they are enrolled in at the time of placement into foster care and each placement change.

The Child and Family Services Improvement and Innovation Act (2011) requires state child welfare agencies to coordinate with schools to improve education stability for children in foster care at each placement change. This means prior to any placement decision staff should consider what impact the decision will have on the child's educational stability.

Based on location of the resource provider, the school district may be able to provide transportation. *Department of Elementary and Secondary Education (DESE)* provided some options for the team to consider, including:

1. The school bus of the foster child's home district travels to the home of the foster parent to pick up the child. These miles would be considered eligible miles for the school district to include in their allowable cost for state aid
2. The resource provider provides transportation and receives reimbursement for mileage from the school district. School districts can include this as an allowable cost for state aid
3. The resource provider meets the school bus at the boundary line of the school district. Please note that school districts may or may not provide mileage reimbursement
4. The school district contracts with an individual, besides the foster parent, to transport the child to their home school district. This would be an allowable cost for state aid for school districts, or
5. The resource provider provides transportation with no reimbursement for mileage from the school district.

In the event the school is unwilling to provide transportation for the child to remain in their school district, the resource parent should be approached about providing this transportation. Mileage reimbursement for transportation costs will include reimbursement for resource providers transporting foster children to the school they were enrolled in at the time of placement into foster care. Resource providers may receive mileage reimbursement at the current state mileage rate for each mile over a 10 mile round trip per day. The mileage will be reimbursed by completing a payment request in FACES and using the service code TRED.

The resource provider will complete the Travel Expense Log, CD-106, and submit it to the local CD staff for approval within thirty (30) days of the month that the trip occurred.

Foster Care Education Bill of Rights

(Section 160.1990, Section 167.018, 167,019 and 210.1050 RSMo.)

When remaining in the same school district is not in the best interest of the child, it shall be documented with an explanation as to why the child should not remain in the school district of origin. The Resource Provider/Children's Division staff should enroll the child in their new school and minimize the disruption to their educational needs through the *Foster Care Educational Bill of Rights*:

- Requires school districts to designate a staff person as the educational liaison for foster children. The liaison shall do the following in an advisory capacity:
 - Ensure and facilitate the proper educational placement, enrollment in school and checkout from school of foster children
 - Assist foster care pupils when transferring schools by ensuring proper transfer of credits, records and grades
 - Request school records within two business days of a foster child in a school, and
 - Submit records of a foster child within three business days of receiving a request for school records.
- Requires child-placing agencies to promote educational stability by considering the child's school attendance when making placement decisions. The foster care pupil shall have the right to remain enrolled in and attend his or her school of origin pending resolution of school placement disputes or return to a previously attended school in an adjacent district.

- Provides that each school district shall accept for full or partial credit course work satisfactorily completed by a pupil attending public school or nonsectarian school according to district policy.
- Provides if a pupil completes graduation requirements while under juvenile court jurisdiction the district shall issue the pupil a diploma from the school the pupil last attended.
- Prohibits the school district from lowering the grade of a foster child if the child is absent from school due to a change in placement or due to a court appearance. Grades and credits shall be calculated as of the date the pupil left school.
- Gives school districts the authority to authorize access of a pupil's school records to any child placing agency to fulfill educational case management requirements.

Related Subject: [211.032.7\(2\) RSMo](#)

B. Education Records

Keeping educational records is necessary for educational stability of foster children. Educational information is assessed and captured in the usage of the Child Assessment and Service Plan, CS-1, and the Child Well-Being section on the NCFAS G+R. Additionally, staff are required to include in a child's case file the following:

- Name and address of current educational provider
- Child's current grade level performance (Grade Card)
- Child's school record (previous schools of attendance)
- Educational needs, including but not limited to: special education documents and summaries of efforts to address those needs
- Educational plans based on individual need, including an IEP, and
- School picture for each school year.

