

Emergency Certification Procedure

If the protective action results in an out-of-home placement, an emergency child-specific certification procedure may be initiated. A child-specific certification is an expedited process to certify a relative or un-related adult known to the child (e.g., a teacher, neighbor or family friend) to avoid placement with persons unknown to the child and minimize trauma to the child.

The CPS worker can begin the child-specific certification assessment on initial contact with the adult to be considered for child-specific certification. In some local child welfare offices, assessment and certification responsibilities remain solely in the certification units. In other local child welfare offices, a CPS worker performs these functions during the assessment. In either case, begin the process of assessing the adult's ability and interest in providing a substitute care placement and/or identification of other possible relatives or individuals who may be interested in providing a substitute care placement for the child. A child-specific certification can be accomplished in one working day with the assistance of others. To complete the expedited process for issuance of a Child Specific Certificate of Approval (valid for up to 180 days), the CPS worker or certifier must complete the following steps:

- Review the completed application and have a face to face contact with the applicant and each member of the household. If a member of the household is unavailable, obtain the approval of the supervisor to delay face to face contact with that member of the household and determine a date and time for the face to face contact within one week of the date the member of the household becomes available.
- Explain the temporary certification process and the role and responsibilities of the Department.
- Assess the applicant's motivation for and interest in caring for the child or young adult. Assure the applicant possesses a valid drive license and auto insurance if the applicant will transport a child or young adult.

- Determine, with input from the applicant, the gender, ages and maximum number of children and young adults who may be placed in the home by the Department.
- When appropriate, obtain the approval of the Child Welfare Program Manager when the number of children or young adults placed in the home will exceed the maximum number of children or young adults as described in OAR 413-200-0276.
- When appropriate, obtain approval from the Child Welfare Program Manager or designee on a form approved by the Department under any of the following circumstances:
 - A. The applicant or a member of the household is an in-home childcare provider or a foster care provider licensed by another child-caring agency.
 - B. The applicant or a member of the household is an adult foster care or in home adult day care provider.
 - C. The applicant applying to become a relative caregiver is 18, 19 or 20 years of age.
 - D. An applicant is married, in a domestic partnership, or cohabitating but the spouse or partner is not an applicant.
- When appropriate, obtain approval from the Child Welfare Program Manager or designee on a form approved by the Department when the applicant applies for a Temporary Certificate through a Department office other than the office in the county in which the family resides.
- Gather information from at least two personal references for the applicant within 24 hours of receipt of a completed application.
- Complete a home visit to observe and assess the safety of the physical environment. Walk through each room in the primary residence and each surrounding building and structure on the property, unless the building or residence is a self-contained, separate-entry residence rented to or owned by another individual. Complete a safety assessment of the home and surroundings using a form approved by the Department and provide a copy of the

- Oregon Foster Children’s Bill of Rights to be displayed in the home in a location agreed to by the caregiver and the foster child/youth.
- Gather and analyze information, through interview and observation, as it relates to each applicant’s personal qualifications and assess the conditions that appear to exist in the home that affect safety, health, and well-being for a child or young adult.
 - Assure completion of a criminal records check through LEDS on each adult member of the household and initiate a fingerprint-based criminal offender records check of national crime information as outlined in OAR 413-120-400 to 413-120-0476. Assess the fitness of the applicant or member of the household pursuant to OAR 413-120-0450 and 413-120-0455. If appropriate, request an exception to OAR 413-120-0450 (7) to complete temporary certification of the applicant despite the criminal offender history of an applicant or member of the household.
 - At the Department’s discretion and when there is reason to believe a child, not in the care or custody of the Department and living in the home, may pose a risk to a child or young adult placed in the home, initiate a fingerprint-based criminal offender records check of national crime information databases as outline in OAR 413-120-0400 to 413-120-0475.
 - Assure completion of a child abuse history background check in the state of Oregon for each adult member of the household and initiate a child abuse history background check from any other state where the individual has resided in the last five years. Assess any safety concerns raised by information learned from the child abuse history background check.
 - Complete all of the following activities when a member of the household has been identified as a perpetrator or possible perpetrator of abuse or neglect in a child protective services assessment founded disposition, unable to determine disposition, or a similar disposition from another state:
 - A. Consult with the certification supervisor about whether to seek approval from the District Manager or designee to continue the

certification assessment and regardless of the decision document the information considered on a form approved by the Department and

- B. If the decision is to proceed with the certification assessment, the District Manager or designee must approve or deny, and document the decision on a form approved by the Department.
 - Document the assessment of the certified family's ability to provide safety, health, and well-being for the child or young adult on a form approved by the Department.
 - Obtain supervisor review and approval of the assessment of the ability of the applicant to provide safety, health and well-being for the specific child or young adult in the care or custody of the Department.

*Note: When the child is placed in a substitute care placement, the caseworker is responsible for many activities. Please refer to the substitute care services section of the procedures manual for related information, such as the caseworker/foster parent relationship, medical cards, clothing vouchers and medical care.

Appendix 3.2

Case Transfer Information Sufficiency Checklist

Determine the sufficiency of information in the Initial assessment, Safety Assessment, Analysis and Plan, and supporting documentation.