C. Free Nutritional Food Access

The *Healthy, Hunger-Free Kids Act of 2010 (the Act)*, Public Law 111-296, provides categorical eligibility for free meals to foster children. The Act, in

Section 102, a key provision of the *National School Lunch Act* allows any foster child to be categorically eligible, without the necessity of an application, for free school meals. The Children's Division will need to provide the school or other child nutrition program institution documentation indicating the child as a foster child whose care and placement is the responsibility of the State.

The Educational Enrollment Letter, CD-179, can be used as documentation to allow a foster child to be categorically eligible for free meals without further application.

D. Post Secondary Visit

Youth 15 years of age or older, in foster care with the Children's Division, are to receive a visit to a state university, community or technical college, or an armed services recruiter before being adopted or terminated from foster care per S.B. 205 (2013). The visit is to include an entry application process, financial support application and availability, career options with academic or technical training, a campus tour, and other information and experience desired by the youth. The visit is not required if waived by the youth's Family Support or Treatment Team.

This visit will be considered part of normal case planning procedures for Children's Division and Foster Care Case Management agencies. Visits should be incorporated in the area the youth resides.

As this is considered part of life skill teaching, if deemed appropriate by the Family Support Team, which includes the youth, the Chafee Foster Care Independence Program provider or Transitional Living Program provider can assist with this as part of the contractual agreement in place with Children's Division. The youth's Individualized Action Plan Goals (CD94) need to be updated to include a goal of post-secondary education and a task of a school visit, entry application process, financial support application and availability, career options with academic or technical training, and a campus tour.

The Chafee and TLP provider will enter the life skill on the NYTD Older Youth Services and Financial Expenditure Screen in FACES and will report on the tasks on the Individual Life Skills Progress Form (CD95).

If this service is not referred to the Chafee or TLP provider and the Children's Service Worker desires to take the youth through the process, the life skills received will need to be documented by the Children's Service Worker on the NYTD Older Youth Services and Financial Expenditure Screen by selecting Children's Division as the agency regardless of CD or Foster Care Case Management affiliation.

The Children's Service Worker, whether providing the service directly to the youth or referring to the Chafee or TLP provider, will need to document the

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school visit and related information on the Adolescent FST Guide (CD94) which has a section for education and specific questions related to post-secondary education and vocational training preparation. If the post secondary visit is waived by the Family Support Team, this should be documented via the Adolescent FST Guide (CD94).

Chapter Memoranda History: (prior to 01-31-07)

[CS03-51](#), [CD04-79](#), [CD05-68](#), [CD05-72](#), [CD06-07](#), [CD06-16](#),
[CD06-47](#), [CD06-50](#), [CD06-58](#), [CD06-63](#), [CD06-75](#), [CD06-81](#)

Memoranda History:

[CD09-05](#), [CD11-76](#), [CD12-06](#), [CD12-102](#), [CD13-56](#), [CD13-90](#), CD14-44

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7.4 Court Hearing

The Children's Service Worker will prepare a court report and prepare the parent/child/placement provider for court. He/she will attend the court hearing, testify, and present the agency's recommendations. Following the hearing, the orders of the court will be implemented.

Related Subject: Section 4, Chapter 2, Attachment A, The Juvenile Court and Other Legal Considerations
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Chapter Memoranda History: (prior to 01-31-07)

[CS03-51](#), [CD04-79](#), [CD05-68](#), [CD05-72](#), [CD06-07](#), [CD06-16](#),
[CD06-47](#), [CD06-50](#), [CD06-58](#), [CD06-63](#), [CD06-75](#), [CD06-81](#)

Memoranda History:

7.5 Sibling Administrative Review

The supervisor, Circuit Manager or program manager, and appropriate regional staff, shall conduct a sibling administrative review within 30 days of sibling separation to address sibling placement. The purpose of this review is to:

- Evaluate whether all viable placement options have been explored and exhausted in efforts to reunite the sibling group
- Review the impact of such separation on the child's well-being
- Determine whether the FST is continuing to discuss potential placement options for the sibling group

The supervisor should discuss the recommendations of the sibling administrative review with the assigned worker. The worker should consult with the FST to incorporate the recommendations into the case plan. These reviews should be conducted every 30 days until the sibling group has been placed together, unless circumstances dictate otherwise. In addition, sibling separation should be discussed with the supervisor during case conference at least once a month.

Related Subject: Section 4 Chapter 7 Attachment D: [Guidelines for Sibling Placement](#)

Chapter Memoranda History: (prior to 01-31-07)

[CS03-51](#), [CD04-79](#), [CD05-68](#), [CD05-72](#), [CD06-07](#), [CD06-16](#),
[CD06-47](#), [CD06-50](#), [CD06-58](#), [CD06-63](#), [CD06-75](#), [CD06-81](#)

Memoranda History:

CD13-58

Attachment A: Visitation

Visitation Plan With The Child(ren) In Placement

Visitation with family members, including all parents, is an important right of children in foster care, RSMo 210.566. Visitation plays a significant role in reuniting children with their families through reassurance of continued contact and maintenance of the bond between parents and children. Visitation assists in preserving family, cultural and community connections. Importantly, visitation plans provide a framework for ensuring that quality visits occur between children in out-of-home care and their families, and other persons whom the child(ren) may have ties.

The Importance of Visiting:

1. Visiting maintains family relationships and essential connections:
 - Provides family members the opportunity to interact and experience being together;
 - Provides siblings placed separately the opportunity to continue their relationships;
 - Provides an opportunity for the parent to see that their child(ren) is safe and being taken care of properly;
 - Helps parents stay current with the changing developmental needs of their children.
 - Assists in preparing the child and parent for reunification or another permanent placement; and
 - Assists in keeping the child in the forefront of their parents mind.
2. Visiting enhances children's well-being in placement:
 - Reassures children that their parents want to see them and have not abandoned them; and
 - Helps children experience and work through feelings stirred by the separation, thus allowing them to continue their developmental tasks.
3. Visiting empowers parents:
 - Provides parents the opportunity to supervise their children and to make decisions regarding their care;

- Allows family members to experience parents as continuing in the parenting role; and
 - Increases parents' participation in problem identification and service planning as they define the aspects of the role they are successful with and those that require skill development.
4. Visiting preserves the sibling relationship and bond:
- Serves as an extension to a child's heritage, tribe and community;
 - Helps siblings to maintain their sibling connection;
 - Provides siblings an opportunity to share their thoughts and feelings regarding their family situation; and
 - Helps siblings to deal with their separation from one another.
5. Visiting helps family members face reality:
- Prevents children from developing "fantasy parents" - an overly idealized or overly negative image of their parents;
 - Helps parents experience the ambivalence they feel about the parenting role generally or about parenting a specific child; and
 - Helps parents and children face the parents' willingness and/or ability to make the changes required to provide a safe home for their children and the children's willingness and ability to live with their parents.
6. Visiting assures opportunities to learn, practice, and demonstrate new behaviors and patterns of interaction:
- Allows parents to practice and improve the parenting skills they are learning in parenting classes or counseling sessions;
 - Allows Children's Service Workers, resource providers, homemakers, therapists and/or others to teach child care and demonstrate ways of setting and enforcing limits while parents and children are together; and
 - Allows family members to develop, practice and demonstrate different ways of interacting and communicating;
7. Visiting facilitates family assessment:

- Allows for observations of family members. It is easy to rely on information concerning the parents' use of services to determine whether progress is being made. However, it is essential that decisions as to whether and when families can be reunified be based on specific behavioral changes related to the reason for placement, not on whether parents have complied with services. Direct observations of visits provide information concerning family problems that must be resolved before reunification, changes that family members are making, and feelings that family members experience when they are together.
 - Allows for identification of behaviors and situations that must be addressed in the protection plan in place at reunification.
 - Allows for assessment not only of the feasibility of reunification, but also of the timing of return, and for plans regarding whether all children return at once or in sequence, for example, which child can most safely return first, etc.
 - Allows for documentation that supports the decision to reunify the family or supports a change in the permanent plan.
8. A progressive visiting plan provides the transition necessary for successful reunification:
- Allows for a progression from supervised parent-child contact to unsupervised daytime, then overnight, then extended visits which approximate the increasing responsibility the parents will have for the child following reunification.
 - Allows through this progression the identification and resolution of problems that occur as parents and children are together for longer periods of time.
 - Allows family members, including siblings, to adjust to the changes in the family system that occur as children re-enter the family.
 - Allows resource providers and others to actively support children and their parents as the stresses of reunification are identified and experienced.
9. When the goal is not reunification, visiting helps family members cope with changing or ending relationships:

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- Helps children understand why they will not be able to return home, the nature of future family relationships and the ways through which they can maintain their connections to family members.
- Provides opportunities for family members to experience and express feelings about the changes in relationships. This contributes to the grieving and healing process.
- Provides children the option to maintain family relationships that may support them as they enter adulthood.

Chapter Memoranda History: (prior to 01-31-07)

[CD06-50](#)

Memoranda History:

[CD07-52, CD11-81](#)

Attachment B: Serving the Incarcerated Parent

The Children's Division recognizes parental incarceration as a unique challenge facing workers and the families they serve. The Children's Service Worker should determine, at opening of the case, if either or both biological/legal parent is incarcerated in a Missouri Department of Corrections facility, a local correctional facility, an out-of-state correctional facility or a federal prison. The Children's Service Worker should also obtain information regarding the length of the sentence and possible amount of time required to serve the sentence.

Related Subject: Section 1 Chapter 2 [Roles and Responsibilities of the Parents and Their Children](#)

The Children's Service Worker should also determine the specifications of any court order, dissolution of marriage decree or a separation agreement, and considers the same in developing the Child Assessment and Service Plan, CS-1, for a child who has an incarcerated parent.

- Restrictions on contact between a child and an incarcerated parent, desired by the other parent, must have the approval of the court holding jurisdiction over the child or be specified in a divorce decree or separation agreement.

The Children's Service Worker should obtain the name of the incarcerated individual and the address of the facility. This information is available for public use through the Missouri Department of Corrections (DOC) website, at <http://www.doc.mo.gov>. Under the Quick Links section, there is a link entitled "MODOC Offender Web Search". The Offender Web Search application allows users to search by either the DOC ID or the offender's first and last name. The information provided includes a general description such as height, weight, race, and sex, as well as Assigned Location, Active and Completed Offenses, and Aliases. If the offender has been released from prison, but is still on probation, the assigned Probation/Parole Officer will be listed. The names of the adult correctional facilities in Missouri and their addresses can be found in Attachment C of this section. Workers may also search the Federal Prison system website at www.bop.gov.

The worker should develop the Child Assessment and Service Plan, CS-1, with the parent (with assistance of available staff of the correctional facility if consented to by the parent) including the following actions:

- A. Apply other procedures to the extent possible and as needed including tasks related to the CS-1.
- B. Send a letter giving the parent an explanation of the Division's wish to include him/her in every feasible way in planning for the welfare of the child and include the Notice to Incarcerated Parent, CS-2.

- C. Inform the parent of his/her rights and responsibilities. The worker will mail or deliver to the incarcerated parent the Know Your Rights brochure, CS-132, and the Handbook for Parents of Children in Alternative Care, CS-304. Once the worker has informed the incarcerated parent of his/her rights, the worker will document in the case record that the parent had been educated regarding their rights and responsibilities.

Related Subject: Section 1 Chapter 2 [Role and Responsibilities of Parents and Their Children](#)

- D. Send the treatment plan or the court approved plan to the parent for agreement and request the parent to signify agreement by signing the plan and returning it to the worker. The worker should include a self addressed stamped envelope when sending the treatment plan to the incarcerated parent(s).