- Does the documentation within the initial assessment sufficiently answer the 6 assessment questions?**
 - *Are there “gaps” in information?*
 - *Is there need for further clarification regarding documented information?*
 - *Are family and child functioning sufficiently understood?*

- Do you understand how safety threats are occurring in the family?**
 - *Does documentation in the initial assessment support the identification of safety threats?*
 - *Is it obvious how threats to child are operating in the family?*
 - *Are safety threats justified, clearly and precisely described in the safety assessment?*
 - *Is further information needed to understand the safety assessment decision?*

- Can the family adequately manage and control for the child’s safety without direct assistance from Child Welfare?**
 - *Does documentation support the decision that the family can sufficiently manage safety on its own?*
 - *Is there an adequate basis for determining that a non-maltreating parent has the capacity and willingness to protect?*
 - *Is further clarification indicated?*

- Can an in-home safety plan sufficiently manage safety threats?**
 - *Does the safety analysis documentation clearly support the decision to use an in-home safety plan?*
 - *Do identified safety actions match up with how safety threats are manifested?*
 - *Does the in-home safety plan provide a sufficient level of effort?*
 - *Is it clear who is responsible for providing what safety action?*
 - *Are there gaps in information that require immediate follow-up?*

- *Is there a need for further clarification and supervisory consultation?*
- **Does out-of-home placement appear to continue to be necessary?**
 - *Does the safety analysis documentation obviously support the decision to place out of the home?*
 - *Is there a need for further clarification regarding the decision to place?*
- **Identification of Caregiver Protective Capacities**
 - *Does documentation identify specific strengths associated with the parents' role?*
 - *Is there need for clarification regarding parental protective capacities?*
 - *Consider what possibilities may exist for discussing and using parental protective capacities during the PCA process.*

Planning for Conducting the PCA and Implications for Immediate Response

- *If it is unclear how safety threats are manifested, seek supervisor consultation and clarification from the CPS worker.*
- *If the safety response is unclear or not supported in the documentation, seek supervisor consultation and follow up with the CPS worker.*
- *Consider whether there is a need to immediately contact safety service providers (in-home safety plan) prior to the PCA Introduction with the parents. Make immediate adjustments to safety plans as indicated.*
- *Always consider if there is a need for immediate adjustments to safety plans prior to initiating the PCA Introduction with parents.*
- *If there are significant gaps in information related to safety threats and/or safety analysis and plans, attempts should be made to promptly make face-to-face contact with parents and children to verify that child safety is being sufficiently managed.*
- *If safety threats are not well understood and cannot be clarified by the CPS worker, seek to reconcile what information is unknown by the*

conclusion of the Introduction meeting(s), and make adjustments to the safety plan as indicated.

- Consider how the parents' reaction to Child Welfare might influence how you introduce yourself and the PCA.*
- Prior to the Introduction meeting(s) with parents, make sure that you are clear about what you want to accomplish by the end of the meetings.*
- Given variation in family dynamics, consider carefully how best to initiate the PCA process with parents.*

PERMANENCY PRELIMINARY CHECKLIST

- When a case is assigned to you:
 - Identify with the transferring worker who the significant people are in the case.
 - Make a list of people from this conversation and also through your own personal thorough reading of the case file.
 - There should be names and addresses of the parents, children, foster parents, relatives, attorneys, Tribe and any other significant people easily accessible in the file.

- Develop a chronological list of major details.
 - Events that have occurred since initial case opened up to the time the case was transferred to you.

- Identify services that have been offered thus far by writing all of them down. Categorize them:
 - Services offered and completed.
 - Services offered that are still not in place due to lack of follow through from parents, community providers, previous worker, etc.
 - Services identified by family or through a family meeting that have not been initiated yet or created.
 - Services that you think may be helpful that you want to discuss with the family.

- Develop an initial master list of “things to do” and “items needing attention.”

- Begin casework by initiating contact with all relevant/main players in case to introduce yourself and get input/feedback.
 - Identify their role in case and what expectations they may/may not have of you as the assigned worker.
 - Document all conversations.
 - Explain to each player what your role is as the caseworker and when appropriate, what your understanding of the case is and what case planning needs are.
 - Ask each player to identify how they can best work with you and what they need from you as a caseworker.

- Once all parties/players have been contacted and had the opportunity to discuss case with you, go back to your master list of “things to do” and “items needing attention” and make additions and revisions.
- Begin tackling objectives identified.
- Always document your efforts, conversations, work, etc.
- Keep in mind always that you are developing case information for presentation and problem solving both within the agency and in the community. Never document anything that you are not capable of defending. Always ask yourself “is this information relevant to the case?”
- Always ask yourself when developing plans for families “what constitutes reasonable expectations that can be placed on the family?”
- For example: requiring a father to participate in therapeutic services 3 to 4 times a week in addition to his 40 hour workweek and other family responsibilities.
- Never do case planning all alone. “GOOD TEAMWORK” can also mean some of those people can take on one or several of the “to do” tasks. Include the players, discuss with co-workers and supervisors, etc. The more team work, the better the planning is and you will increase your ability to move the case along with support from key partners.
- Make sure there is an action agreement that has measurable outcomes. Review it often with the parent to see how they are progressing.
- Do not be afraid to admit mistakes. We all make them. Discuss with your supervisor and develop plans to rectify the situation.
- Communicate, communicate and communicate some more! It is essential that you do.

- Always meet time lines for paperwork and be respectful towards other parties involved by getting reports and information to them in a timely manner.
- If conflict arises do not hesitate to ask for help and involve a co-worker, or your supervisor to help you conduct resolution.
- You are a capable and vital part of the agencies mission of protecting children and working with families. Share success stories and accomplishments! Share ideas and things that have worked for you. We all learn from each other.
- Get to know the kids you work so hard for. They deserve to be honored by you as WORTHY. Building healthy attachments begins with your careful consideration of who they are as individuals. Spend time to get input from those who know the child best.