The Children's Service Worker and the parent(s) should implement the treatment plan following applicable steps of other procedures of this section and include the following actions:

- A. Obtain and clarify spouse's and child's (if age appropriate) understanding of incarcerated parent's circumstance.
- B. Obtain spouse's and child's (if age is appropriate) perception of the importance of the incarcerated parent.
- C. Assist spouse and child in maintaining familial relationship with absent parent.
- Division staff do not have the right to inform the child of his/her parents' status as incarcerated should the child have no knowledge of the absent parent's circumstance. Staff should work through the available parent in carrying out the case/treatment plan.

The Children's Service Worker will keep the incarcerated parent informed of the child's location, needs, and growth through interviews, letters, and other appropriate communication methods, (i.e., tape recordings, pictures, etc). The Children's Service Worker will also mail the Incarcerated Parent's Child Status Report form, CS-2A to the incarcerated parent on a quarterly basis. The CS-2A will provide the incarcerated parent with updated information regarding their child(ren) on a quarterly basis. The worker will fill out the form, send a copy to the parent, and keep a copy for the case record.

- If a change occurs regarding the child (i.e. change in location or worker) the worker will notify the parent of the changes by letter or phone and document such in the case record.

The Children's Service Worker should meet with the parent each month if the location of the parent's incarceration is within the county of assignment. If not, the case manager must conduct monthly contact with the incarcerated parent by either teleconference or videoconference. Contact with the incarcerated parent by teleconference or videoconference must be arranged through the authorized representative of the correctional institution. The incarcerated parent's correctional institution case worker shall be invited to participate in all monthly worker/parent contacts by teleconference or videoconference to provide information on the parent's progress.

Incarcerated parents' participation in Family Support Team (FST) meetings or Permanency Planning Review Team (PPRT) meetings is critical and should be arranged through the offender's correctional institution case worker via teleconference or videoconference. Videoconferencing is encouraged to increase the parent's degree of inclusion as an active, participating member of the FST. The parent's correctional institution case worker should be invited to participate in FST meetings and PPRT meetings to provide information to the team on the parent's status and progress.

Visits shall be arranged through an authorized representative of the correctional facility.

The Children's Division supports visitation and other forms of contact between parent(s) and child(ren) when it is in the best interest of the child. If a parent is incarcerated, the worker will contact the correctional facility regarding their visitation policy and subsequent visitation should be scheduled in conjunction with the facility. The Family Support Team (FST) should discuss and make recommendations to the court regarding continued visitation between the parent and their child(ren) keeping in mind the best interest of the child. The worker will arrange for and facilitate visits of the child with the incarcerated parents as frequently as possible using parental and community resources to meet transportation costs. Staff may also partner with the faith based community to help with visitation. If community resources are not available, staff should seek supervisory approval for the Division to meet transportation costs. Interviews regarding securing termination of parental rights should not take place during parent/child visits.

Related Subject: Section 4 Chapter 26 [Termination of Parental Rights](#)

The Children's Service Worker will advise parent to contact the jurisdictional court (juvenile or circuit, if a divorce or legal separation has occurred) if the parent wishes to have any restrictions placed on the visiting arrangements included in the case plan.

- **The case plan should be continued until the jurisdictional court has made a decision and/or a court order has been issued.**

The Children's Service Worker will seek guidance from his/her immediate supervisor and the juvenile court if the implementation of the case plan indicates restrictions should be

placed on the visiting plan or other contacts between the child and the incarcerated parent(s).

- The potential need for restrictions on contacts between an incarcerated parent and a child in out-of-home care should be carefully considered and include supervisory guidance and best interest of the child before recommending restrictions to the court.

The Children's Service Worker shall record all activities every 30 days.

- The case manager must be assigned from the county of court jurisdiction for the child. If the county of court jurisdiction is different from the county of placement of the child or the location of the incarcerated parent, coordination of all planning and service delivery will be the responsibility of the case manager.

Suggestion for Best Practice for Supportive Visitation Between Incarcerated Parent and Child, Excerpt from "Working with Children and Families Separated by Incarceration", by Lois E. Wright and Cynthia B. Seymour:

- The worker should facilitate visits, when possible. He/she should know visiting procedures and restrictions (i.e. all visitors must be on the offender's visiting list) of the facility and prepare the child and caregiver for what it will be like to visit the prison.
- The worker may want to help the parent and child use visits productively. Talk with the parent before the visits to help him/her focus on the purpose of the visits and how he/she and the child(ren) can get the most from it. If the worker is taking the child to the facility, the worker might need to prepare the child before the visit and discuss the child's reaction to the visit afterward.
- The worker may want to educate the caregivers regarding the importance and dynamics of visitation. The caregiver may want to protect the child from the parent and from the prison environment – citing the child's behavior and mood before, during, and after visits as reason for discontinuing visits.
- Offer concrete support around visitation. The distance many families will have to travel to visit the incarcerated parent may be great and the availability or cost of transportation may be an issue. Provide and/or help them find community assistance with transportation to the facility. These challenges should be discussed at the FST meeting.
- Staff should understand the agency's responsibility regarding visitation. While staff will want to support caregivers in facilitating parent-child contact, ultimately it is the agency's responsibility to ensure that parent-child contact occurs. Failure

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to address the obstacles around visitation may be considered a failure of the agency's "reasonable efforts" requirement.

Chapter Memoranda History: (prior to 01-31-07)

Memoranda History:

[CD07-74](#), [CD10-14](#), CD12-65, CD13-94

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Attachment C: Adult Correctional Facilities

Source: Missouri Department of Corrections

Algoa Correctional Center

(C-3 male)
8501 Fenceline Road
Jefferson City, Mo. 65102
573-751-3911
Michael Murphy, Superintendent

Moberly Correctional Center

(C-4 male)
P.O. Box 7
Moberly, Mo. 65270
660-263-3778
Tony Gammon, Superintendent

Boonville Correctional Center

(C-3 male)
P.O. Box 379
Boonville, Mo. 65233
660-882-6521
Ron Schmitz, Superintendent

Northeast Correctional Center

(C-4 male)
Route 2, Box 263
Bowling Green, MO 63334
573-324-9975
Jim Moore, Superintendent

Central Missouri Correctional Center

(C-3 male)
P.O. Box 539
Jefferson City, Mo. 65102
573-751-2053
Kelly Lock, Superintendent

Ozark Correctional Center

(C-2 male)
929 Honor Camp Lane
Fordland, Mo. 65652
417-767-4491
Virgil Lansdown, Superintendent

Chillicothe Correctional Center

(C-1 to C-5 female)
1500 Third Street
Chillicothe, Mo. 64601
660-646-4032
Jenny Miller, Superintendent

Camp Hawthorn

(C-2 male satellite of OCC)
P.O. Box 140
Kaiser, Mo. 65047
573-348-3194
Mike Terry, Functional Unit Manager

Crossroads Correctional Center

(C-5 male)
1115 E. Pence Road
Cameron, Mo. 64429
816-632-2727
Mike Kemna, Superintendent

Potosi Correctional Center

(C-5 male)
Route 2 Box 2222
Mineral Point, Mo. 63660
573-438-6000
Don Roper, Superintendent

Eastern Reception, Diagnostic and Correctional Center

(C-5 male)
2727 Hwy K
Bonne Terre, Mo. 63628
573-358-4412
James Purkett, Superintendent

South Central Correctional Center

(C-5 male)
255 W. Hwy 32
Licking, Mo. 65542
573-674-4470
Michael Bowersox, Superintendent

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Farmington Correctional Center
(C-4 male)
1012 W. Columbia Street
Farmington, Mo. 63640
573-756-8001
Al Luebbbers, Superintendent

Southeast Correctional Center
(C-5 male)
Highway 105
Charleston, Mo. 63834
573-683-4409
Donna McCondichie, Superintendent

Fulton Reception and Diagnostic Center
(C-1 to C-5 male)
P.O. Box 190
Fulton, Mo. 65251
573-592-4040
Stewart Epps, Superintendent

Tipton Correctional Center
(C2-3 male)
619 N. Osage Lane
Tipton, Mo. 65081
660-433-2031
Jill McGuire, Superintendent

Missouri State Penitentiary
(C-4 and C-5 male)
P.O. Box 597, 631 State St.
Jefferson City, Mo. 65102
573-751-3224
David Dormire, Superintendent

Western Missouri Correctional Center
(C-3 male)
609 E. Pence Road
Cameron, Mo. 64429
816-632-1390
Steve Moore, Superintendent

Maryville Treatment Center
(C-2 male)
30227 US Hwy 136
Maryville, Mo. 64468
660-582-6542
Steve Larkins, Superintendent

Western Reception, Diagnostic and Correctional Center
(C-2 male)
3401 Faraon
St. Joseph, Mo. 64506
816-387-2158
Bill Burgess, Superintendent

Missouri Eastern Correctional Center
(C-4 male)
18701 Old Highway 66
Pacific, Mo. 63069
636-257-3322
Larry Rowley, Superintendent

Women's Eastern Reception, Diagnostic and Correctional Center
(C-1 to C-5 female)
P.O. Box 300
1101 E. Hwy 54
Vandalia, Mo. 63382
573-594-6686
Patricia Cornell, Superintendent

Chapter Memoranda History: (prior to 01-31-07)

Memoranda History:

Attachment D: Guidelines For Sibling Placement

Attachment D Overview

The sibling relationship is unique and should be fostered in its own right (Youth Leadership Advisory Team, 2002). The sibling relationship in placement can serve as a source of safety, security and promote a sense of well-being during a child's placement in out-of-home care. The placement of siblings together preserves a child's connection to his/her family and environment. The placement of siblings should be considered a priority in the case planning process.

When a child is placed in the care and custody of the Children's Division, whether separately or as a part of a sibling group, efforts should be made to reunite the sibling group whenever possible. Siblings should be reunited in a placement, at the earliest time possible, unless determined not to be in the best interest of the child.

Related Subject: Section 1, Chapter 2.4 Rights of Children
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Role Of The Family Support Team In Sibling Placements

The primary purpose of placing the sibling group together should be discussed during the FST; this discussion should include, but is not limited the following:

- To preserve the sibling relationship and bond;
- Provide support and healing during a time of separation from their family and home; and
- Provide support for one another during their time of crisis and change.

The Family Support Team should determine whether sibling separation is in the best interest of the child. When making such determinations the Family Support Team should consider the age and developmental needs of each child, their attachment and emotional bond to one another and the effects separation will have on the siblings. Separations may result due to the following:

- A child has special needs for therapeutic services, which may not be available in the proposed sibling placement;
- A child has inflicted physical, sexual, or emotional abuse on a sibling;
- Inability to find a placement provider that would take all the children;
- Court ordered separation;

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- Half-sibling placed with a biological parent/relative; and
- Large group of siblings are placed with two relatives and contact can be maintained.

When the FST determines that a sibling group can not reside in the same household, the following options for placement preference should be considered:

- Placement in the same town/community;
- When placed in the same town/community, continue in the same school setting;
- Placement in the same geographic region; and
- Placement in a setting where the placement provider will encourage and facilitate frequent and meaningful contact.

Related Subject: Section 4, Chapter 4 Selection of Placement Resource and Placement Options

Chapter Memoranda History: (prior to 01-31-07)

[CD06-50](#)

Memoranda History: