DISTRICT OF COLUMBIA

FACES.NET

CHILD AND FAMILY SERVICES AGENCY

PLACEMENT MANUAL

Spring 2006

Version - 1.1

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FACES.NET PLACEMENT MANUAL

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PREFACE

Course Objectives

- Course Overview
- Course Objectives
- Course Curricula Tools and Symbols

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Course Overview

Welcome to the FACES.NET one-day Placement training. This course is designed to give students an understanding of the functions in FACES.NET and Provider Web pertaining to Placement. The course is divided into sections, each having its own set of objectives and corresponding to a particular area of functionality in the FACES.NET and Provider Web.

A FACES.NET Scenario has been constructed to link the sections together and mimic the way FACES.NET will be used for Agency business. In the classroom, trainees will participate in a guided walkthrough of the FACES.NET Scenario in order to practice activities based on real-life situations.

Please keep in mind that the FACES.NET system is frequently updated, and some of the screens may have slightly changed after this document was printed.

Course Objectives

Upon completion of this course, the trainee will have an understanding of how CFSA business process correlates with FACES.NET and Provider web data entry. FACES.NET Placement training will reinforce the lessons covered in the three-month Pre-Service Training Program offered by the Office of Training Services. By giving trainees practice time in the classroom, they will build confidence in their ability to properly enter and access data in the FACES.NET system.

Remember that a system is only as good as the information it receives. This course will train trainees how to supply FACES.NET the proper information so that it can remain a Federally certified Child Welfare Information Systems in the Nation. Best Wishes!

Course Curricula Tools

Curricula Features:

- Performance Objectives
- FACES.NET Guide
- FACES.NET Scenarios

Curricula Symbols

The following icons are used throughout the FACES.NET Scenario Guide:

Icon	Title	Description
	Reminder	Indicates that there is an important point to which the trainee needs to pay attention.
	Definitions	Indicates that a word or concept is being defined.
	Notes	Indicates a helpful piece of information for the trainee to know.
	Practice	Indicates Agency practice information.
	FACES.NET Guide	Indicates the section of the manual having FACES.NET step-by-step instructions.

Course/Classroom Rules

- Course begins promptly at 8:15AM and ends at 5:00PM on the each consecutive training day.
- Lunch is one (1) hour.
- One fifteen (15) minute break in the morning and one fifteen (15) minute break in the afternoon.
- No eating or drinking in the classroom.
- No roaming on the Internet.
- Cell Phone should be off or in vibrate/silent mode.

SECTION 1: INTRODUCTION

- What is FACES.NET?
- How to Use this Manual
- How to Get Help
- The Family Case
- System Navigation

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Introduction

What is FACES.NET?

FACES.NET is the District of Columbia's Statewide Automated Child Welfare Information System (SACWIS). The Child and Family Services Agency (CFSA) is the District of Columbia's child protection agency, which employs more than 900 social workers, and partners with fifteen private agencies. FACES.NET is designed to support social workers and the Agency in the following areas:

- Case management activities, such as documenting contacts/visits, writing case plans and court reports;
- Issuing payments to service providers;
- Collecting data to produce outcome-based management;
- Standardizing policy and practice.

FACES.NET has enabled the Agency to collect and disseminate information to diverse audiences including the Court Monitor, the Mayor's Office, The Washington Post, Federal oversight agencies such as the General Accounting Office (GAO), Administration of Children and Families (ACF), and Congress.

How to Use this Manual

This FACES.NET Placement manual is designed to introduce and reinforce the concept of using an automated information system to improve child welfare practice. In particular, the guide focuses on the responsibilities of social workers, who are the front-line workers of the Agency.

This manual further serves two functions. First, it will be your guide during the FACES.NET portion of your CFSA Placement training. With your instructor, you will complete each of the Sections and gain an understanding of how to use the FACES.NET system in your day-to-day case management responsibilities. You will complete the Sections over the one-day course. Each section is organized in an easy-to-read manner laying the groundwork with a Practice Overview segment. Afterwards there are detailed step-by-step instructions on how to accomplish that topic using FACES.NET.

The second function of this manual is to serve as a desktop guide for FACES.NET use after you have completed the initial training. You may keep this copy of the manual, and make any notes that you desire during class. At the end of each section is a page designated for note-taking. Later, if you need to review how a particular task is performed in FACES.NET, you can look it up at your convenience.

This document adheres to standardized technical writing conventions. All command buttons are displayed the way they appear on the computer screen. All commands are in bold, indicating that an action should be taken. Each scenario is introduced using real case

stories or training activities in order to provide an appropriate context for the particular module. Throughout the manual, participants in the Jackson case are highlighted using the underline feature.

How to Get Help

If you still have question after consulting this resource, you are of course welcome to contact the FACES.NET Helpdesk. Helpdesk staff is available from 8:00 AM - 5:00 PM every weekday to assist with FACES.NET and technical questions. The FACES.NET helpdesk can be reached at 202-434-0009.

The Family Case

The Jackson family case is the case you may be familiar with from other elements of your Pre-service training, and is used as the sample case in this document. The scenario that you may use during the actual FACES.NET training may slightly differ. If so, follow your instructors' directions on how to reconcile this manual with the case details you see in FACES.NET. Details of the Jackson family case begin on the following pages.

Jackson Case Narrative

Office of Training Services
Pre-Service Training for New Social Work Staff

Field Practice Case

Learning Objectives:

1. Through using a case illustration, workers will have a better understanding of CFSA's programs and policies.
2. Through case illustration, workers will be able to understand how to effectively deliver services to clients.

Case Name: Shanté Jackson

Case Description:

The Jackson case came to the attention of Child and Family Services Agency's Child Protective Services Administration due to an allegation of abuse and neglect against Ms. Jackson. Ms. Jackson was previously known to CFSA. A neighbor reported Ms. Jackson's young children were left home alone and were seen in the streets unsupervised, unkempt and inappropriately dressed. It was also alleged that there were drug trafficking activities in Ms. Jackson's apartment. Upon investigation of the allegations, you observe that one child had (what appeared to be) belt marks on both arms and on her back.

Household Composition:

Name	Age	Gender	Description
Shanté Jackson	30 years old	Female	Mother
Paul Williams	16 years old	Male	Son/Sibling
Femalé Scott	15 years old	Female	Daughter/Sibling
Keyshawn Jackson	12 years old	Male	Twin Son/Sibling
Reyshawn Jackson (Rey-Rey)	12 years old	Male	Twin Son/Sibling
Tanisha Holmes	7 years old	Female	Daughter/Sibling
Latonya Holmes	5 years old	Female	Daughter/Sibling
Lakeisha Jackson	3 years old	Female	Daughter/Sibling
Rodney Scott	2 years old	Male	Grandson
Kiana Scott (Bebe)	6 months old	Female	Granddaughter

Family Description:

Shanté Jackson is a 30-year-old, single, African American female. She is the mother of seven children and two grandchildren. She has a 7th grade education and no history of employment. Shanté has a history of substance abuse, sexual abuse, and depression. She currently uses cocaine and alcohol and is involved in selling drugs from her apartment. Shanté receives public assistance. Last month, she was beaten by one of her drug dealer boyfriends. She received multiple bruises to her head and body, a broken arm, and a black eye. As a result, she continues to suffer from frequent severe stomach pains and headaches. Shanté is estranged from her family members and has no contact with the biological fathers of her children. She does not have a support system or friends.

Paul Williams is a 16-year-old, African American male. He attends Carter Senior High School where he is in the 9th grade for the third time. His grades are poor and he is often truant. Socially, Paul functions at a very low level. He has few friends, displays extreme anger and aggression towards others, and often gets into fights with peers and school officials. Paul smokes marijuana and drinks beer at least twice per week and on weekends. He also assists his mother sell drugs from their home. He has been involved in petty thefts and has had frequent trouble with law enforcement officials.

Femalé Scott is a 15-year-old African American female. She has two small children Rodney, age 2, and Kiana (Bebe), age 6 months. Rodney displays temper tantrums and aggressive behavior that are often difficult for Femalé to handle. Otherwise he is progressing well and is happy and healthy. Femalé dropped out of junior high school when she became pregnant with her son Rodney. She sporadically attended an adult education program until she became pregnant with Kiana. During her pregnancy with Kiana, she occasionally drank beer and smoked marijuana. Currently, Femalé does not attend school. She is unaware of the whereabouts of her son Rodney's father. However, she has sporadic contact with Kiana's father, Ricky Boone, who provides no financial support to his daughter. Femalé smokes marijuana and drinks alcohol. She often hangs out on the corner with her friends and leaves Rodney and Kiana at home with her seven-year-old sibling, Tanisha. Although Femalé lives with her mother, they have a strained relationship. They frequently argue and fuss at each other regarding Femalé's children and household responsibilities.

Rodney Scott is a 2-year-old, African American toddler. He is a happy and healthy child. However, he displays temper tantrums and aggressive behavior that are difficult for his mother to handle. Rodney is progressing well developmentally. He enjoys playing with his 6 month old sibling, his aunt and uncles. He also enjoys watching Barney and Teletubbies.

Kiana Scott (known to her family as Bebe), is a 6-month-old African American infant. She is progressing poorly physically and developmentally. Kiana possibly has failure to thrive syndrome. However, she sporadically receives her well baby check-ups as Femalé often forgets her appointments. Kiana's eating habits are poor; she has not gained adequate weight in the last three months and has some developmental lags. Kiana cries excessively when she is not being held or played with.

Keyshawn Jackson is a 12-year-old African-American male and twin brother of Reyshawn. Keyshawn currently attends Parker Junior High School, where he is in the 6th grade. He

receives special education and is classified as emotionally disturbed. Keyshawn's grades are poor. He bullies other children in his class and is often involved in altercations. Keyshawn is disrespectful to his teachers and other school officials. He has been suspended twice in the last month. His grades are poor. Keyshawn displays anger and aggression both in school at home. His mother is unable to handle his angry outbursts and rages. He also destroys property at home and frequently gets into fights with his siblings and peers in the neighborhood.

Reyshawn Jackson (Rey-Rey) is a 12-year-old African-American male and twin brother of Keyshawn. Reyshawn attends Parker Junior High School, where he is in the 6th grade. He receives special education and is classified as learning disabled. Reyshawn is socially withdrawn and often appears sad and depressed. Reyshawn also stutters and prefers not to talk in order to avoid being teased. He has few friends and has difficulty fitting in with his peers. His grades are poor, but he tries very hard. At home he is sad, withdrawn, and is teased by his siblings.

Tanisha Holmes is a 7-year-old African-American female. She currently attends Lee Elementary School, where she is in the 3rd grade. Tanisha is an outgoing and friendly child. However, she is often attention seeking and overly affectionate with adults. Socially, she has few friends and gets along well with peers. Academically, she has difficulty with reading and math. She participates in a reading and math resource program at school and tries very hard to succeed. She is well liked by her teachers. Tanisha suffers from Enuresis and occasional Encopresis. She is embarrassed by her condition due to the fact that her classmates tease her about her odor. Tanisha also needs glasses. At home, Tanisha is overly sweet and compliant. However, her mother often physically punishes her for wetting and soiling herself. Tanisha also has unrealistic expectations and adult responsibilities placed on her, as she is often the caretaker for the younger children (Latonya, Lakeisha, Rodney, and Kiana) in the home. Consequently, Tanisha receives a beating for the wrongdoings of the other children. Tanisha enjoys her role as caretaker as she doesn't have many friends.

Latonya Holmes is a 5-year-old African American female. She attends Lee Elementary School, where she is in kindergarten. Latonya enjoys school and is generally a happy child. Latonya suffers from chronic bronchial asthma. She often requires hospitalization after an attack. Latonya's bronchial asthma is controlled with medication. At home, Latonya is quiet and withdrawn and cries easily. Latonya sleeps with her mother due to lack of space in the home. However, her mother's boyfriend also sleeps in the same bed occasionally. Due to the sleeping arrangements, Latonya has been subjected to ongoing sexual molestation by the mother's boyfriend. She revealed this to her sister Tanisha and told her not to tell. Latonya enjoys watching Barney and Teletubbies on television.

Lakeisha Jackson is a 3-year-old African American female. Lakeisha was born with a positive toxicology to cocaine. She was also born with the sickle cell trait. She was placed in foster care at birth, but returned home after three months. Lakeisha is developmentally delayed. She uses one to two word phrases, walks on her toes, and sucks her thumb. She is not potty trained and continues to use a bottle. Lakeisha also sleeps in the bed with her mother and Latonya. Lakeisha has frequent colds. She enjoys watching Barney and Teletubbies.

Description of Environment:

The family resides at 1254 Edgefield Terrace # T105, at the Brookfield Housing projects, in the N.E. section of Washington, D.C. The neighborhood is predominantly comprised of African Americans and some Hispanics. The neighborhood is heavily drug and crime infested. However, there are many community services and resources in the area. This includes substance abuse programs, mental health clinics, the Edgefield Collaborative, hospitals, and shelters.

Description of the Home:

The Jackson home consists of two bedrooms, one bathroom, a small living room/dining room, and a tiny kitchen. Home maintenance is very poor. The apartment reeks of urine, and is cockroach infested. There is dirty clothing and other miscellaneous items scattered all over the apartment floor. The kitchen is filthy with dirty dishes in the sink, on the countertops, and on the floor. The apartment is sparsely furnished with one couch, a small dining room table, one small television, two full size beds, one crib, and a playpen.

SECTION 2: SYSTEM NAVIGATION

- Definitions of Icons and Language Usage in FACES.NET

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Practice Overview

FACES.NET is strategically used to support case practice and the business processes within each Administration. There are common icons and buttons that run throughout FACES.NET and aid in the ease of use of the FACES.NET screens. This segment illustrates some important features to know about the FACES.NET system.

Definition of Icons and Language Usage in FACES.NET

This segment reviews icons and language usage in this guide relative to FACES.NET.

Drop-Down Menu

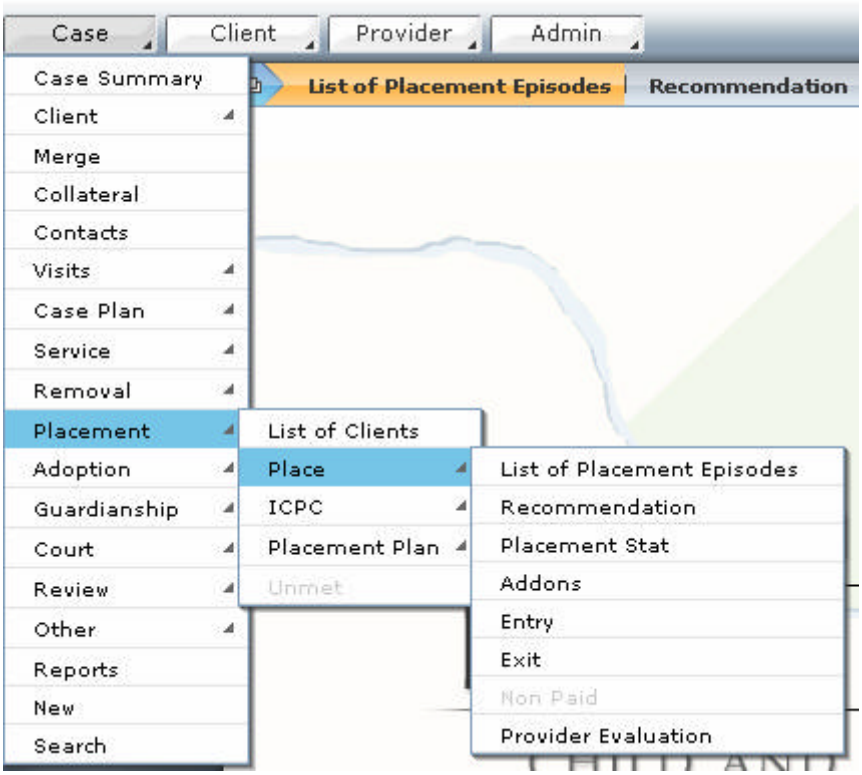


Figure 2.1

The gray command buttons at the top at the top of the FACES.NET screen is the Drop-Down Menu. These command buttons, which features the Referral, Case, Client, Provider, and Admin, is always accessible in FACES.NET, no matter what screen you are on. The options, within the menu, dynamically change as different entities are brought into focus, but the five main command buttons remain accessible. The menu includes a parent/child system. What this means is that any menu that has a gray arrow on the right side of the menu contains additional screens within it.

Breadcrumbs Toolbar

Figure 2.2

This toolbar is displayed when a specific track (Referral, Case, etc.) is selected. This toolbar will change depending on where you are in the system. Blue areas are previous selections accessed through these command buttons display menu listings which will dynamically change. The orange button is the screen that is currently in the work area.

Quick Link

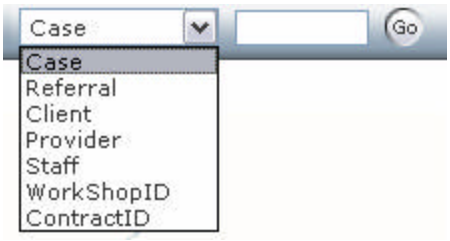


Figure 2.3

The Quick Link is a new functionality within FACES.NET. This box, in the upper right hand corner of FACES.NET, allows for the entry of a Referral, Case, Client, Provider, Staff, Workshop ID, or Contract ID to bring that entity into focus.

Toolbar Additional Screen Icon

Button with Icon
Figure 2.4

Button with no Icon
Figure 2.5

The additional screen icon is a small picture found on certain toolbar buttons. If the button has this icon, it means that there are lower level screens associated with that button. When you click on that button, it will move to the left side of the breadcrumbs toolbar, and a new series of buttons will appear on the right side of the toolbar. If a toolbar button does not have an icon, it means that there is only one screen associated with that button.

Radio Buttons

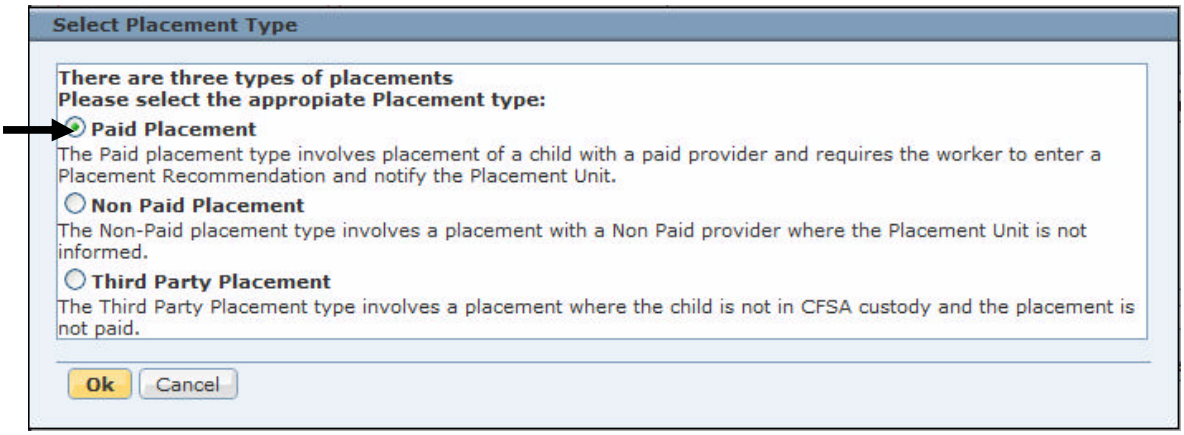


Figure 2.6

Radio buttons are the round circles found next to certain fields in FACES.NET. These allow you to quickly select a displayed option. Once selected, the radio button will turn to green. Only one radio button may be selected at a time.

Select Boxes

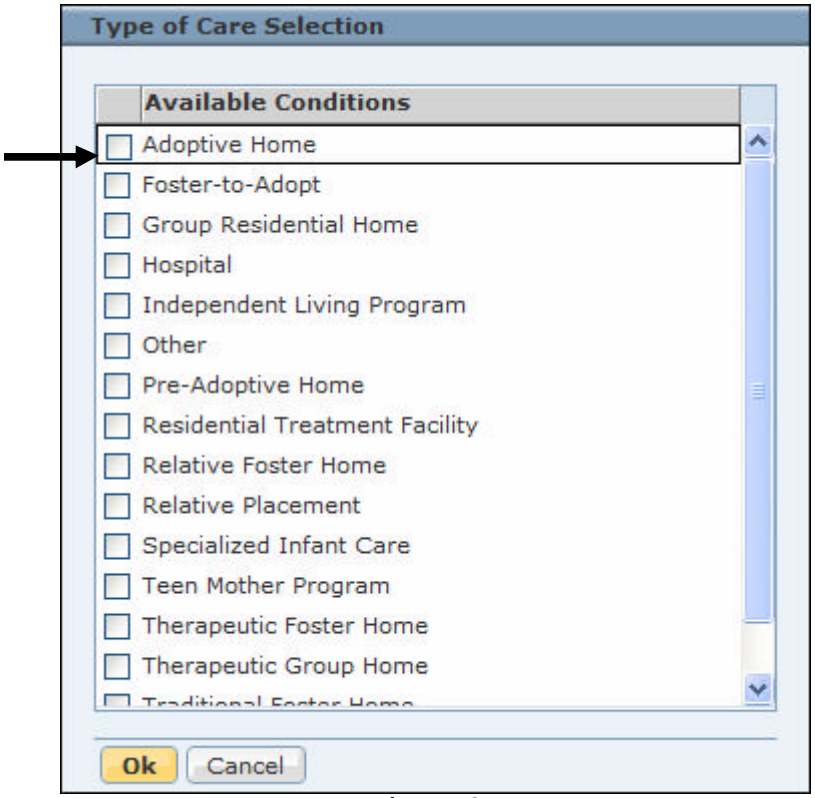
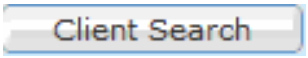
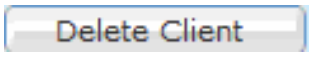
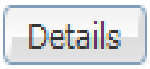
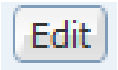
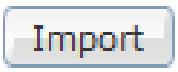


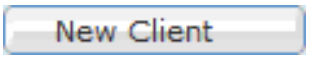
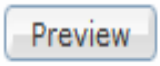
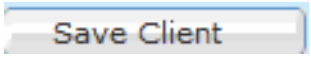
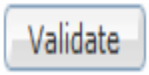
Figure 2.7

Select Boxes are collections of check boxes within a pop-up screen. These allow you to quickly select a displayed option. Once selected, the check box will contain a • inside the box. Unlike the radio button, more than one check box within the select box may be selected at a time.

Command Buttons

The row of gray/orange buttons on the bottom of any FACES.NET screen is called the Command buttons. These buttons are used to perform specific actions. A list of common command buttons and their functions are provided below:

Command Buttons	Definition
	Approval – Sends information to the Supervisor for approval.
	Cancel - Exits the current screen (This should be used every time you exit a screen).
	Clear – Clears all the information out of all fields within the screen. This will not delete saved information within a record.
	Client Search – Searches the client within the FACES.NET System.
	Delete – Erases a record from the database. This action is normally disabled in most screens.
	Delete Client – Deletes a client from the referral in the Hotline Report Screen.
	Details – Shows the details of a file within the File Cabinet.
	Edit – Opens a field for editing.
	Import – Imports a file to the File Cabinet.

Command Buttons	Definition
	New – Creates a new record. Creates a blank record on the screen in focus.
	New Client – Opens a new client in the Hotline Report Screen.
	Ok – Enters a selection into the record.
	Open – Opens a file within the File Cabinet.
	Override – Allows for a supervisor to override a decision made within the CPS Outcome screen.
	Preview – Allows for viewing of a report as a .pdf file.
	Print – Prints a selected report from the Management Reports.
	Save – Saves the record to the database.
	Save Client – Saves a client to a referral in the Hotline Report screen.
	Search – Searches the database for a specific record.
	Show – Puts a selected entity/ record into focus.
	Validate – Validates Information within the Hotline Report screen.

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SECTION 3: PLACEMENT OVERVIEW

Performance Objectives

- Placement Overview
- Types of Placement
- The Placement Process
- Placement Objectives

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Placement Overview

When a child is in immediate or imminent danger, a broad range of safety oriented responses that protect the child are considered including placement arrangements for the care of the child care in a licensed foster, relative, kinship and adoptive home or facility. When family stability is possible, the social worker should ensure that the family was notified about and, if willing, was offered appropriate resources or services to prevent the child's out-of-home placement. Within twenty-four (24) hours of receiving an abuse or neglect report, the social worker must conduct a thorough search for available family members, especially the parents and relatives as placement resources.

Once it appears that out-of-home placement will be needed, the referring social worker must work to involve the parent and child in the placement determination and selection, whenever possible and appropriate. If the family cannot identify an acceptable kinship placement, or some other form of third-party placement, the child is to be referred to the Office of Placement Services (OPS) under the Office of Licensing, Monitoring and Placement Support for the location of an appropriate CFSA placement. In the case of planned placement, requests for placement shall be submitted to OPS within thirty (30) but no later than ten (10) working days of the date that placement will be required. For other situations, the placement request is to be made as soon as it becomes apparent that a CFSA-arranged placement will be needed.

Placement Options

CFSA offers the following foster care placement options:

1. Voluntary Placement - is a placement involving a written agreement between a child's parent(s) and the agency under which the child is removed from his or her home and placed in foster care for a limited time. This placement may not exceed 21 days. The agreement can be extended an additional 21 days with approval by the Administrator. In order to receive federal funds for voluntary placement, protection must be provided to the child. If the placement lasts more than 180 days, the court must make a determination that continued voluntary placement is in the best interest of the child or whether there is need to file a neglect petition. This placement option is rarely used unless the social worker can assess that the placement will last no longer than 42 days.
2. 30-Day Emergency Placement - is a placement in a 30-day licensed foster or group home. This placement is considered temporary and the child should be moved to a long term home setting at the end of the 30 days.
3. Traditional Foster Care in Licensed Foster Home - is placement in a foster home that is licensed by CFSA or the jurisdiction in which the home is physically located. This home provides ongoing foster care for all children placed away from their parents or guardians and for whom the agency has legal custody and physical care responsibility.

4. Kinship Care Licensed Foster Home - is a placement in a relative foster home which has been licensed by CFSA or the jurisdiction in which the home is physically located. This home provides ongoing foster care for all children placed away from their parents or guardians and for whom the agency has legal custody and physical care responsibility.
5. Therapeutic Licensed Foster Home - is placement in a licensed foster home that addresses the needs of children/youth who have been diagnosed with serious to severe mental, emotional and physical health problems. Many of these homes are time-limited and the plan for the child is remediated and moves to reunification with the parent or some other permanency plan.
6. Teen Parent Group Home - is a placement in a licensed group home designed to meet the needs of teens and their young children.
7. Community Based Group Home - is a placement in a licensed group home for youth twelve (12) years old and through eighteen (18) years old. Group homes are designed for both emergency and long-term placement. No more than eight youth should reside in a group home.
8. Independent Living Residential Units - Units for supervised Apartment living for youth moving toward independence.
9. Residential Care Placement – is a placement that provides intensive treatment services to address mental and emotional problems for youth in foster care. These placements usually last from one to two years but occasionally have been longer. Referrals are made for Residential Placement through contacting the CFSA Residential Placement Unit (RPU).

Placement Process

Generally, out-of-home placements are appropriate in any of the following situations:

- When a child who has been neglected, abused, or abandoned by his/her parent and cannot, based on the social worker's assessment, safely remain in that home, even with the provision of services;
- When a child, who is placed with another facility or agency, requires transfer in order to receive the most appropriate medical, psychological, social, and educational services; and
- When a child's family which experiences, or is about to experience, an anticipated short term change in circumstances (i.e., parental drug treatment, hospitalization, etc).

The sections below will provide in depth information regarding the placement process.

SECTION 4: IN PROCESS INBOX ITEMS

Performance Objectives

In this Section, you gain confidence in your ability to:

- Navigate to your Inbox
- Access the Placement Episode
- Assign Placements

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Practice Overview

The placement supervisor's inbox contains FACES.NET assignments in transit to a social worker or a specialized unit. Once a placement supervisor approves a placement request, the placement status will change to authorized. The worker will then proceed to complete the placement process.

FACES.NET Guide

The sections below will describe:

- Navigating to Your Inbox;
- Accessing the In-Process Placement;
- Assigning Placements.

FACES.NET Scenario

Role: You are a Supervisor in the Placement Services Division.

Navigate to your Inbox

Steps Include:

Step 1: Login as the Supervisor in the Placement Services Division.

Step 2: Click the Workload area, then click the My Units button within the left pane to display your Workload.

Step 3: Click on the Placement Services Div – Plcmnt Srvc Cnt link.
The Workload List screen displays.

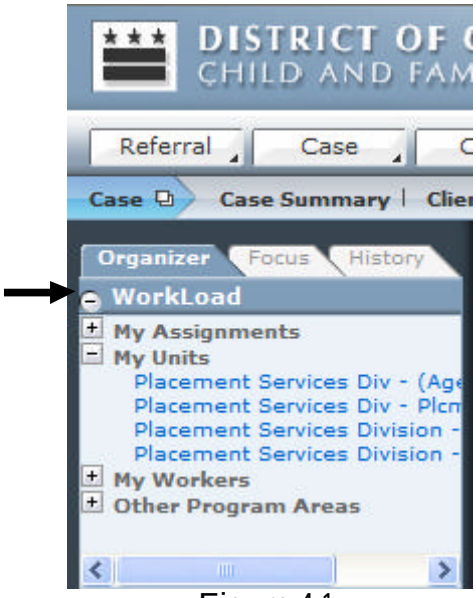

Figure 4.1

Step 4: Select Licensing & Monitoring – Placement Services Division from the program area drop down list and Williams, K. – Plcmnt Srvc Cnt for the Unit.

Step 5: Select the Jackson case and click Show. This will put the case in focus.

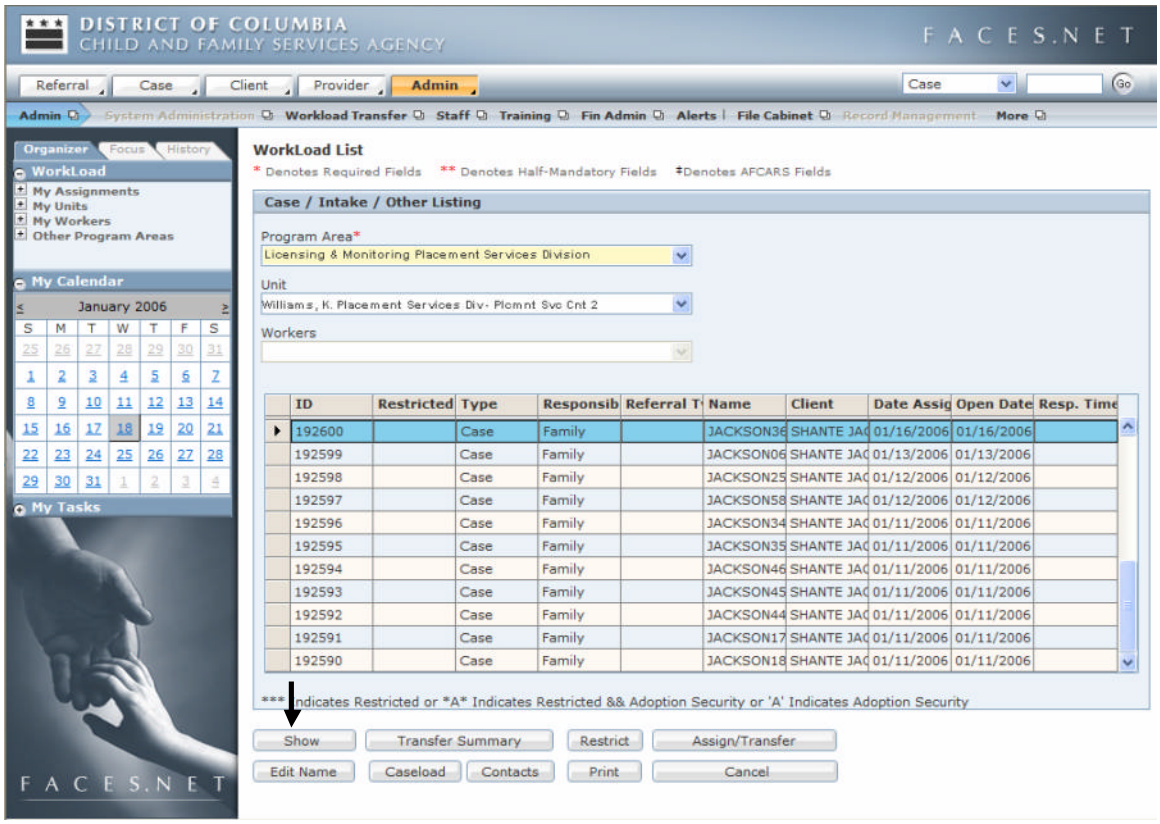

Figure 4.2

Navigate to Placement Screens

Steps Include:

Step 1: Place the cursor over the Case menu, then Placement, and dick the List of Clients to display the grid with Placement Clients.

Step 2: Highlight Reyshawn Jackson and click Show. This will put the client in focus.

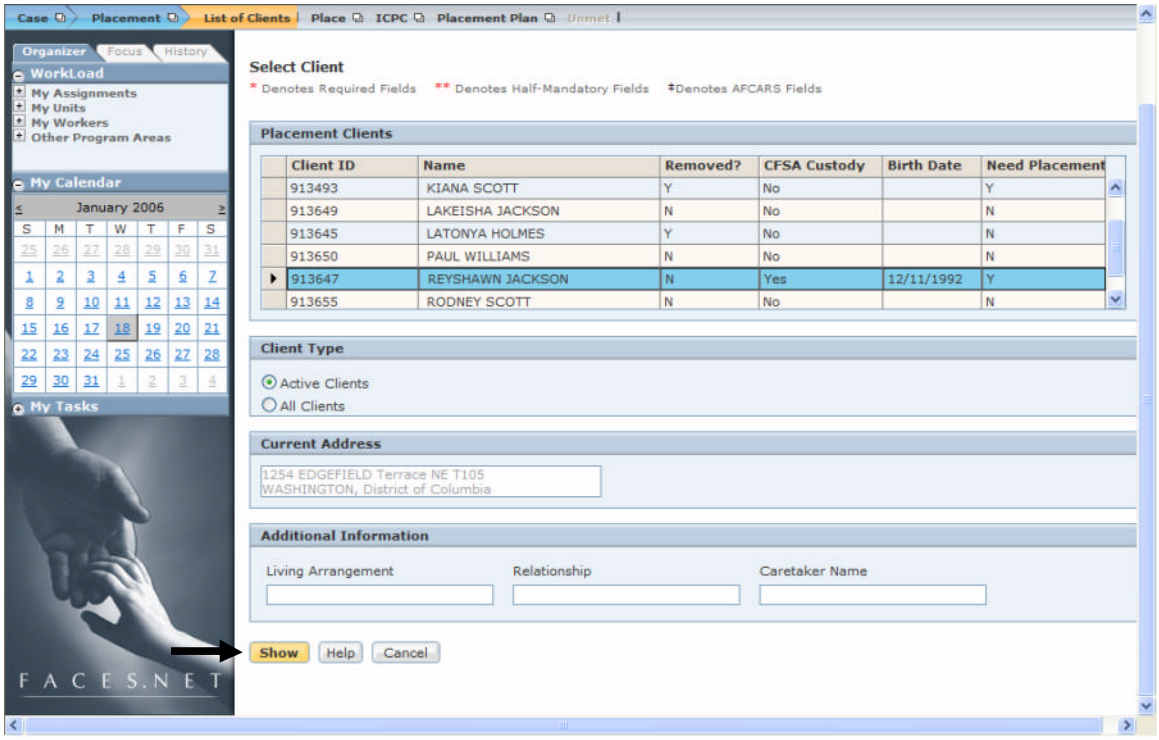

Figure 4.3

Step 3: Place the cursor over the Case menu, then Placement, and dick the List of Placement Episodes to display a grid of Placement records.

Step 4: The placement record below indicates an In Process status.

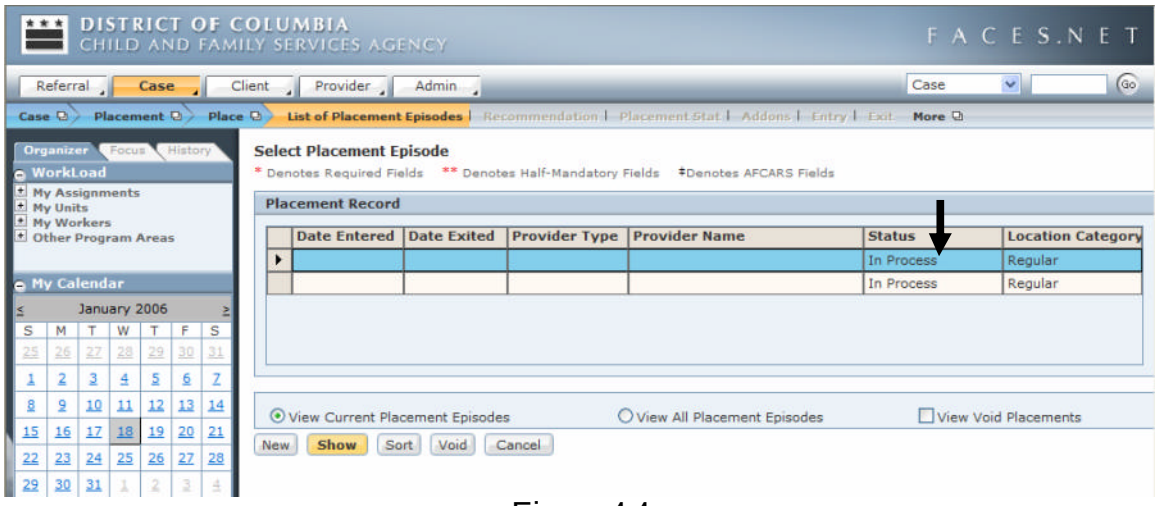
DISTRICT OF COLUMBIA
CHILD AND FAMILY SERVICES AGENCY
FACES.NET
Referral
Case
Client
Provider
Admin
Case
Go
Case
Placement
Place
List of Placement Episodes
Recommendation
Placement Stat
Addons
Entry
Exit
More
Organizer
Focus
History
WorkLoad
My Assignments
My Units
My Workers
Other Program Areas
My Calendar
January 2006
S M T W T F S
Select Placement Episode
* Denotes Required Fields
** Denotes Half-Mandatory Fields
‡Denotes AFCARS Fields
Placement Record
Date Entered
Date Exited
Provider Type
Provider Name
Status
Location Category
In Process
Regular
In Process
Regular
View Current Placement Episodes
View All Placement Episodes
View Void Placements
New
Show
Sort
Void
Cancel

Figure 4.4

Assign a Placement

Steps Include:

Step 1: Login as the ongoing social worker's supervisor.

Step 2: Click the Workload area, then click the My Assignments button within the left pane to display your Workload.

Step 3: Click the Jackson case and click Show. The will put the case in focus.

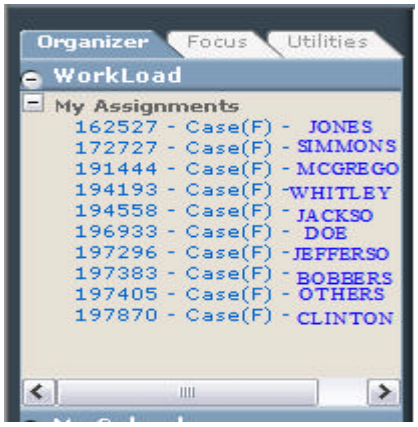

Figure 4.5

Step 4: Place the cursor over the Case menu then Other and finally click Assign. The Assign / Transfer screen displays.

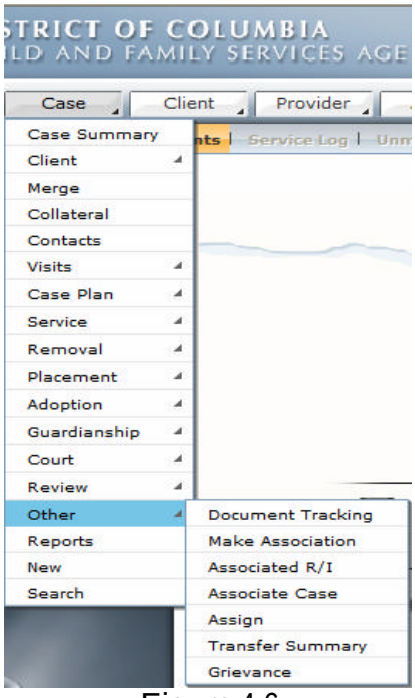

Figure 4.6

Step 5: Click New.

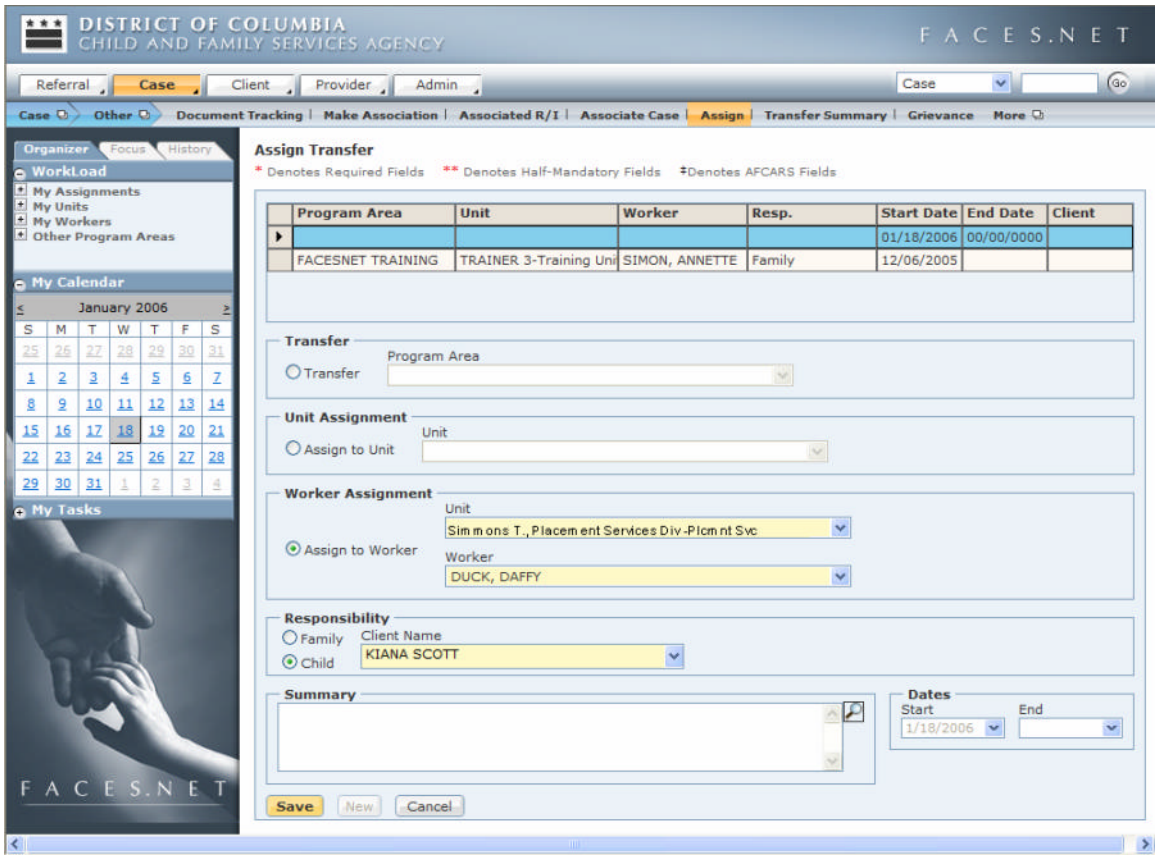

Figure 4.7

Note: If the assignment is being transferred to a worker in a different program area. The assignment must first be transferred to the program area and unit prior to completing the worker assignment.

Step 6: Click the Assign to Worker radio button and select the Unit and Worker.

Step 7: Click the Administration radio button and select Reyshawn Jackson.

Step 8: Click Save.

Notes

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SECTION 5: PLANNED PLACEMENTS

Performance Objectives

In this Section, you gain confidence in your ability to:

- Verify and Record a Child's Removal Status
- Make a Placement Recommendation
- Record Placement Information

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Practice Overview

Once it appears that out-of-home placement will be needed, the referring social worker must work to involve the parent and child in the placement determination and selection, whenever possible and appropriate. If the family cannot identify an acceptable kinship placement, or some other form of third-party placement, the child is to be referred to Office of Placement Services (OPS) for the location of an appropriate CFSA placement.

Planned placements allow the social worker to assure the best possible placement match for the child and allows for the efficient delivery of pre-placement services to ease the child's adjustment. Requests for planned placements shall be submitted to the OPS within thirty (30) but no later than ten (10) working days of the date that the placement will be required.

Social workers may be involved in planning for various out-of-home placements during the casework process. For example, a child who is in a residential treatment center, may be ready for discharge into a community based setting, or a teenager, who becomes pregnant, may require referral to a teen mother facility. These types of situations are likely to be anticipated. Planning allows the social worker to assure the child the best possible transition from one setting to another. He/she is able to anticipate placement changes and to offer a planned, orderly delivery of pre- placement services, including preliminary interviews and visits, to ease the adjustment. Planning also affords CFSA's Placement workers a longer period of time to identify an appropriate match between the child and caregiver, thereby reducing the necessity for subsequent placement due to placement disruptions.

The social worker shall consult with his or her supervisor on all placement requests. Assessment of the child's needs and identifiable information is used to match children with providers, and shall be included in the Placement Recommendation screen in FACES.NET.

Social worker shall forward to the Placement Unit information that will assist in making a placement decision that is in the child's best interest and in the least restrictive and most family-like setting.

Out-of-home placements are appropriate in any of the following situations:

- When a child who has been neglected, abused, or abandoned by his/her parent and cannot, based on the social worker's assessment, safely remain in that home, even with the provision of services;
- When a child, who is placed with another facility or agency, requires transfer in order to receive the most appropriate medical, psychological, social, and educational services;
- When a child's family which experiences, or is about to experience, an anticipated short-term change in circumstances (i.e. parental drug treatment, hospitalization, etc).

The following rules apply for placement eligibility:

- A child must have an open home removal and CFSA legal status before a placement entry date is entered in the social worker entry date field;
- If the child is in need of a therapeutic foster home, the social worker must provide diagnostic information to support the need for a therapeutic setting;
- If the child is being placed out-of-the District of Columbia with relatives, or a treatment facility, an ICPC must be completed.

The process of a social worker initiated planned placement is illustrated in Figure 5.1.

Social Worker Initiated Planned Placement

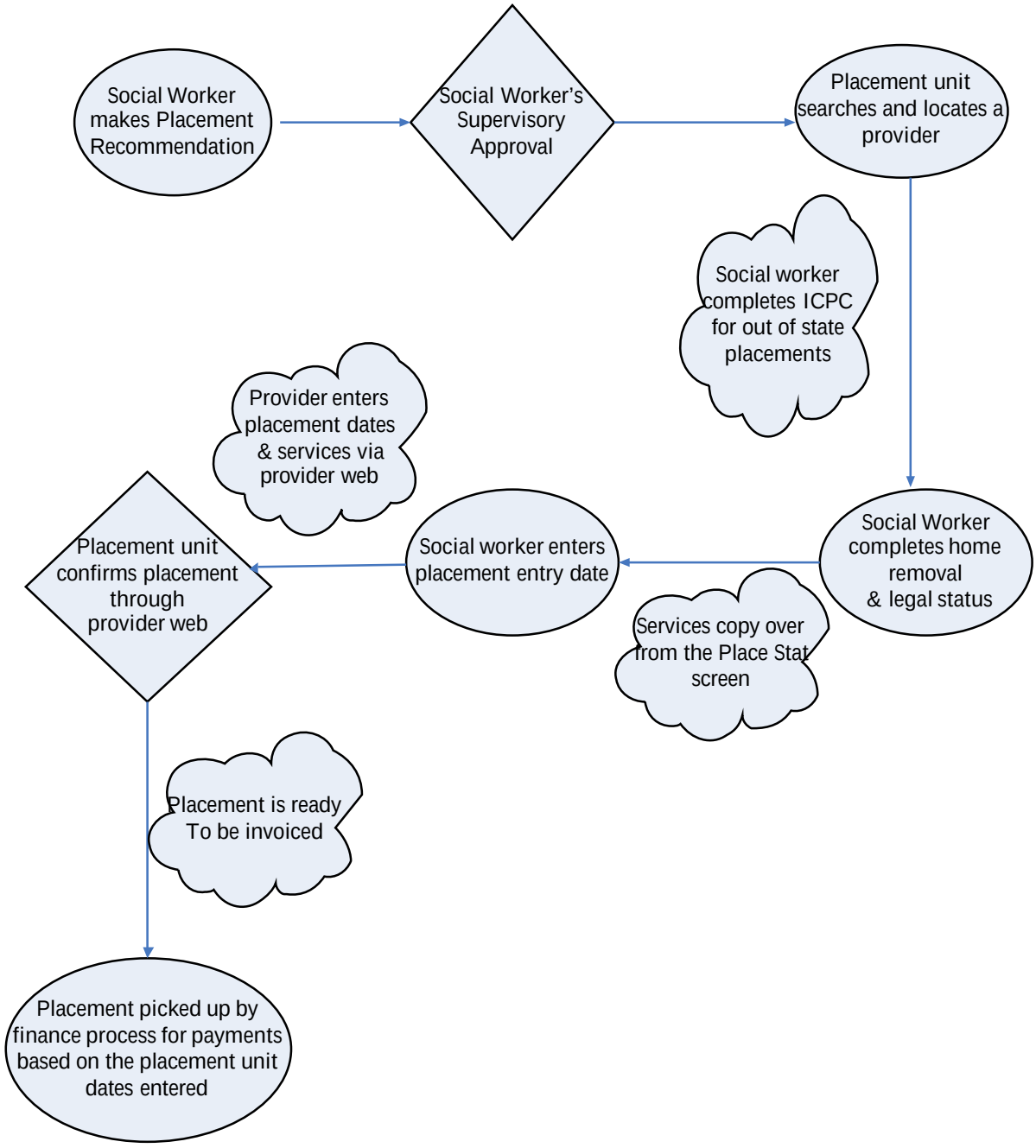

Figure 5.1

FACES.NET Guide

The previous segment focused on agency practice revolving around planned placements. To record a placement in FACES.NET the social worker will have to first record the home removal and legal status of the child. This section will guide you through the relevant FACES.NET screens.

FACES.NET Scenario

Role: You are a social worker in an In-Home and Reunification unit.

You have determined that for the safety of the child, Latonya Holmes she will need to be removed from the home. Latonya will go into a Traditional Foster Care program.

Record a Home Removal

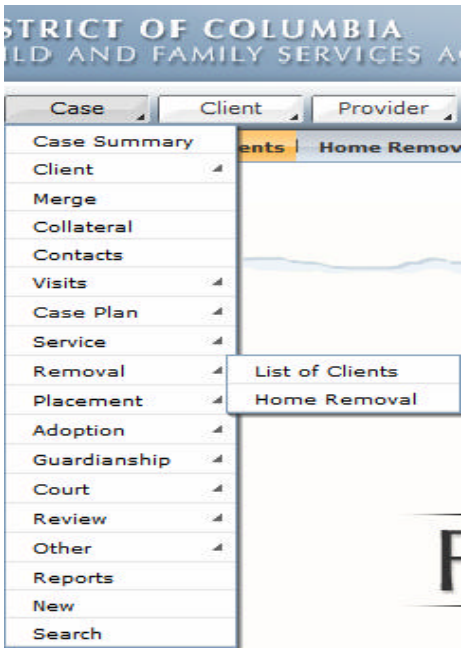

Figure 5.2

Steps Include:

Step 1: Place the cursor over the Case menu, then Removal, and then click List of Clients.

Step 2: Select Latonya Holmes.

Step 3: Click Show to put the client in focus.

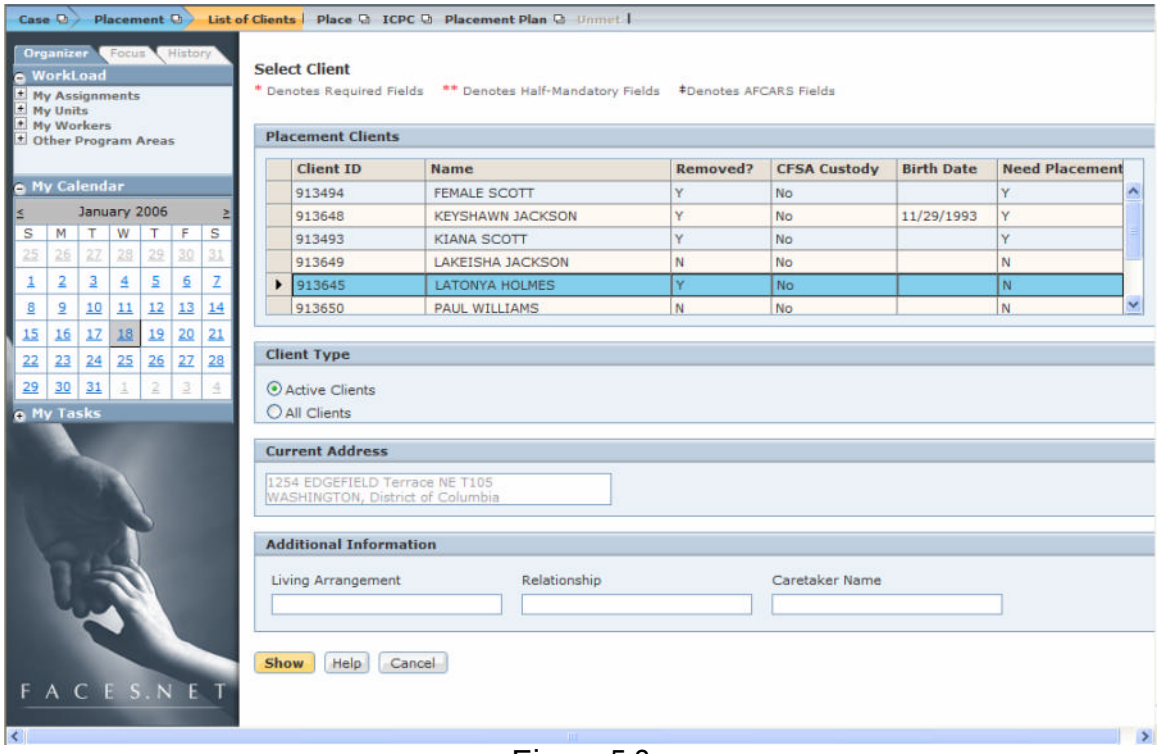

Figure 5.3

Step 4: Place the cursor over the Case menu, then Removal and click Home Removal.

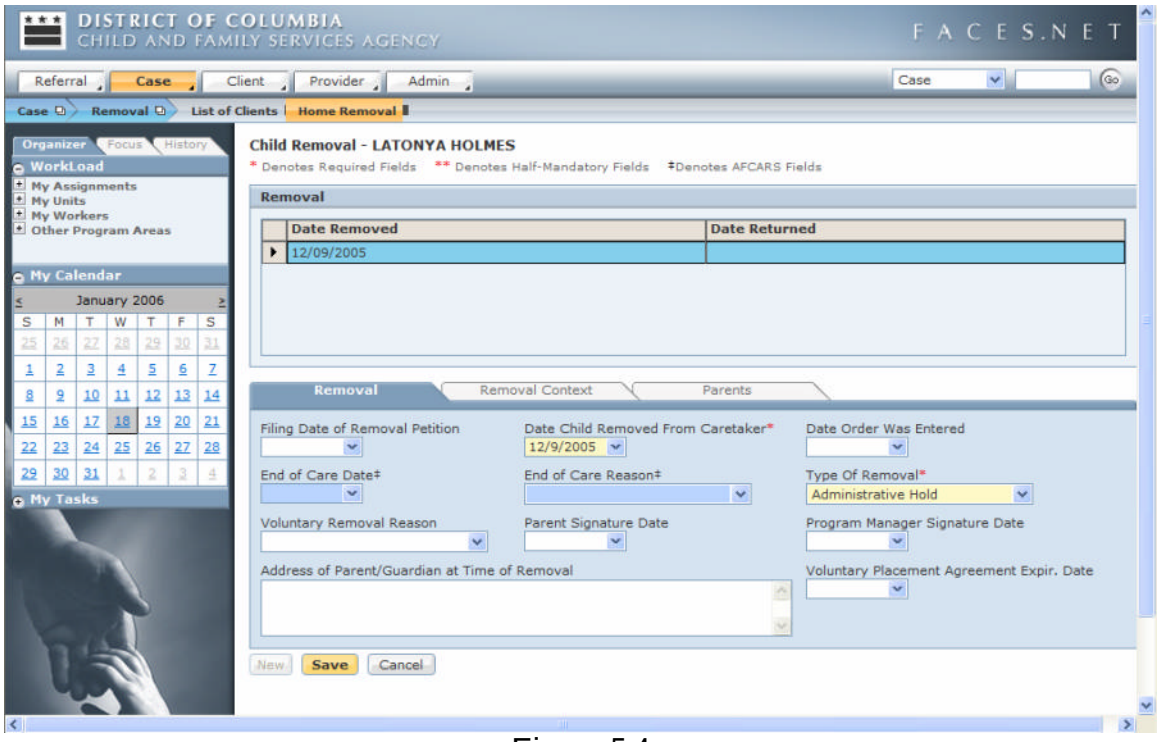

Figure 5.4

Step 5: In the Removal tab, enter the Date when Latonya Holmes was removed from her caretaker.

Note: The End of Care Date and the End of Care Reason fields do not get filled out until the child has left a placement.

Step 6: Enter information on the Removal Context tab.

Step 7: Select the Type of Removal.

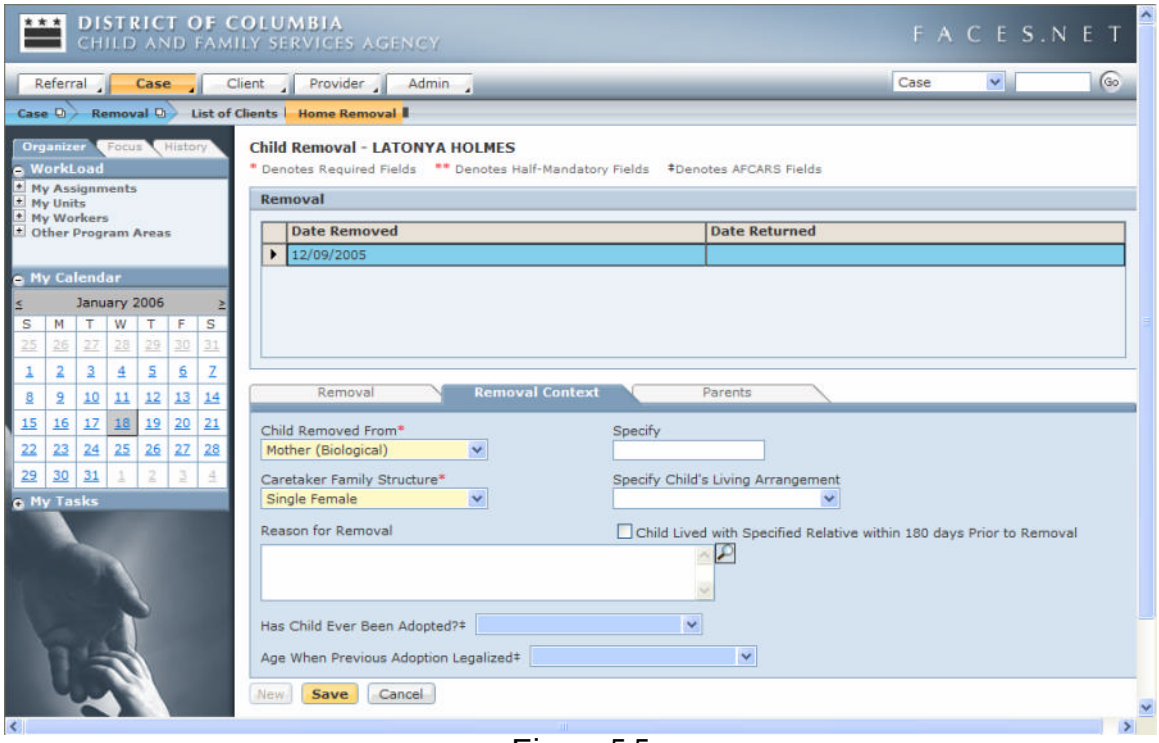

Figure 5.5

Point to Remember:
Blue fields (•) in FACES.NET are Federal Reporting fields. Although not mandatory in order to save the screen, they must be filled in.

Step 8: Enter information on the Parents tab.

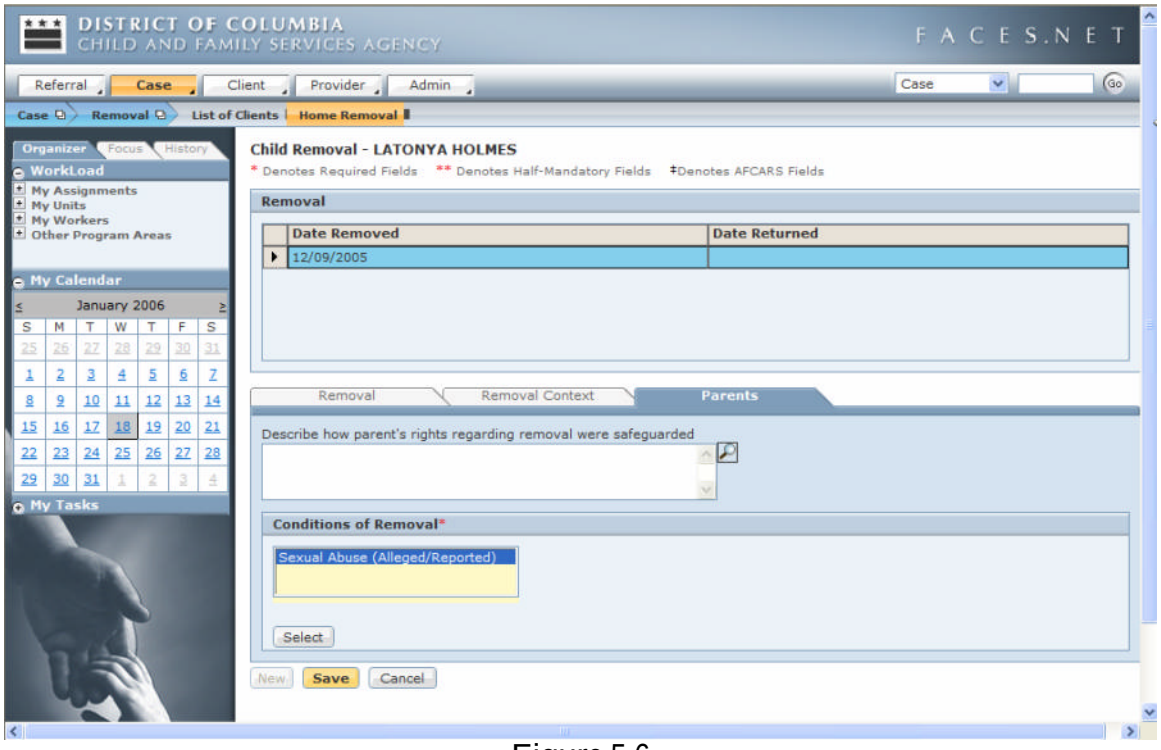

Figure 5.6

Step 9: Click Save.

Point to Remember:
If you remove a child from his/her current home in FACES.NET, be sure to immediately enter the child's new placement information in FACES.NET. If the child has been removed and there is no placement information recorded, then we are unable to tell where that child is placed.

Enter Client's Legal Status

Steps Include:

Step 1: Place the cursor over the Case menu, then Court, and click Status.

Step 2: Highlight Latonya Holmes and click Show.

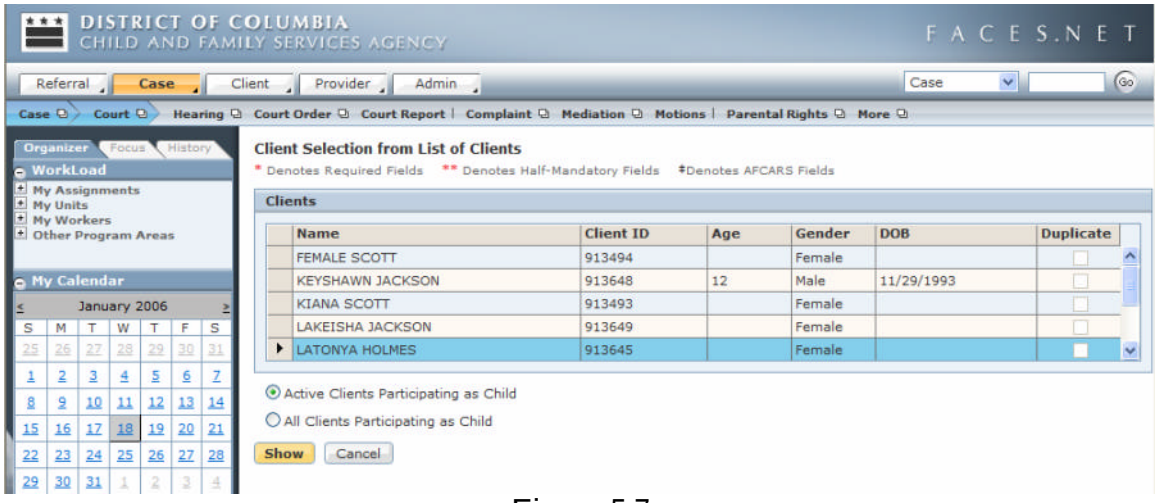

Figure 5.7

Step 3: Select the CFSA radio button.

Step 4: Select Administrative Hold as the Legal Status.

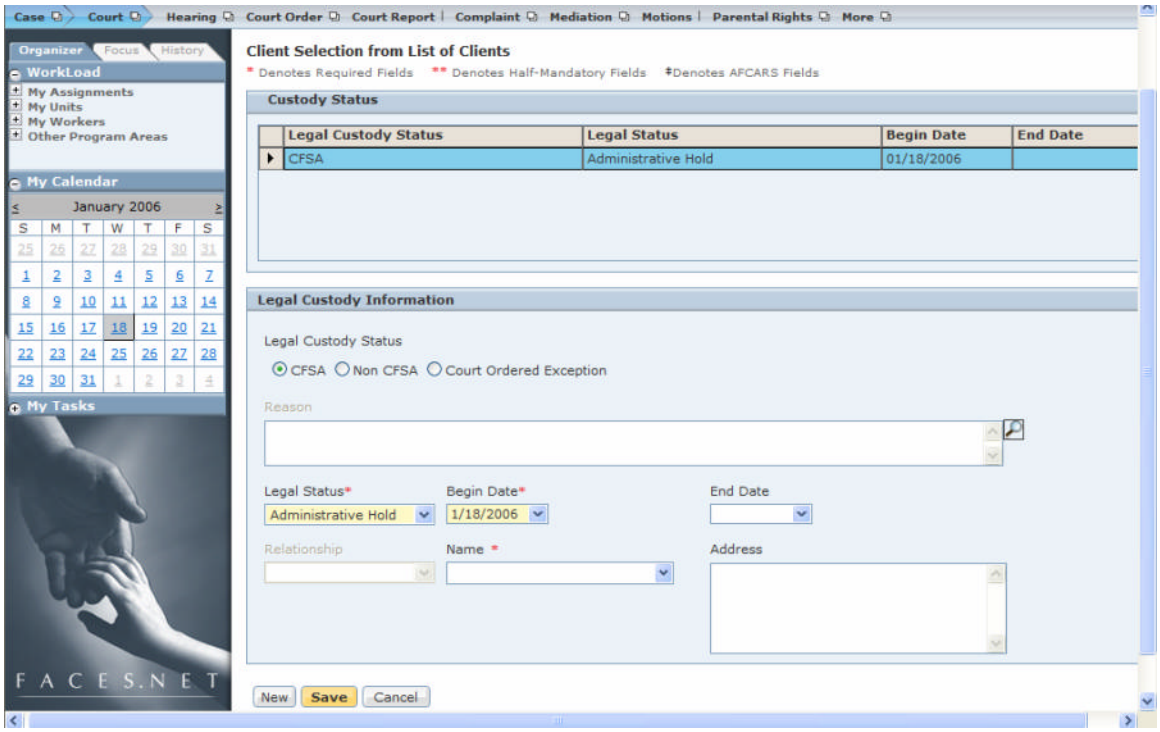

Figure 5.8

Step 5: Enter the Begin Date.

Step 6: Click Save.

Note: If a legal status is end dated, you will receive a message asking if the child is still in agency care. If the answer is "Yes" then you MUST enter another legal status before leaving the screen. THE CANCEL BUTTON WILL NOT WORK UNTIL YOU ENTER ANOTHER LEGAL STATUS FOR THIS CHILD.

Record a Placement

Once the home removal and legal status information for a client has been entered, a placement can be recorded. That placement will remain "In-Process" until the Placement Unit takes the recommendation from the social worker and then "Authorizes" a placement. Once that authorization is approved, the social worker is able to enter that placement in FACES.NET.

Importance of Placement Information

It is essential that the whereabouts of a child under the care of the agency be known at all times. The agency is responsible for all children under their care. It is the duty of all social workers to ensure that the safety and well being of the child is known. If we do not know where the child (ren) is, we cannot ensure the safety of the child (ren).

View Placement History

Before entering a placement, perhaps you would like to see a history of the child's past placements. You can view these past placements on the List of Placement Episodes screen. This screen is Read-only.

Record a Placement

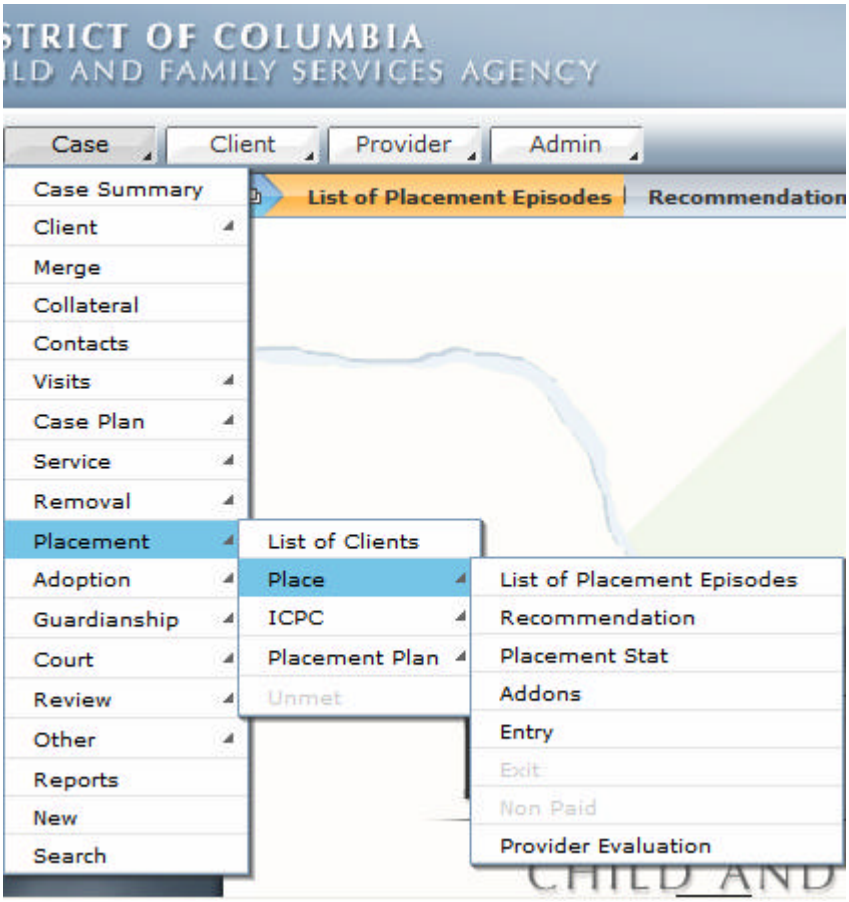

Figure 5.9

Steps Include:

Step 1: Place the cursor over the Case menu, then Placement and then dick List of Clients.

Step 2: Select Latonya Holmes and click Show.

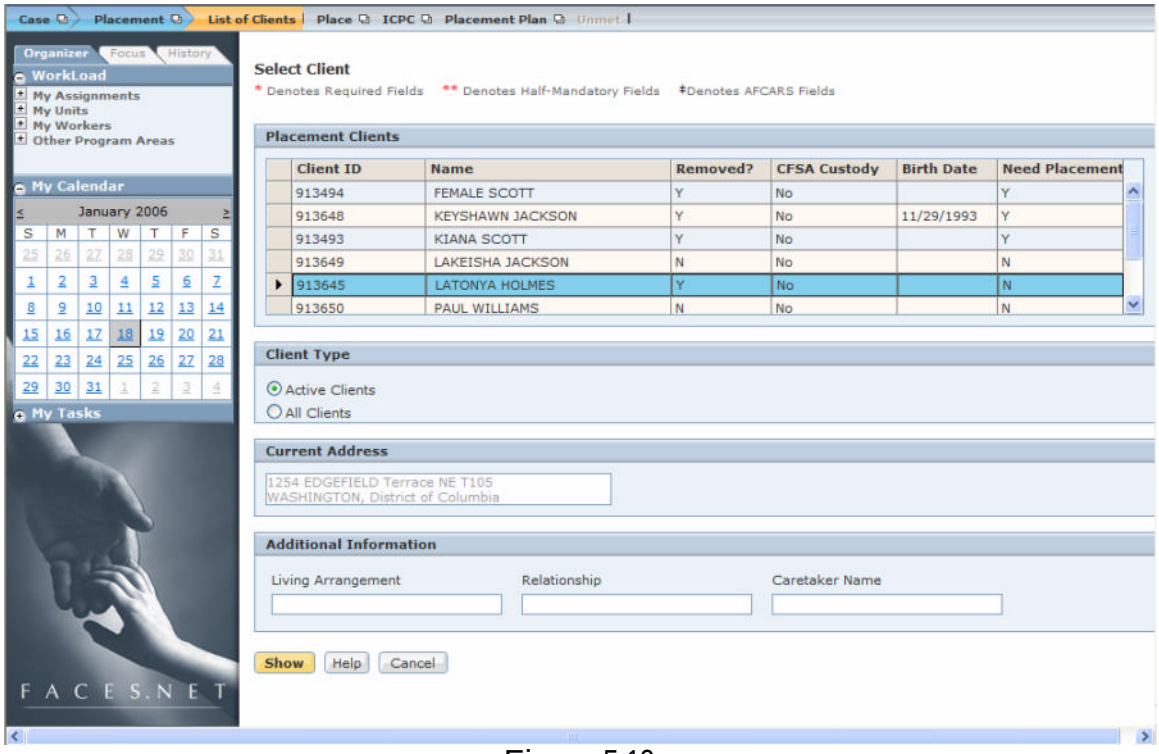

Figure 5.10

Step 3: Place the cursor over the Case menu, then Placement and dick Place.

Step 4: Click the New button on the Select Placement Episode window.

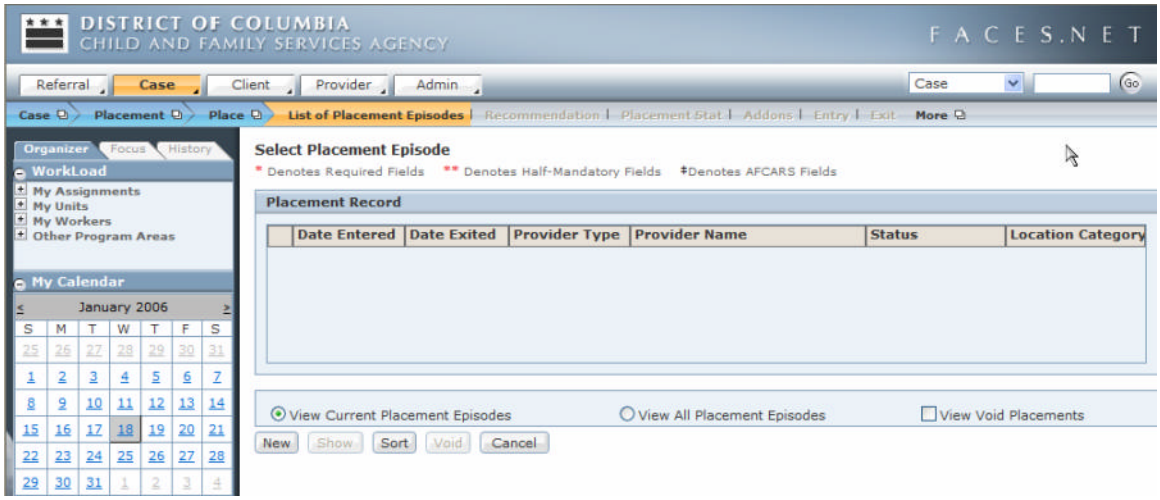

Figure 5.11

Step 5: Click the Paid Placement radio button and click Ok.

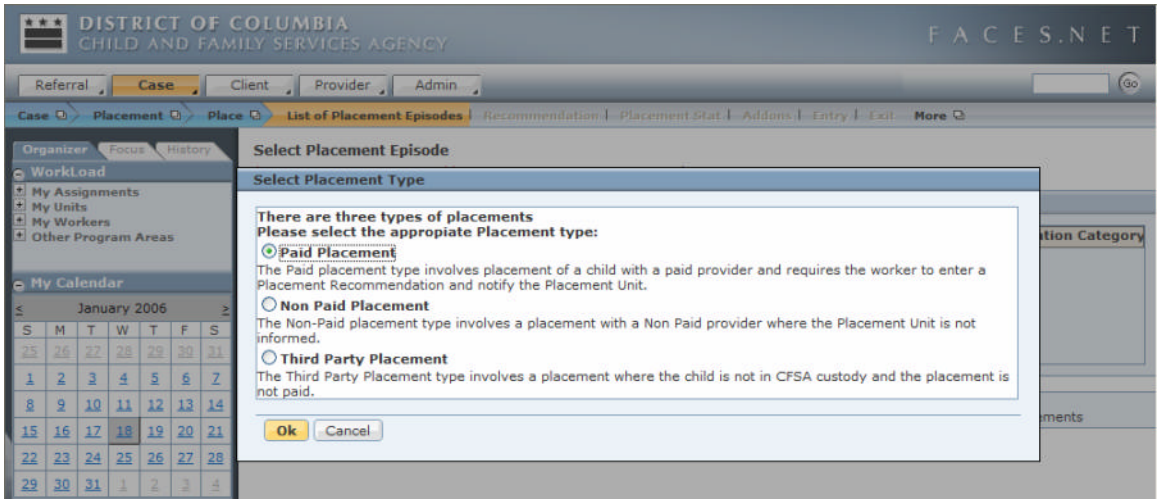

Figure 5.12

Step 6: Select the Planned Placement radio button and then click OK.

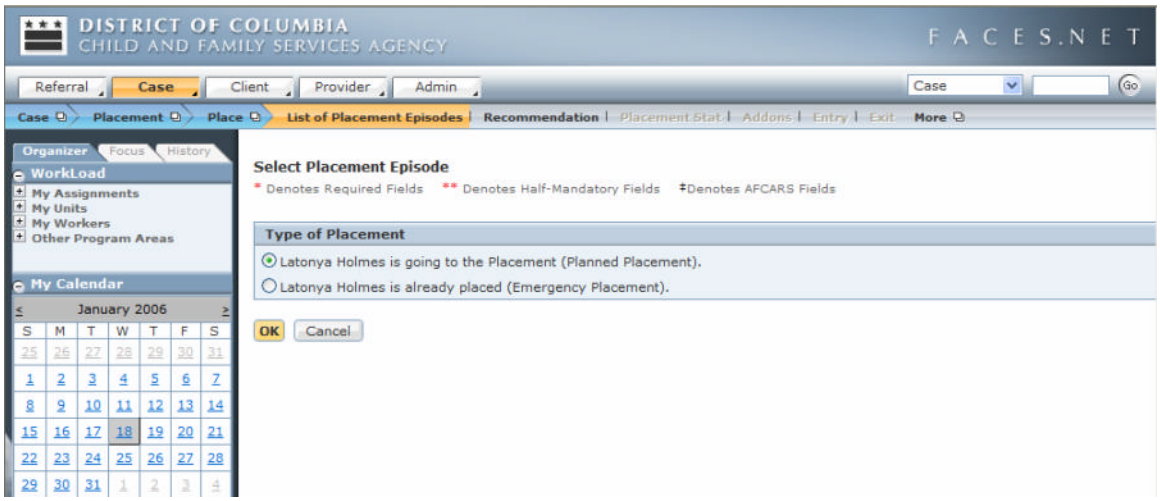

Figure 5.13

Step 7: Place the cursor over the Case menu, then Placement, Place and click Recommendation.

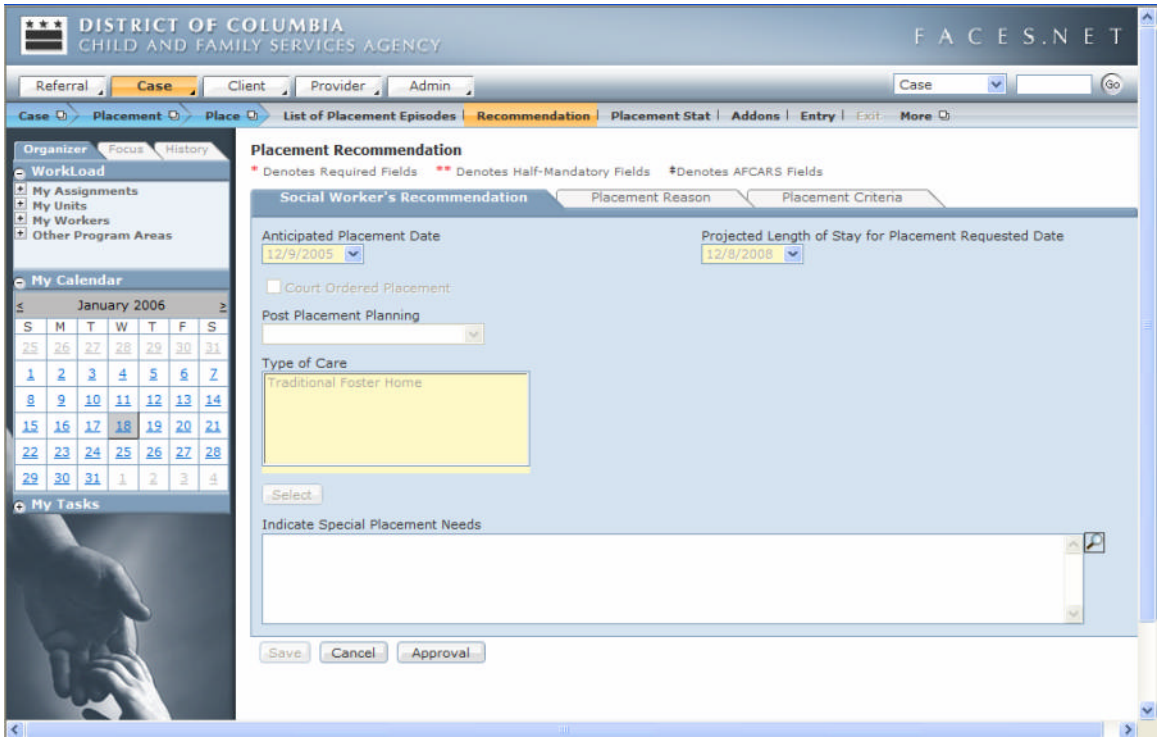

Figure 5.14

Step 8: Enter the Anticipated Placement Date. This date will be the recommended start date of a placement for this child.

Step 9: Enter the Projected Length of Stay for Placement Requested Date. This will be the recommended duration at the placement.

Step 10: Select a Type of Care. In this case it will be Traditional Foster Care.

Step 11: Click the Placement Reason tab.

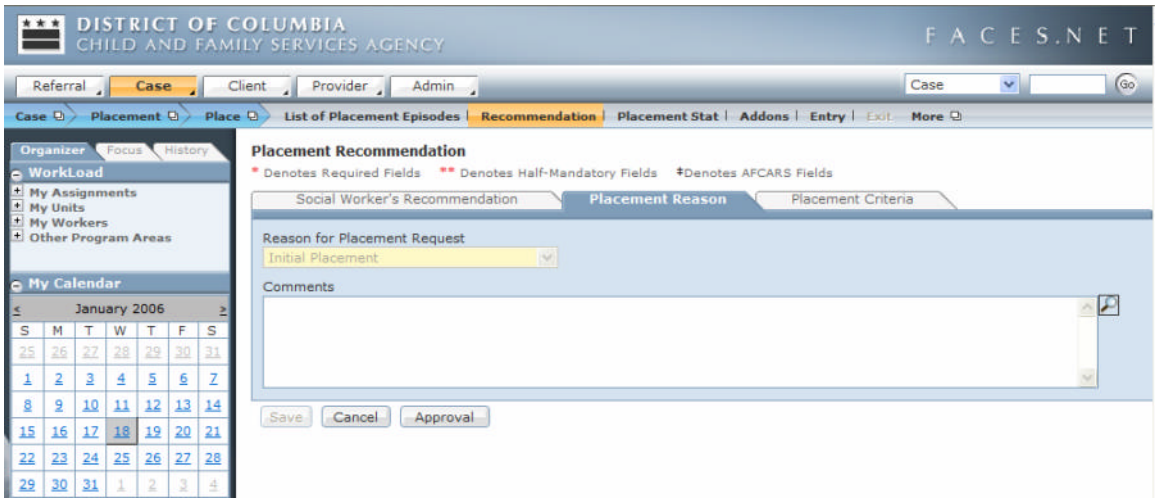

Figure 5.15

Step 12: Choose Initial Placement as the Reason for Placement Request on the Placement Reason tab.

Step 13: Click the Placement Criteria tab.

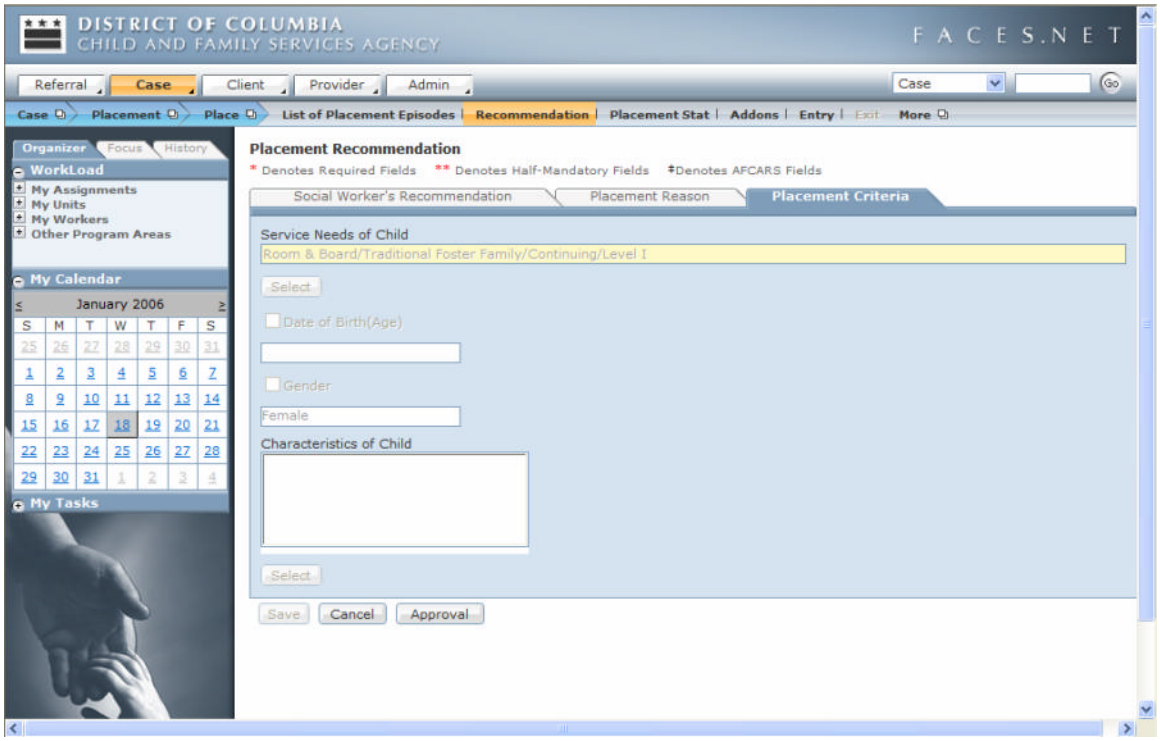

Figure 5.16

Step 14: Choose Room & Board/Traditional Foster Family/Continuing/Level 1 using the Services Needs of Child button within the Placement Criteria tab.

Step 15: Complete all other applicable information on the screen, and then click the Save button.

Step 16: Click the Approval button to request approval of the recommendation.

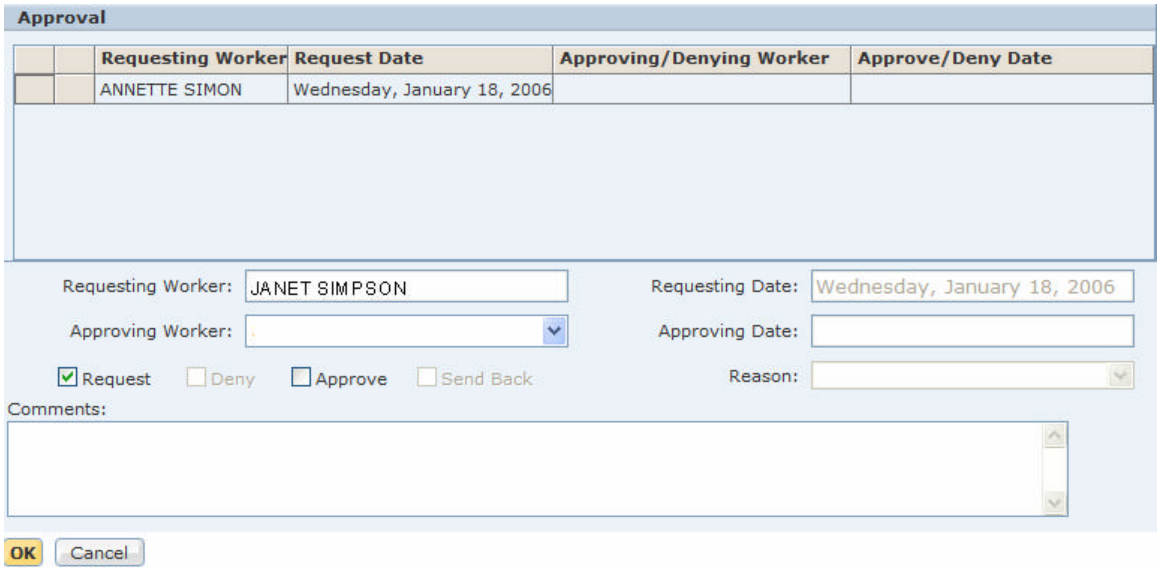

Figure 5.17

Step 17: The Approval screen appears. Click the Request check box to route the recommendation to a supervisor for approval.

Point to Remember:
The placement recommendation must be approved by the supervisor.
As soon as the supervisor approves the placement recommendation, an automatic administrative assignment to the case will be given to the placement unit and this screen will become "Read Only."

The newly created placement recommendation is routed to the supervisor in the Placement Services Division for approval.

The key element for a supervisor to look for prior to approving a placement recommendation is to ensure that the child is not already placed somewhere else under the care of the agency. There can be instances where duplicate placement recommendations are initiated. If duplicate placement recommendations are made, there is a possibility that the child is recorded as being in more than one placement. The duplicate recommendation that gets authorized may also cause precious space in a foster home to be allocated to someone that has already been placed.

The supervisor ensures that the recommendation made by the social worker suits the needs of the children and issues the approval.

Next, a suitable provider is identified for the client based on the recommendations made.

Record a Provider Placement

Steps Include:

Step 1: Place the cursor over the Case menu, then Placement, Place and click Placement Stat.

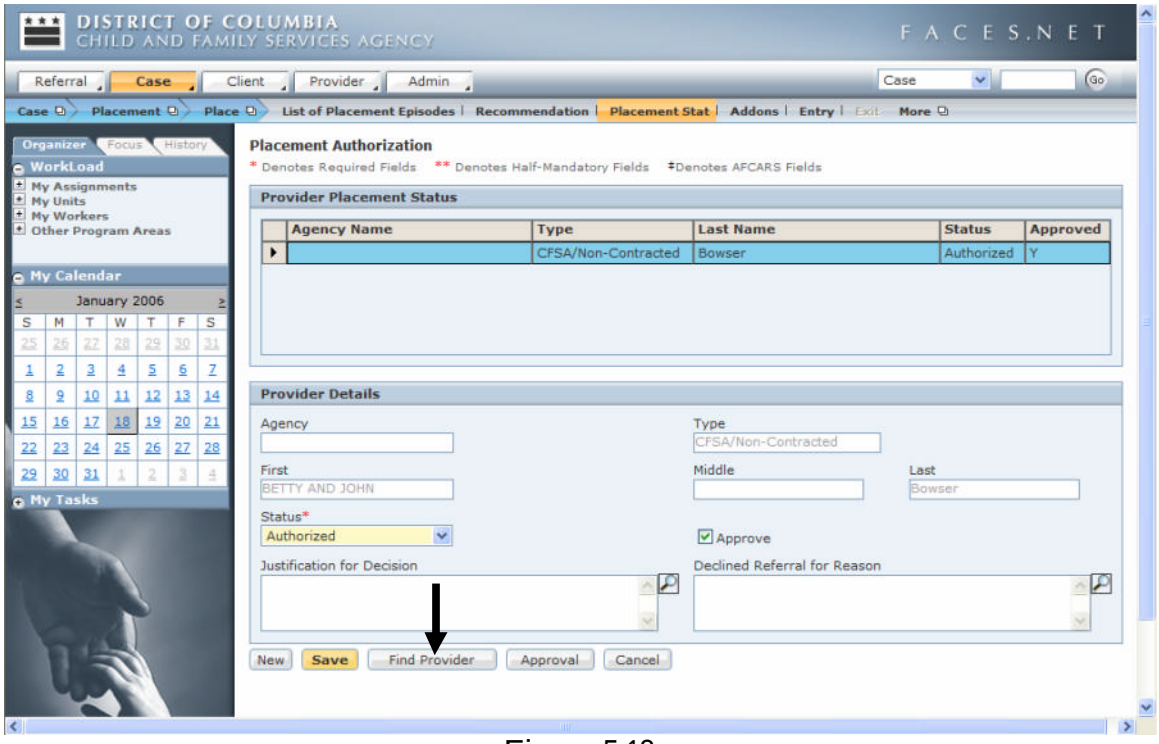

Figure 5.18

Step 2: Click the Find Provider button to find a suitable provider.

Step 3: This will open the Provider Search screen.

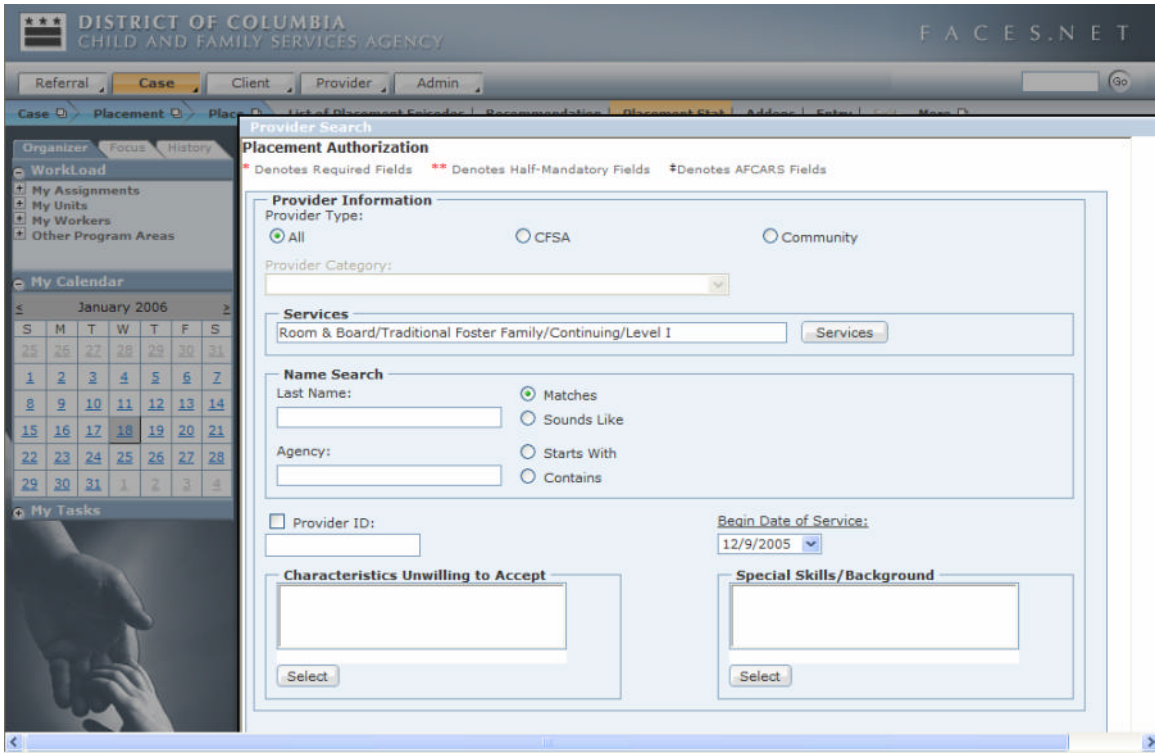

Figure 5.19

Step 4: Enter Services that meet the child's needs in the services select box.

Step 5: Enter the Begin Date of Service to specify the anticipated start date.

Step 6: Click Find.

Step 7: Select the most suitable provider from the Provider Matches screen.

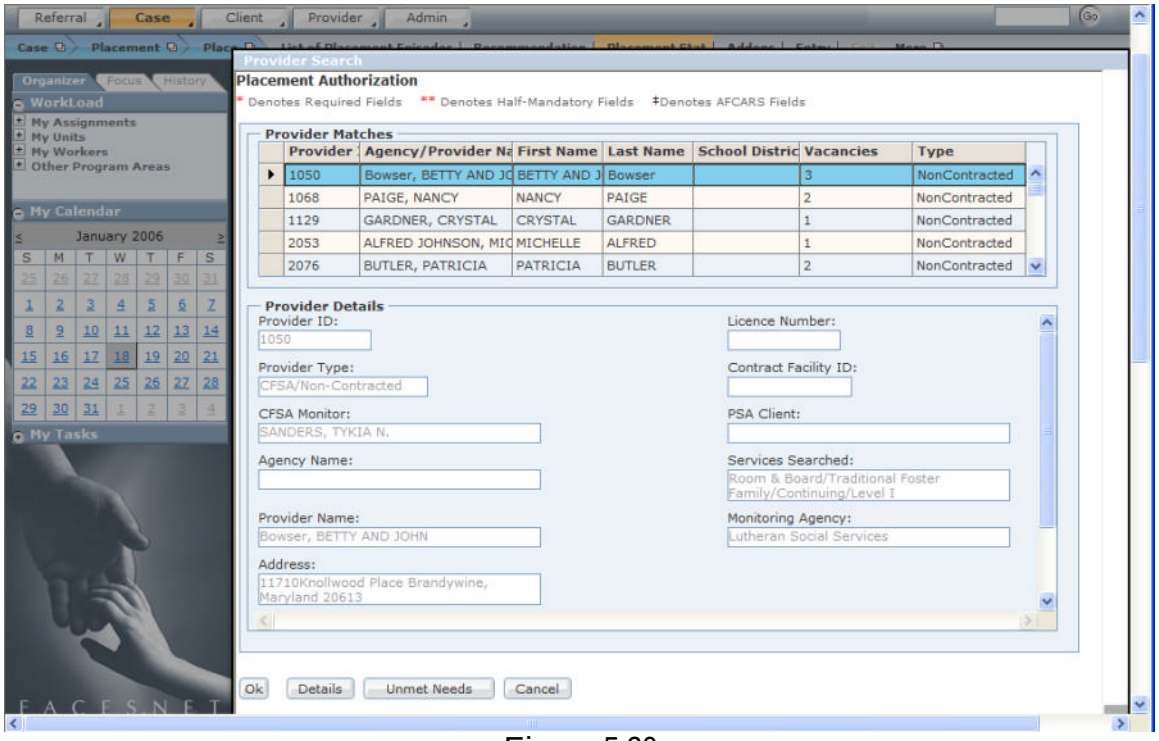

Figure 5.20

Step 1: Click Ok. The Placement Authorization screen will auto populate with provider details.

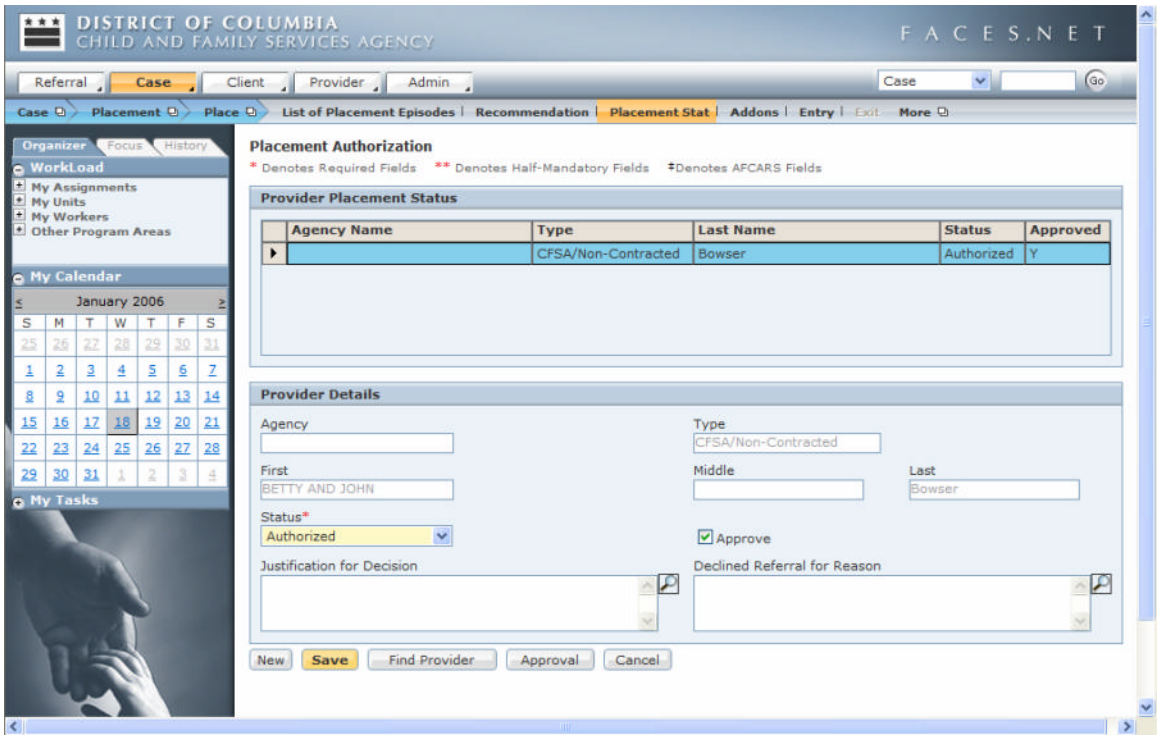

Figure 5.21

Step 2: Update the Status from the drop down list.

Step 3: Click the Approve check box.

Step 4: Click Save.

Step 5: Click the Approval button.

Notes:

§ The Placement Authorization screen remains active until the provider status is Authorized and Approved;

§ A secondary approval is required for Room & Board/Therapeutic Foster Family or Room and Board/Teen Mothers Group Home services.

Enter Client into "Approved" Placement

Once a Provider has been found, you will be able to input placement entry information for the client. Social workers, placement providers, and the placement unit each input this information so that multiple records of a child's location are kept. The placement unit and provider enter their information through the FACES.NET Provider Web system, explained in detail later in this section.

Steps Include:

Step 1: Place the cursor over the Case menu, then Placement and click the List of Clients.

Step 2: Select Latonya Holmes and click Show.

Step 3: Place the cursor over the Case menu and then Placement.

Step 4: Click the Place button.

Step 5: Highlight the desired placement episode and click Show.

Step 6: Place the cursor over the Case menu, then Placement, Place and click the Entry button

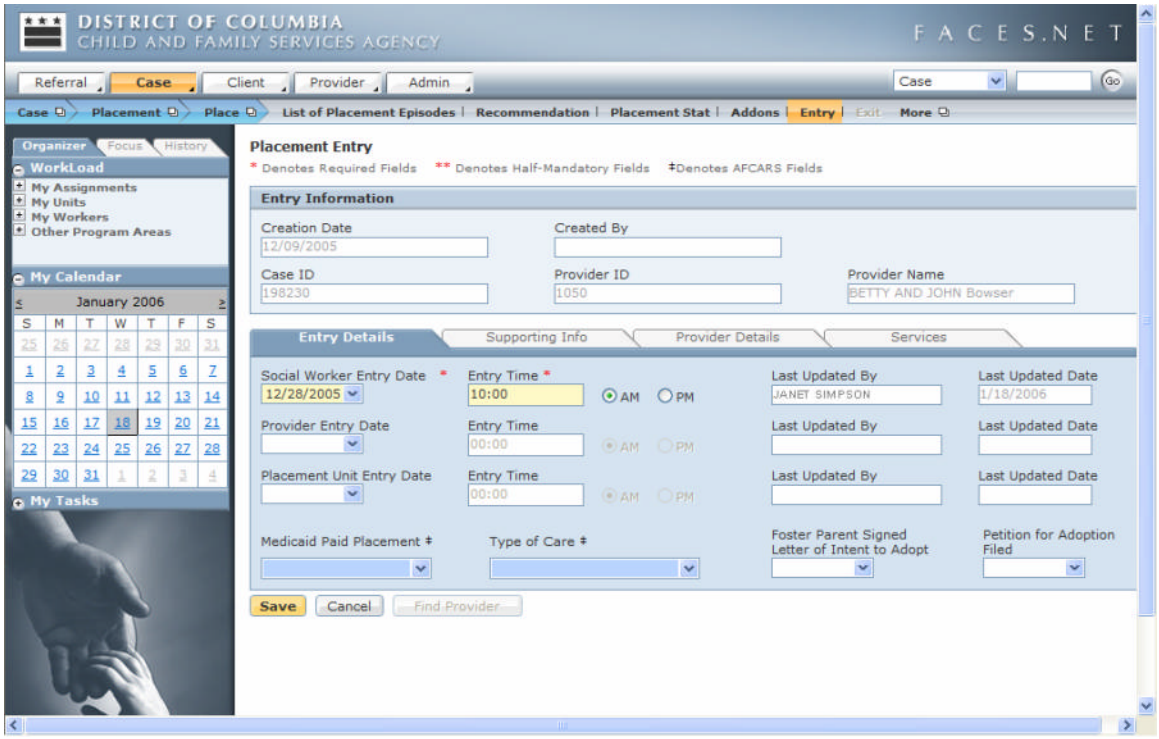

Figure 5.22

Step 7: On the Entry Details tab, record the child's actual date and time of placement in the Social Worker Entry Date field.

Step 8: Click the Supporting Info tab and record some placement mandates.

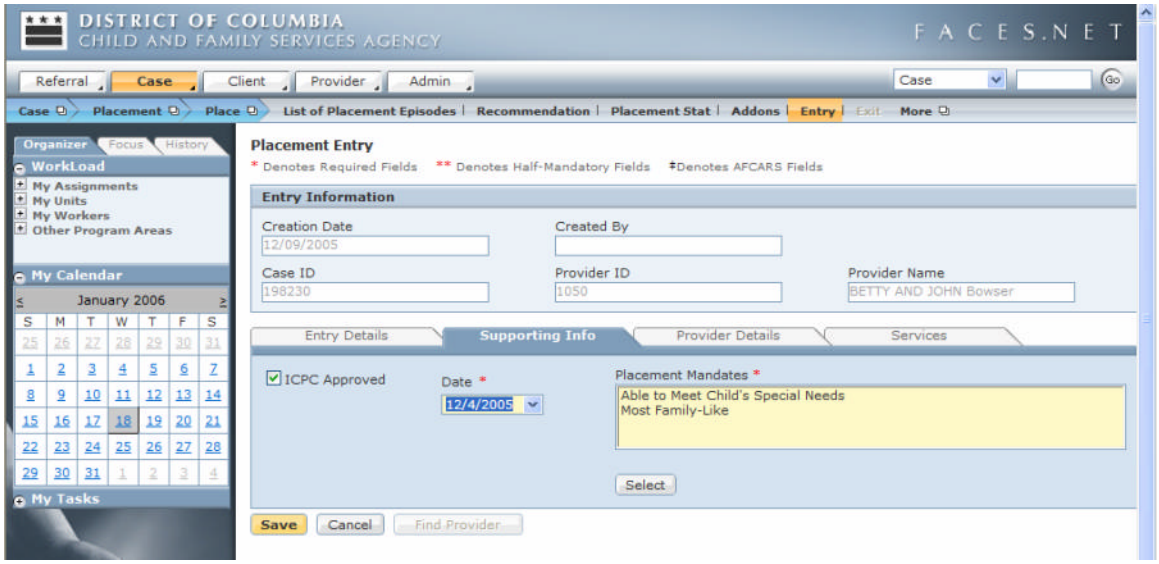

Figure 5.23

Step 9: Then click the Provider Details tab and verify the Placement Provider information.

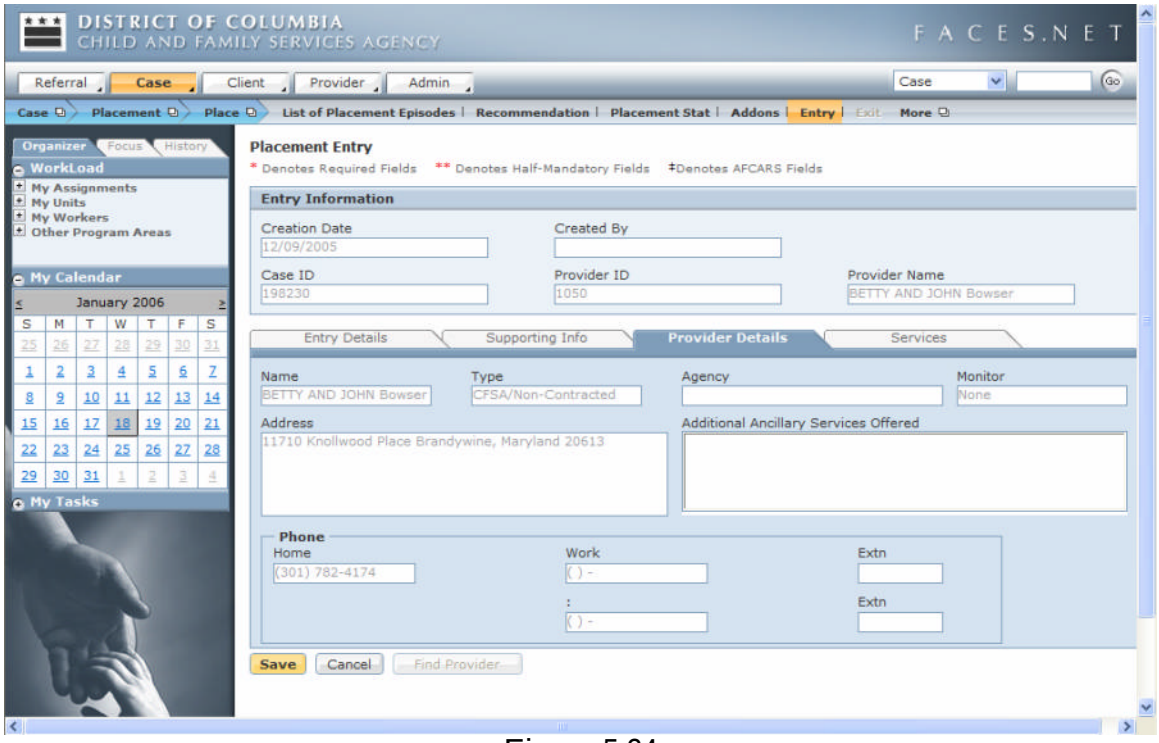

Figure 5.24

Step 10: Click the Service tab, to verify the service entered. In our FACES.NET Scenario, Room & Board / Traditional Foster Family, Continuing, Level I.

Step 11: Click Ok.

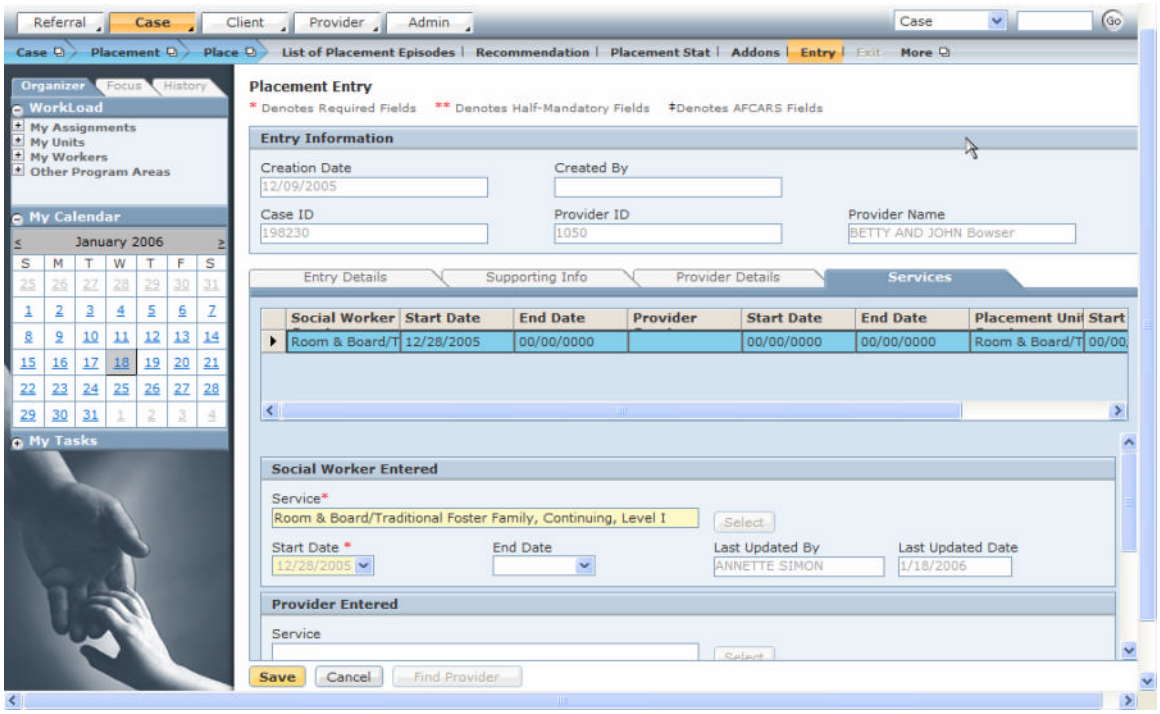

Figure 5.25

Step 12: Click the Save button.

Notes:

- If the foster parent signs a letter of intent to adopt or files an adoption petition, your supervisor must enter the date of these items on the Supporting Info tab. This information is essential for Federal reporting purposes;
- A placement entry date cannot be entered which is earlier than the last exit date. The child must first be exited from a placement before he/she can be entered into a new one;
- The Removal date must be entered before entering the placement entry date;
- Placement information is not official until confirmed by the placement unit;
- Payments to the provider are generated based on the Placement Unit's entry date on this screen;
- If the placement entry is part of a referral, a case connection must have been done before entering the placement date;
- A CFSA legal custody status must be entered prior to entering the placement entry date;
- If the placement is out of state for a client who is under 18 years old, an ICPC must be completed before entering the placement entry date;
- If the child is being placed out of state or coming into the District from another state, the ICPC 100A must be filled out before entering the placement entry date.

Notes

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SECTION 6: PLACEMENT PROVIDER WEB

Performance Objectives

In this Section, you gain confidence in your ability to:

- Create an Emergency Placement
- Identify a Suitable Provider

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Practice Overview

Provider Web allows private placement providers to have up to minute placement information for children in their auspices and tracks information regarding provider capacities and vacancies of provider homes and allows real-time access to placement information. Provider Web is accessible through the World Wide Web and connects seamlessly with FACES.NET.

Emergency placements shall be made only when there is an unforeseen and unavoidable removal from either a child's legal guardian or resource home. An Emergency placement request is made as soon as it becomes apparent that a CFSA-arranged placement will be needed and the steps involved are accelerated. Emergency placements can only be entered by supervisors, Placement Providers, and the Placement Unit.

Out-of-home placements are appropriate in any of the following situations:

- When a child who has been neglected, abused, or abandoned by his/her parent and cannot, based on the social worker's assessment, safely remain in that home, even with the provision of services;
- When a child, who is placed with another facility or agency, requires transfer in order to receive the most appropriate medical, psychological, social, and educational services; and
- When a child's family which experiences, or is about to experience, an anticipated short-term change in circumstances (i.e. parental drug treatment, hospitalization, etc).

The following rules apply for placement eligibility:

- A child must have an open home removal and CFSA legal status before a placement entry date is entered in the social worker entry date field;
- If the child is in need of a therapeutic foster home, the social worker must provide diagnostic information to support the need for a therapeutic setting;
- If the child is being placed out-of-the District of Columbia with relatives, or a treatment facility, an ICPC must be completed.

FACES.NET Guide

The previous segment focused on agency practice revolving around planned placements. An emergency placement in Provider Web reduces the number of in process placements and allows placement without going through the recommendation screens. This section will guide you through the relevant Provider screens involved when creating an emergency placement.

FACES.NET Scenario

Role: You are a Placement Unit worker using Provider Web to enter in an emergency placement.

Record an Emergency Placement

Steps Include:

Step 1: Type the following URL on your web browser:
https://www.facesplacement.cfsa-dc.org/pages/login.aspx

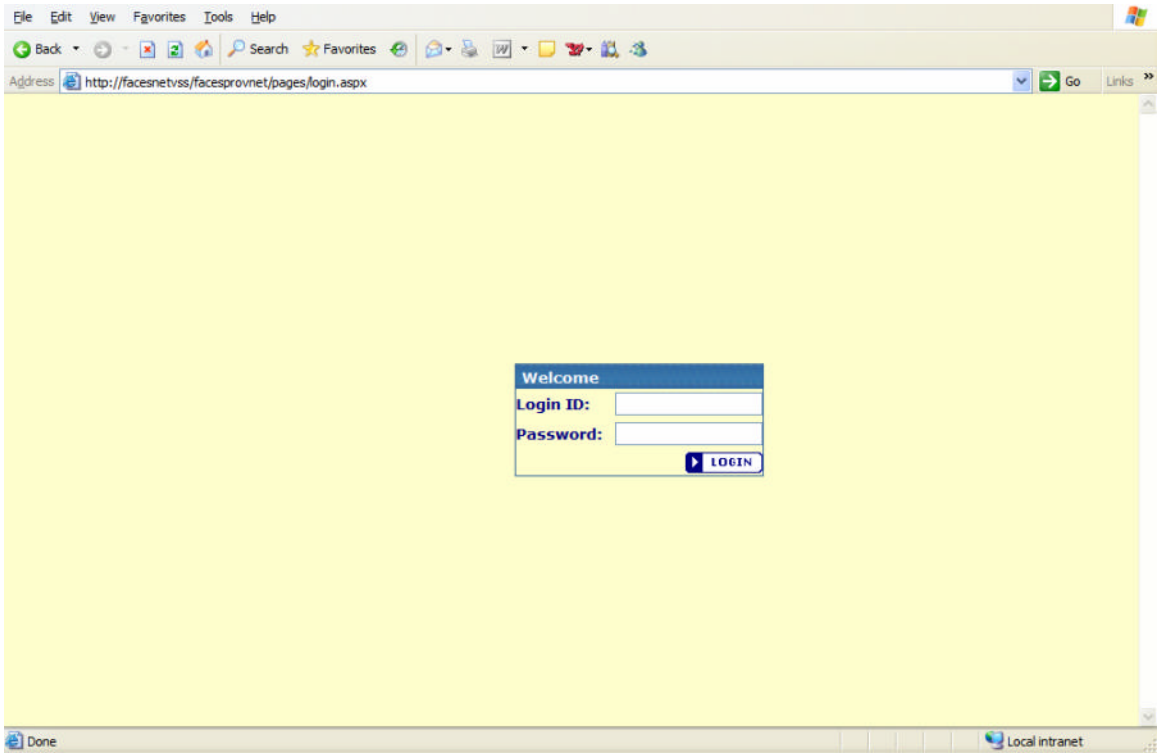

Figure 6.1

Step 2: Enter your Login ID and Password.

Step 3: Read the security disdaimer and dick the I Agree button.

Figure 6.2

The Provider General Info screen is displayed.

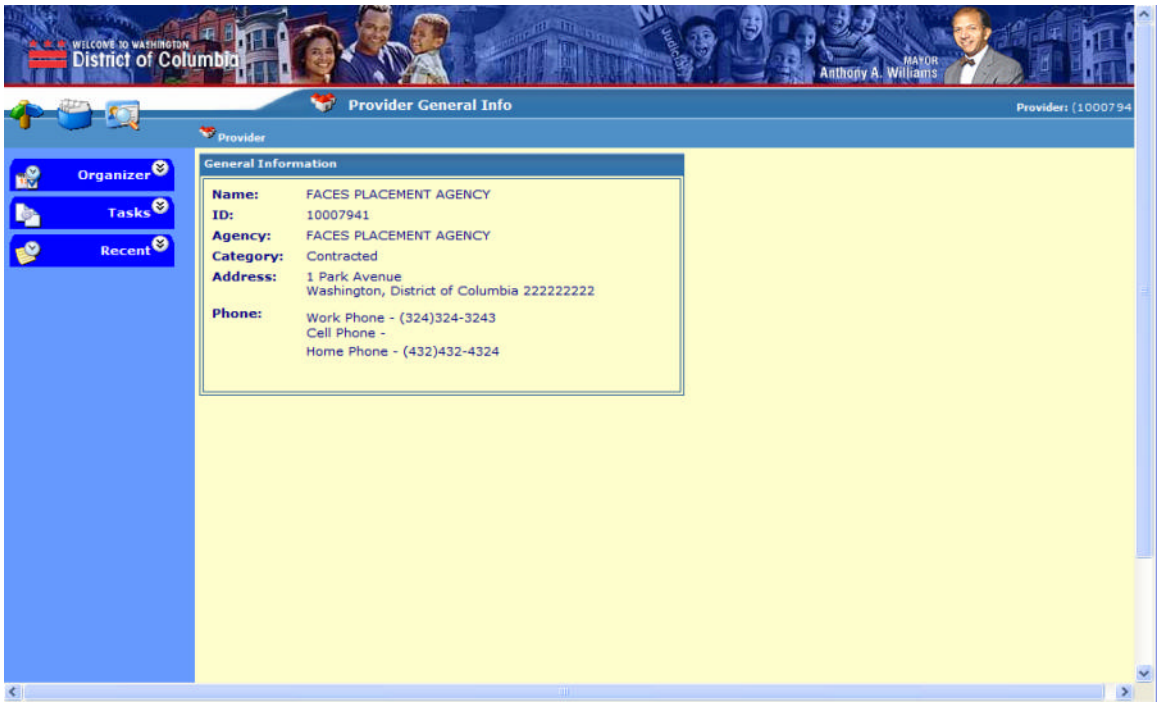

Figure 6.3

Step 4: Place the cursor over the Provider menu, then Location and click History. The Location History screen displays.

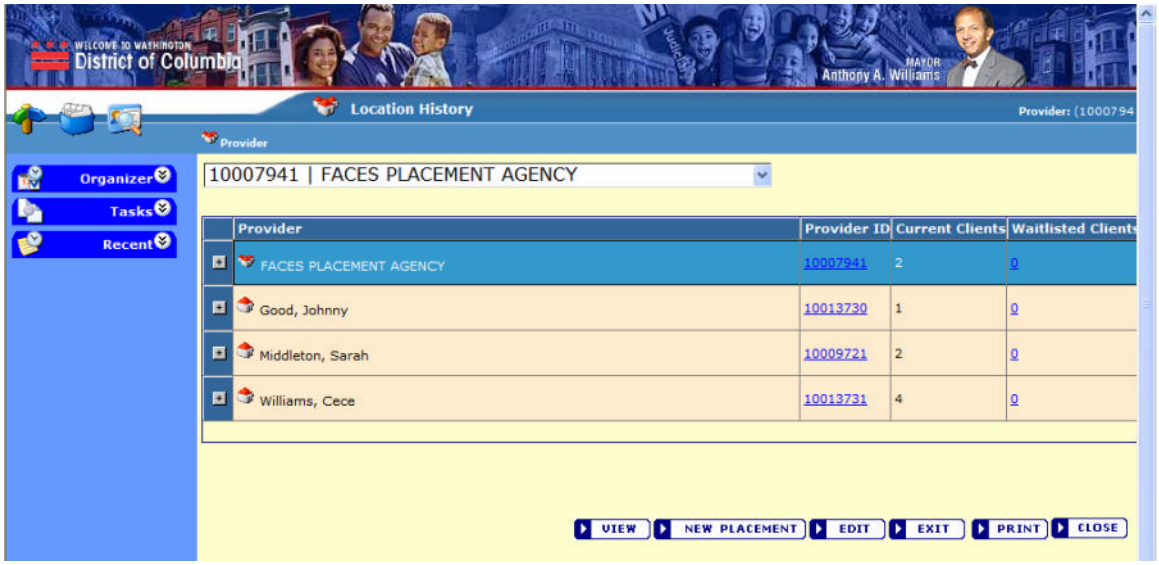

Figure 6.4

Step 5: Highlight a provider record with whom you wish to place your client.

Step 6: Click New Placement.

Step 7: Enter a Client ID and click Search Client.

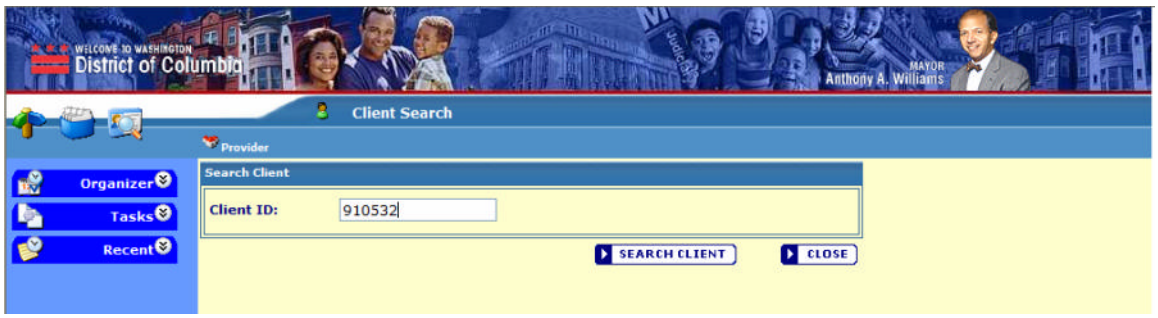

Figure 6.5

Note: In order for the placement to be completed, the client must be assigned to an open case.

Step 8: Click the Select button to begin the placement entry.

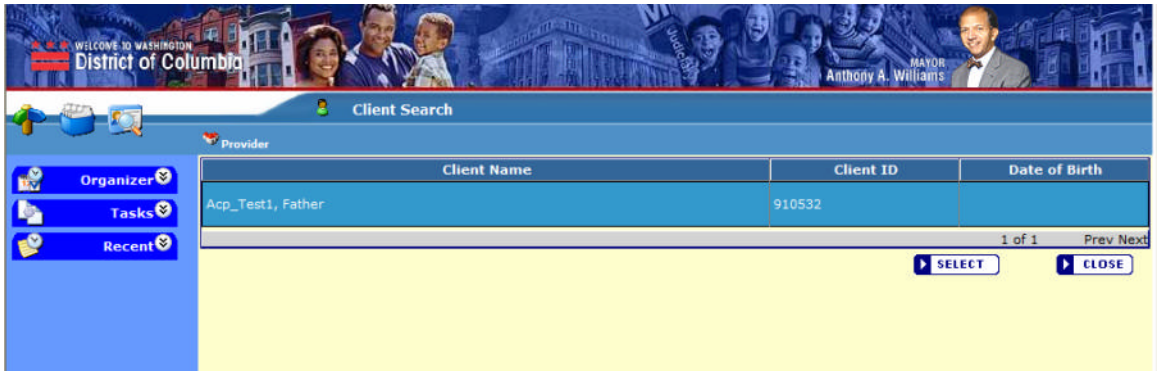

Figure 6.6

Step 9: Enter the Provider Start Date and Time.

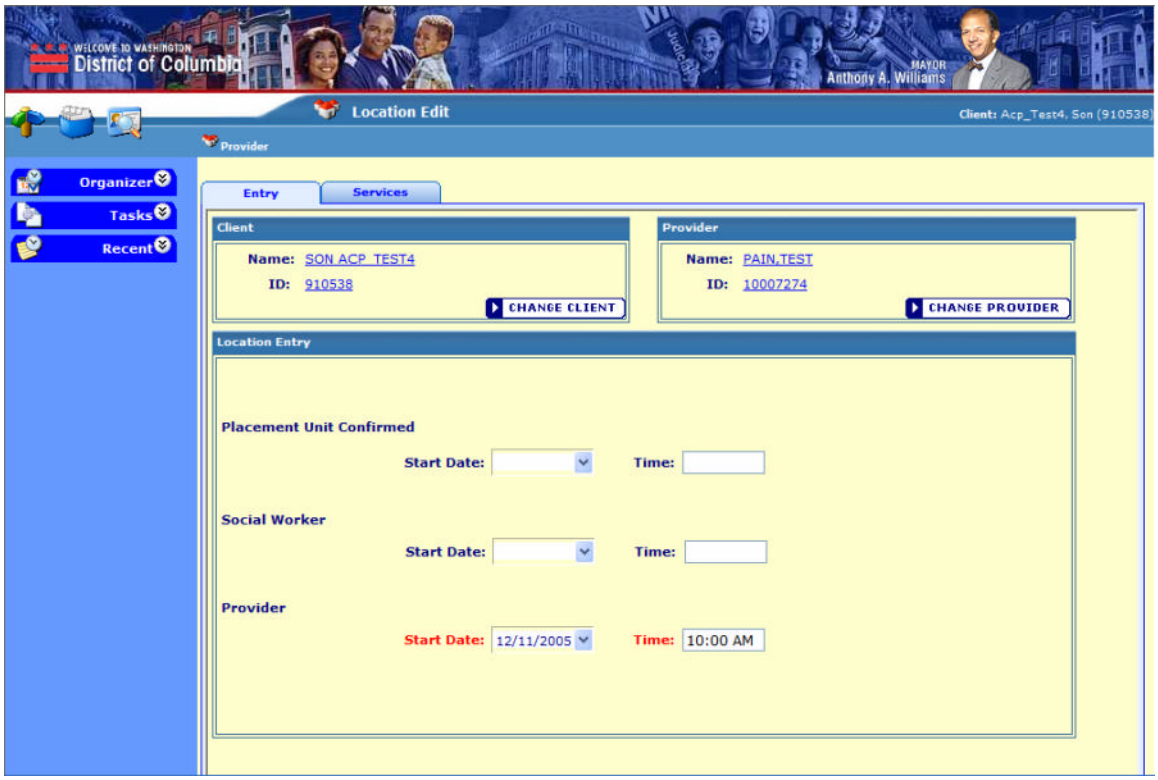

Figure 6.7

Step 10: Click the Services tab. Notice that the start date field is filled with the same date as the start date field on the Entry tab.

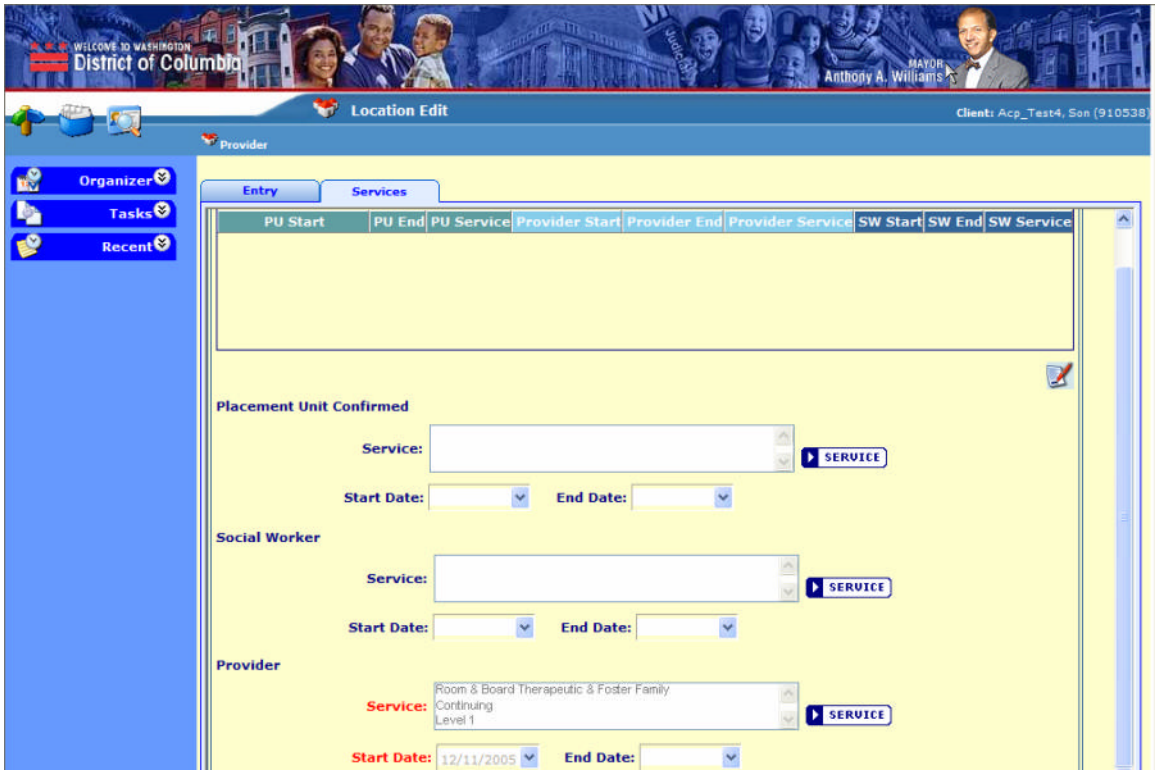

Figure 6.8

Note: The services available at the different service levels are based upon the provider's contract. If a particular service was not agreed upon during the contractual period, then it will not be available for the client on the service levels.

Step 11: Select an appropriate service by clicking the Service button.

Step 12: Click Save.

Step 13: The placement worker completes steps 1-13 and confirms the placement by entering the Placement Unit Start Date.

Note: The home removal, legal status and ICPC information is updated by a social worker through FACES.NET.

Notes

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SECTION 7: CREATING EMERGENCY PLACEMENTS IN FACES.NET

Performance Objectives

In this Section, you gain confidence in your ability to:

- Verify and Record a Child's Removal Status
- Record an Emergency Placement

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Practice Overview

Emergency placements shall be made only when there is an unforeseen and unavoidable removal from either a child's legal guardian or resource home. An Emergency placement request is made as soon as it becomes apparent that a CFSA-arranged placement will be needed and the steps involved are accelerated.

Out-of-home placements are appropriate in any of the following situations:

- When a child who has been neglected, abused, or abandoned by his/her parent and cannot, based on the social worker's assessment, safely remain in that home, even with the provision of services;
- When a child, who is placed with another facility or agency, requires transfer in order to receive the most appropriate medical, psychological, social, and educational services; and
- When a child's family which experiences, or is about to experience, an anticipated short-term change in circumstances (i.e. parental drug treatment, hospitalization, etc).

The following rules apply for placement eligibility:

- A child must have an open home removal and CFSA legal status before a placement entry date is entered in the social worker entry date field;
- If the child is in need of a therapeutic foster home, the social worker must provide diagnostic information to support the need for a therapeutic setting;
- If the child is being placed out-of-the District of Columbia with relatives, or a treatment facility, an ICPC must be completed.

The process of a supervisor initiated emergency placement through FACES.NET is illustrated in Figure 7.1.

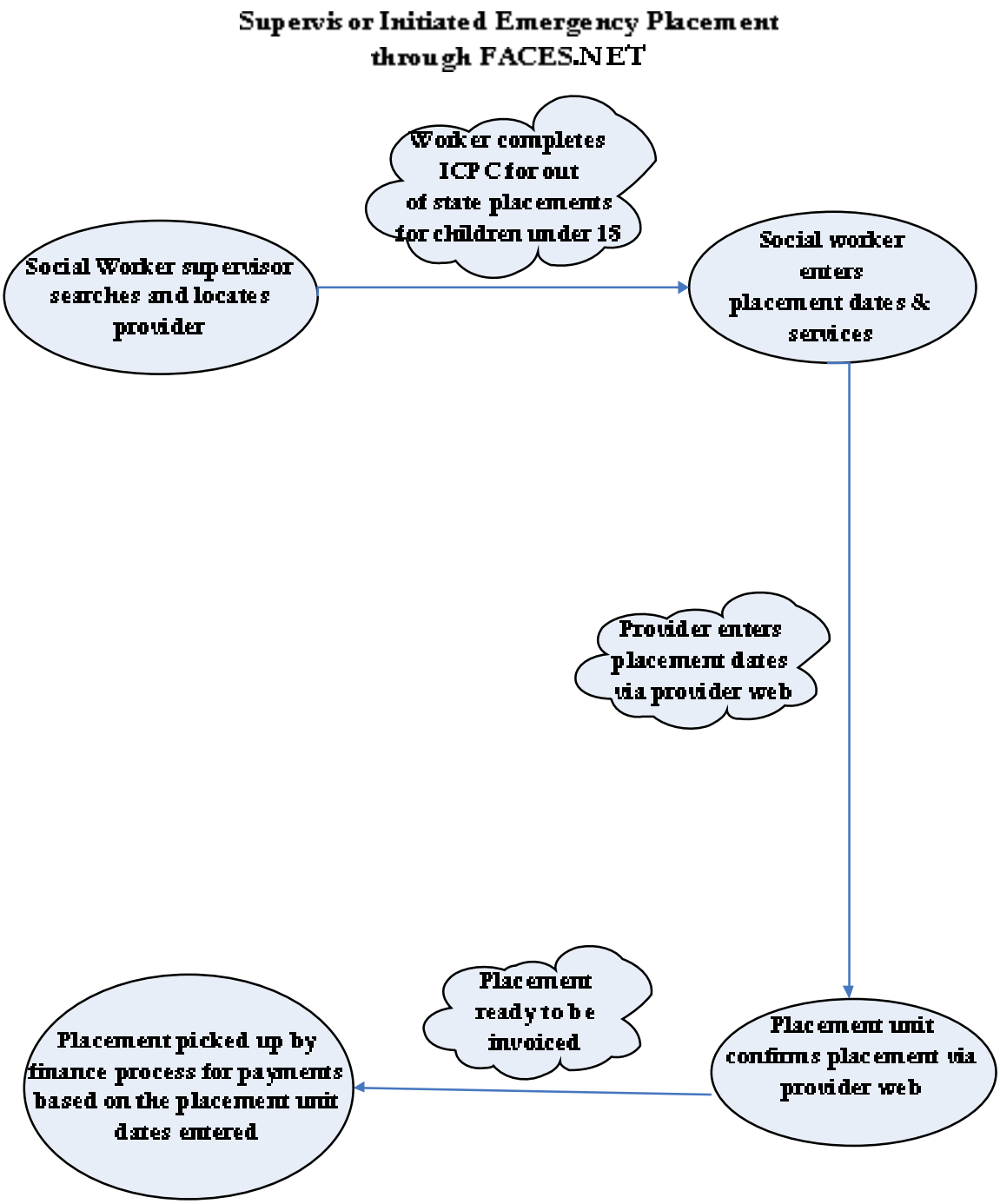
Supervisor Initiated Emergency Placement through FACES.NET
Worker completes ICPC for out of state placements for children under 15
Social Worker supervisor searches and locates provider
Social worker enters placement dates & services
Provider enters placement dates via provider web
Placement ready to be invoiced
Placement unit confirms placement via provider web
Placement picked up by finance process for payments based on the placement unit dates entered

Figure 7.1

FACES.NET Guide

The previous segment focused on agency practice regarding emergency placements in FACES.NET. To record an emergency placement in FACES.NET the social worker will have to first record the home removal and legal status of the child. This section will guide you through the relevant FACES.NET screens.

FACES.NET Scenario

Role: You are a supervisor in the CPS unit.

Baby Kiana, a 6-month-old was removed from the home by the CPS investigative worker at 4:00 am. The neighbor, Tracey Reed placed a call to the CPS hotline at 2:15 am reporting that a young baby had been screaming for several hours. In additional she heard Femalé Scott cursing and shouting profusely: Tracy heard dishes crashing. The Hotline worker having completed the case connect instructs the investigator to drop the baby off at Provider Agency A for emergency placement.

You have determined that for the safety of Kiana Scott she will need to be removed from the home. Kiana will immediately be placed into a Traditional Foster Care program.

Record a Home Removal

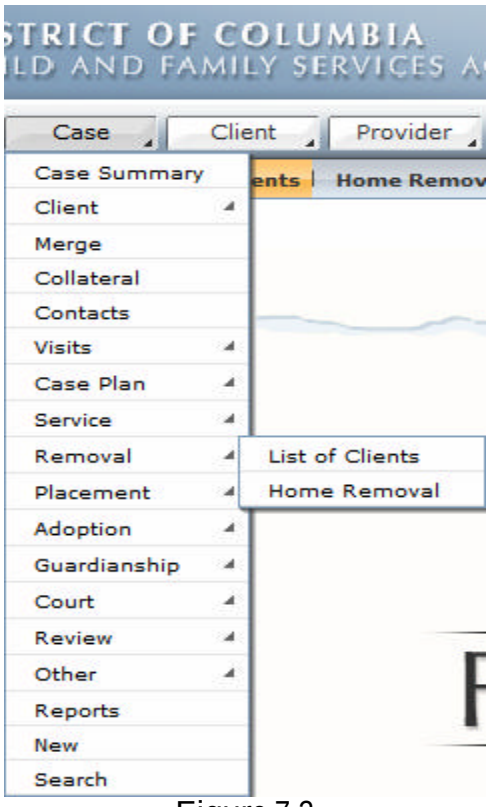

Figure 7.2

Steps Include:

Step 1: Place the cursor over the Case menu and then click Removal.

Step 2: Select Reyshawn Jackson and click Show from the List of Clients screen.

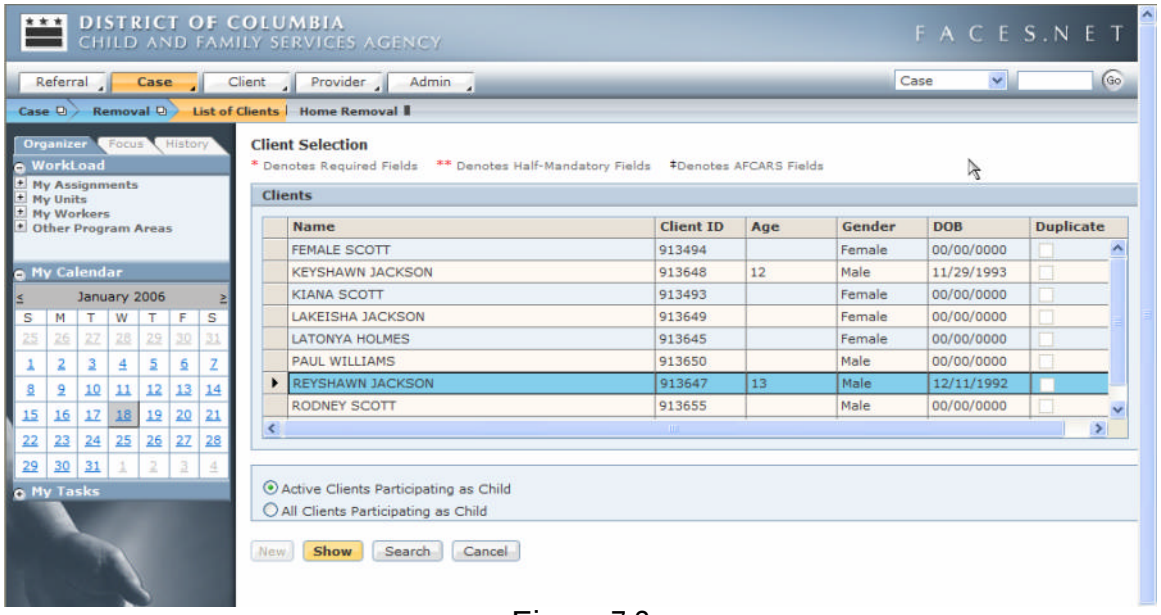

Figure 7.3

Step 3: Place the cursor over the Case menu, then Removal and click Home Removal.

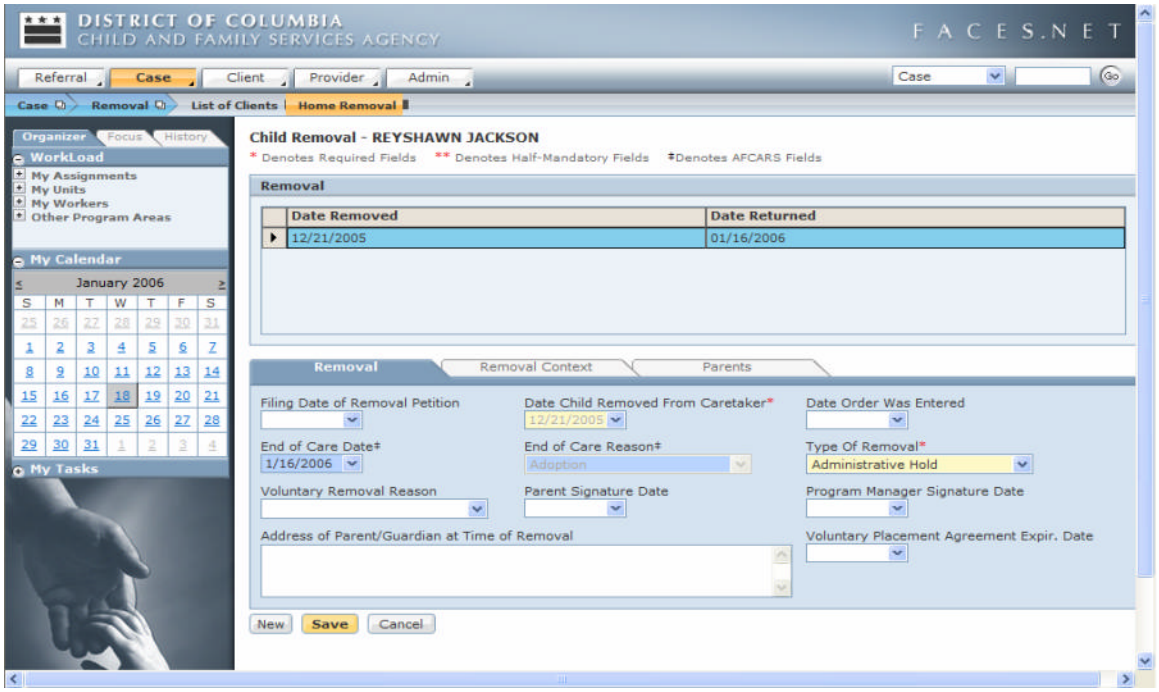

Figure 7.4

Step 4: Enter the Date when Reyshwan Jackson was removed from her caretaker in the Removal tab along with all pertinent information regarding the removal.

Note: The End of Care Date and the End of Care Reason fields do not get filled out until the child has left a placement.

Step 5: Select the Type of Removal.

Step 6: Enter information on the Removal Context tab.

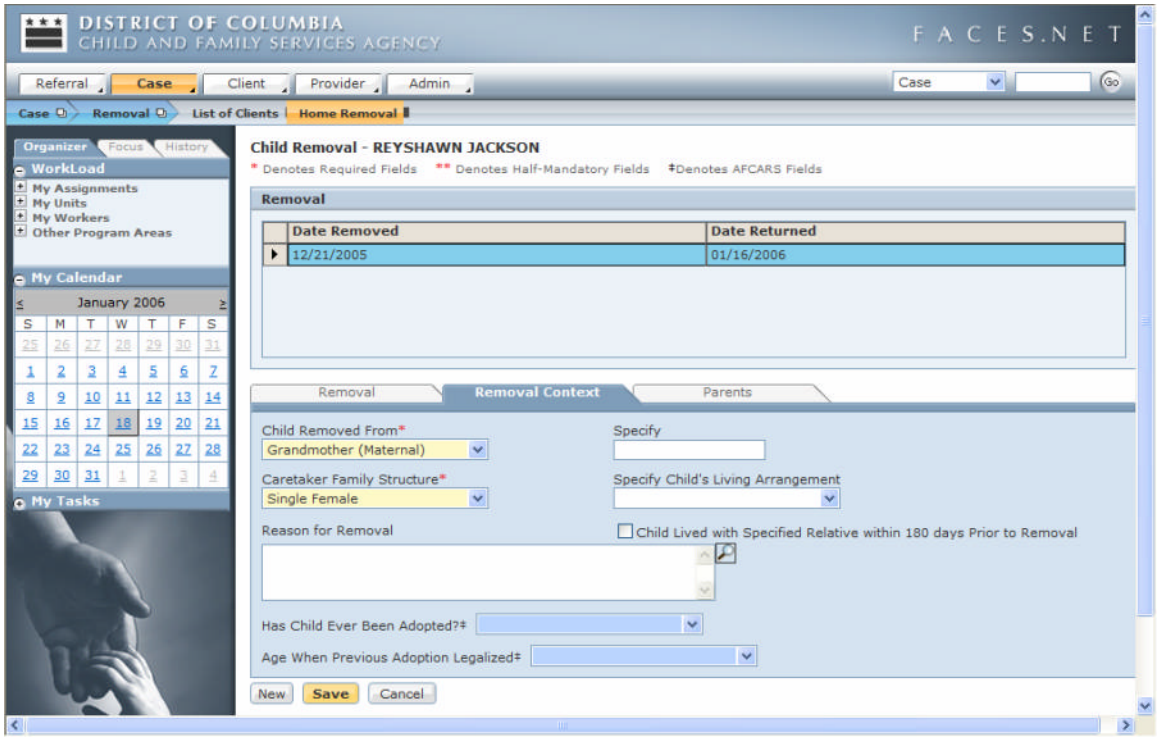

Figure 7.5

Point to Remember:
Blue fields (•) in FACES.NET are Federal Reporting fields. Although not mandatory in order to save the screen, they must be filled in.

Step 7: Enter information on the Parents tab.

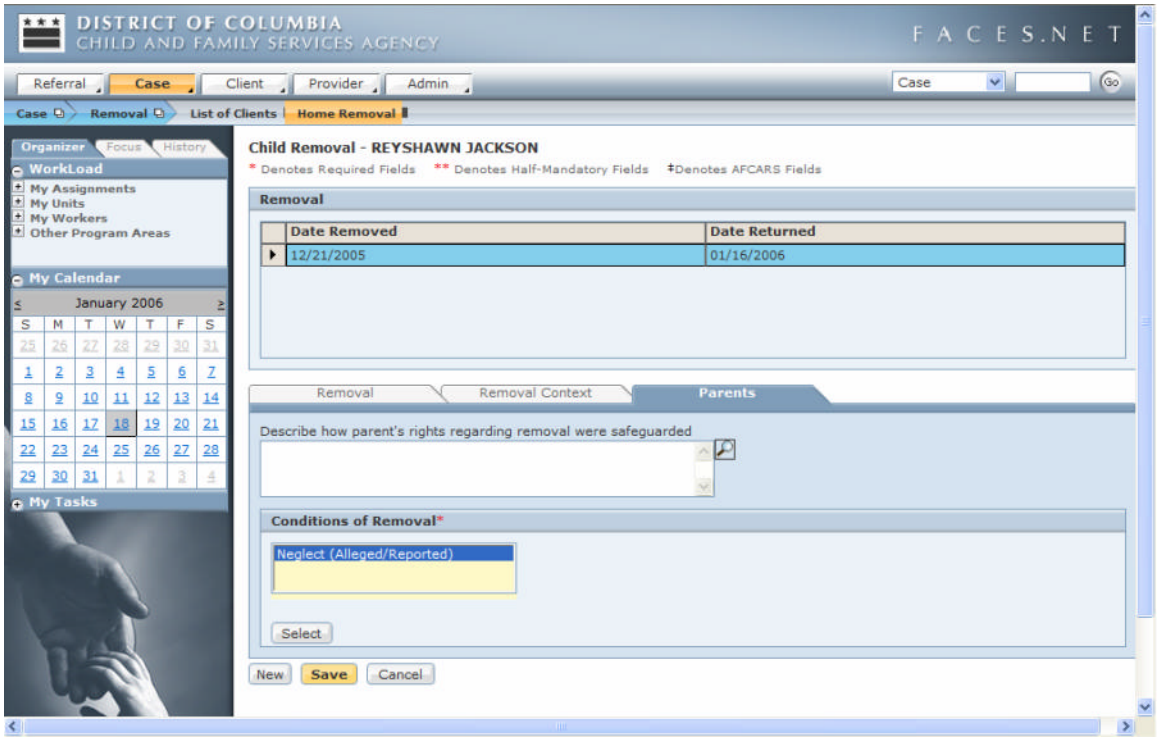

Figure 7.6

Step 8: Click Save.

If you remove a child from his/her current home in FACES.NET, be sure to immediately enter the child's new placement information in FACES.NET. If the child has been removed and there is no placement information recorded, then we are unable to tell where that child is placed.

Enter Client's Legal Status

Steps Include:

Step 1: Place the cursor over the Case menu, then Court, and click Status. The Client Selection screen displays.

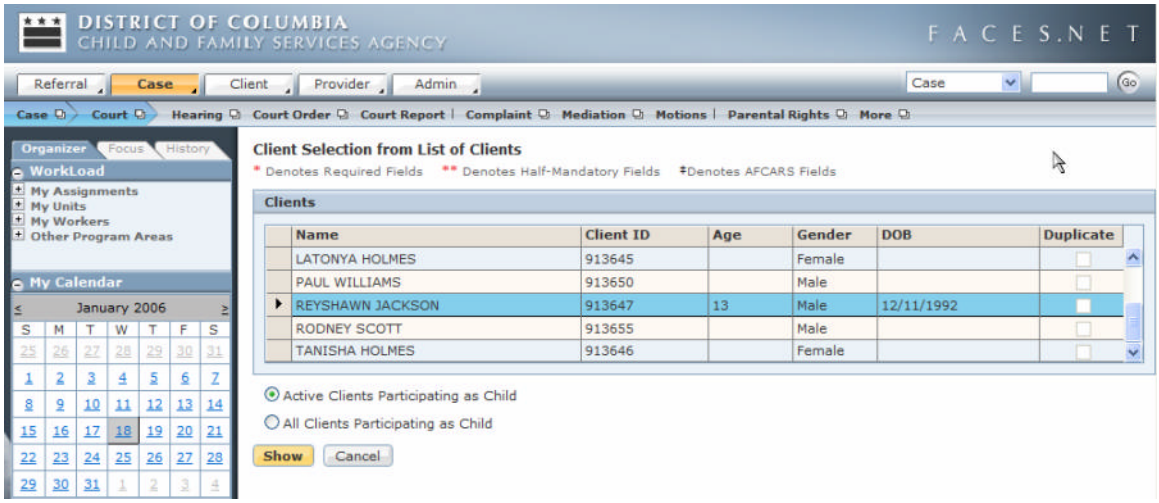

Figure 7.7

Step 2: Highlight Reyshawn Jackson and click Show.
The Custody Status screen displays.

Step 3: Select the CFSA radio button.

Step 4: Pick Administrative Hold as the Legal Status.

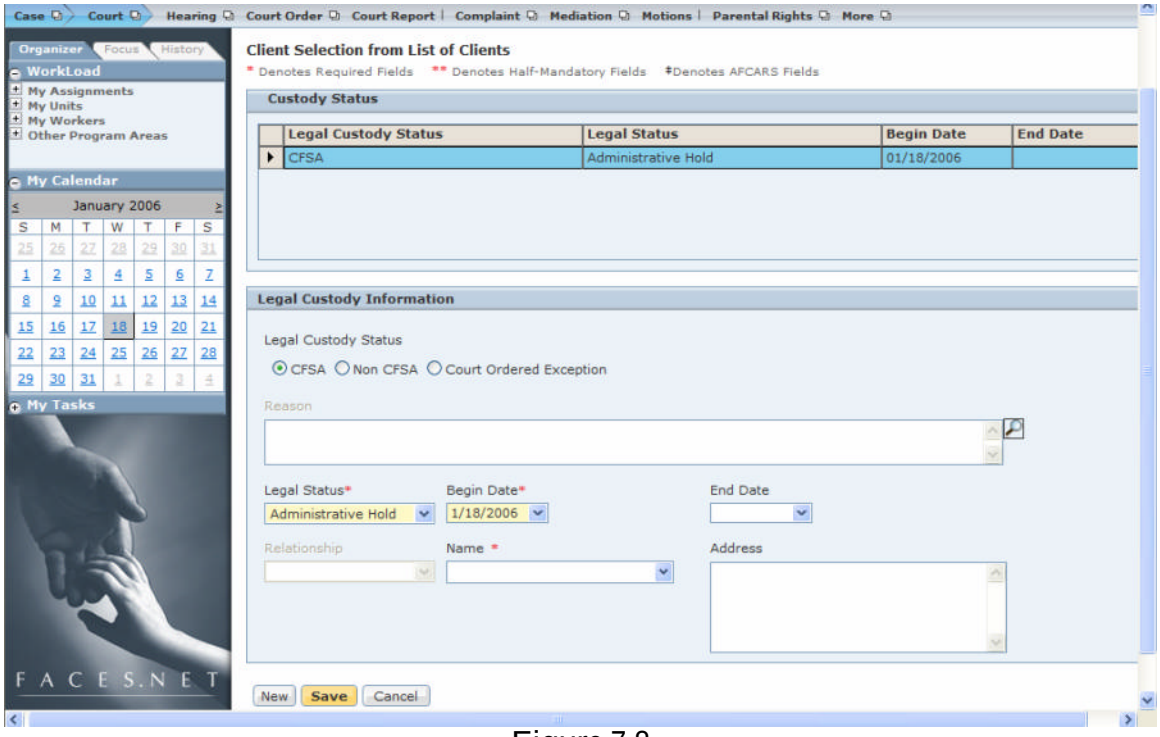

Figure 7.8

Step 5: Enter the Begin Date.

Step 6: Click Save.

Note: If a legal status is end dated, you will receive a message asking if the child is still in agency care. If the answer is "Yes" then you MUST enter another legal status before leaving the screen. THE CANCEL BUTTON WILL NOT WORK UNTIL YOU ENTER ANOTHER LEGAL STATUS FOR THIS CHILD.

Record an Emergency Placement

Note: Emergency placements can only be entered by supervisors, Placement Providers, and the Placement Unit.

Steps Include:

Step 1: Place the cursor over the Case menu, then Placement, and click the List of Clients.

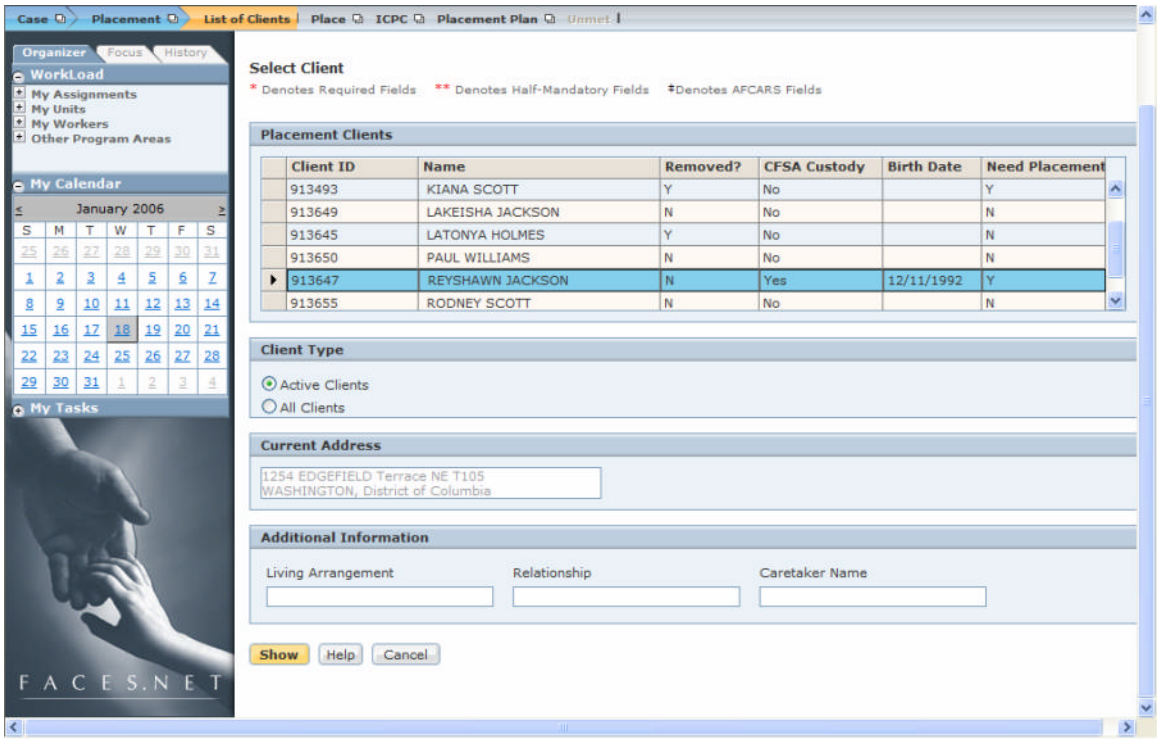

Figure 7.9

Step 2: Select Reyshawn Jackson and click Show.

Step 3: Place the cursor over Case, Placement then Place in the drop down menu. Click the Placement Episode List.

Step 4: Click New.
The Select Placement Type screen displays.

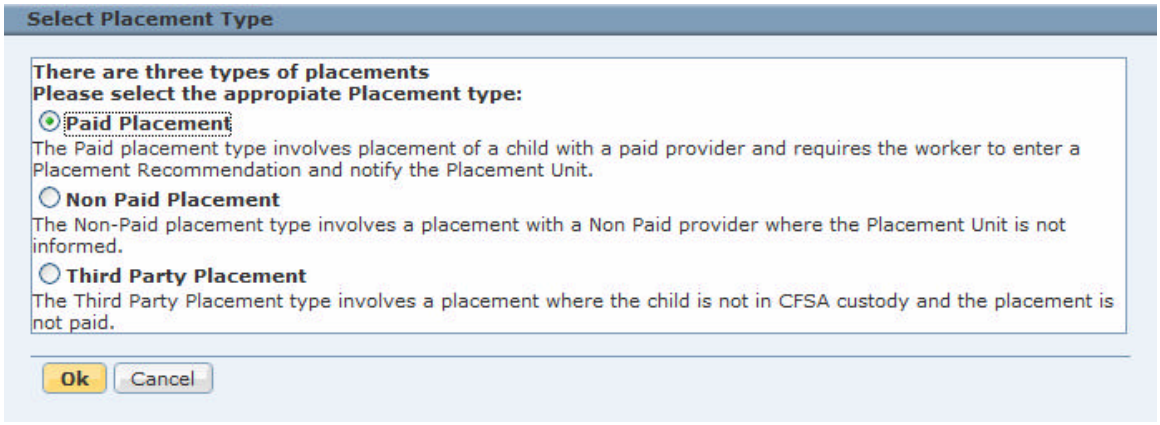

Figure 7.10

Step 5: Select the Paid Placement radio button.

Step 6: Click Ok. The Type of Placement Screen is displayed.

Step 7: Select the Emergency Placement radio button.

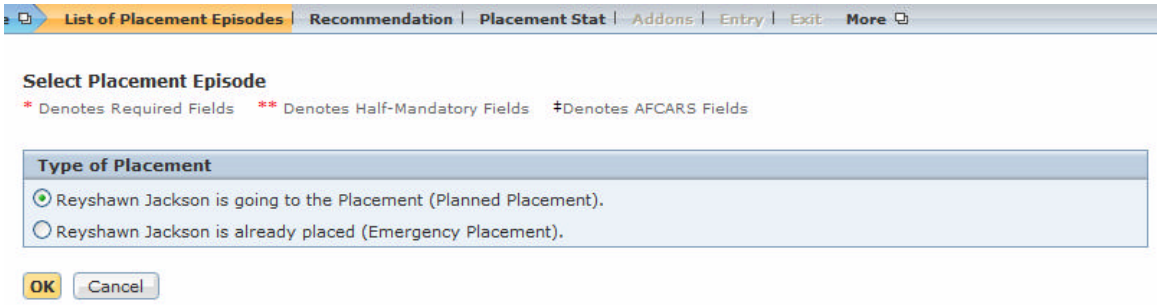

Figure 7.11

Step 8: Place the cursor over to Case, then Placement, and finally Place in the drop down menu. Click Entry.
The Find Provider screen displays.

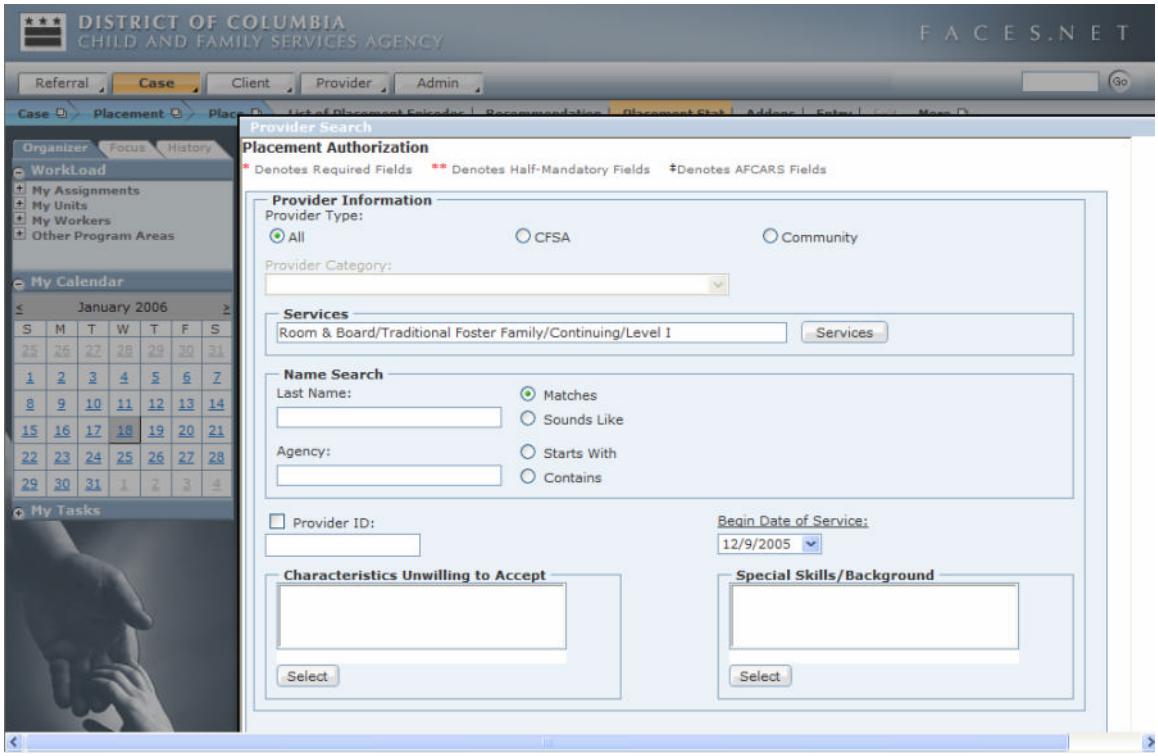

Figure 7.12

Step 9: Enter Services that meet a child's needs in the Services select box.

Step 10: Enter the Begin date of Service to specify the anticipated start date of services.

Step 11: Click Find.

Step 12: Select the most suitable provider from the Provider Matches screen. Click Ok.

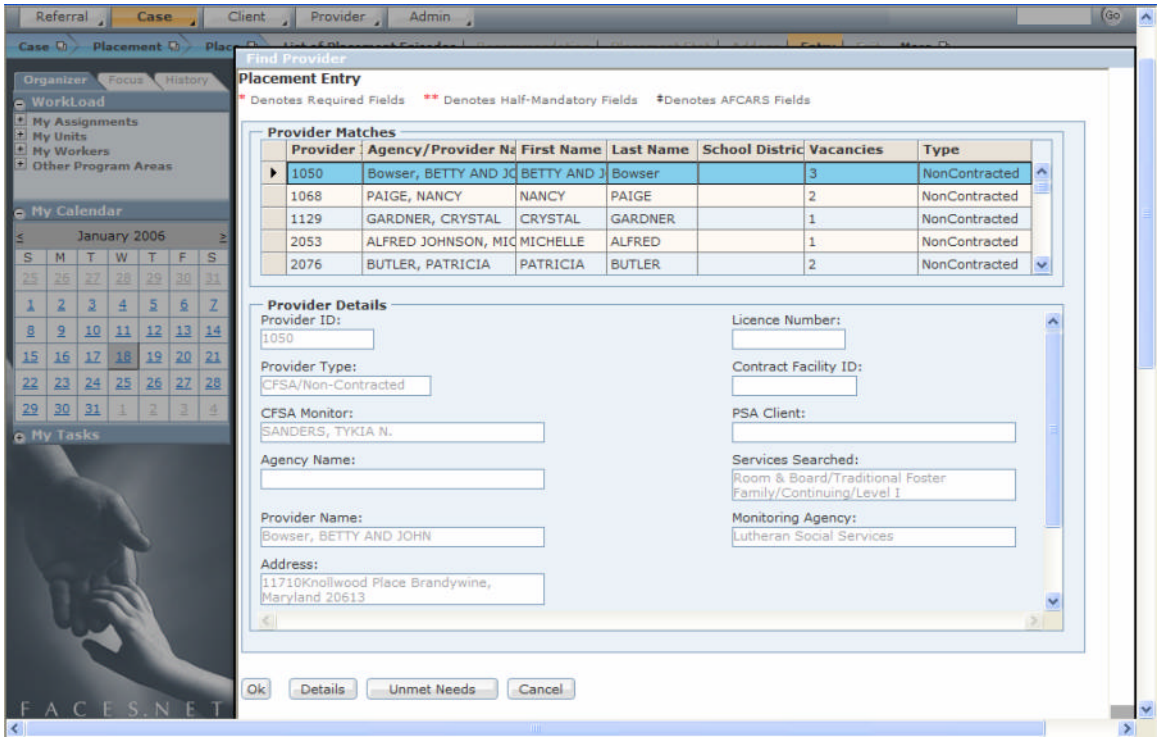

Figure 7.13

Step 13: The Provider Details tab will auto populate with the placement creation information along with the recently added provider details.

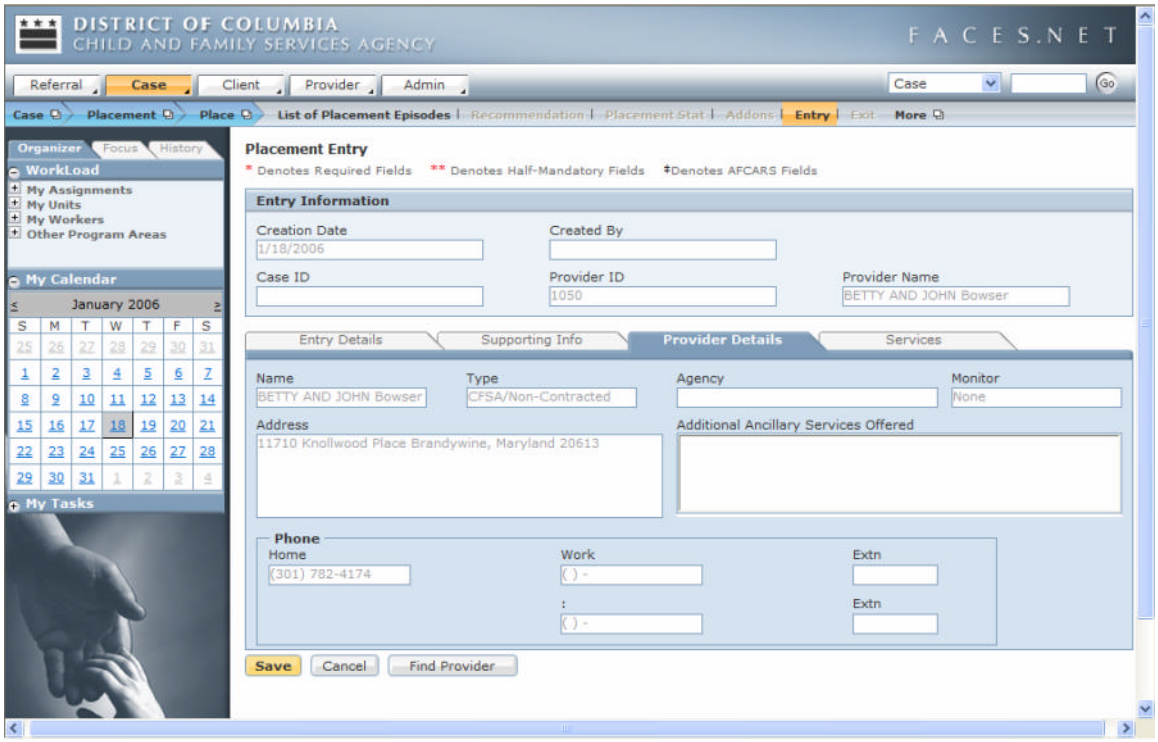

Figure 7.14

Step 14: Enter the Social Worker Entry Date and Entry Time in the Entry Details tab.

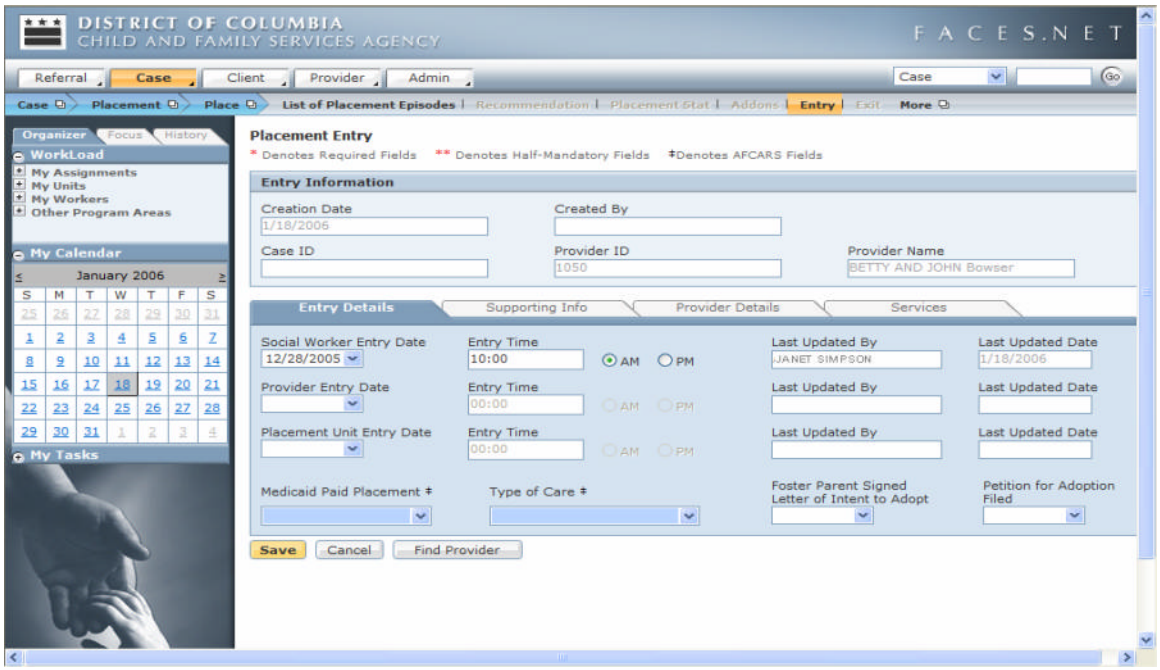

Figure 7.15

Step 15: Click the Supporting Info tab and record Placement Mandates.

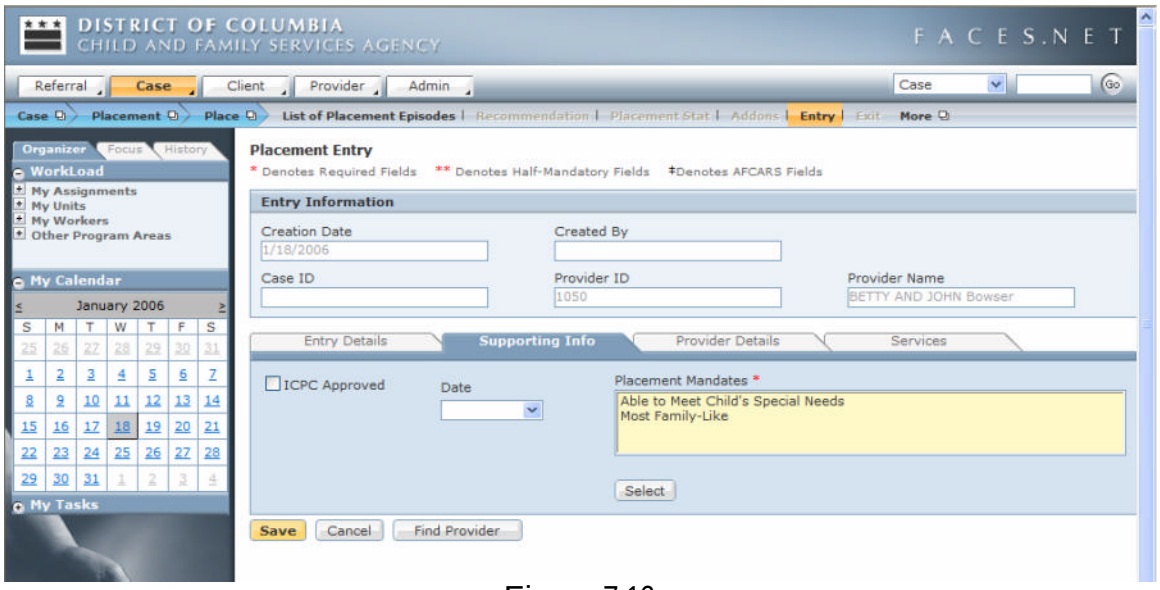

Figure 7.16

Step 16: Click the Provider Details tab.

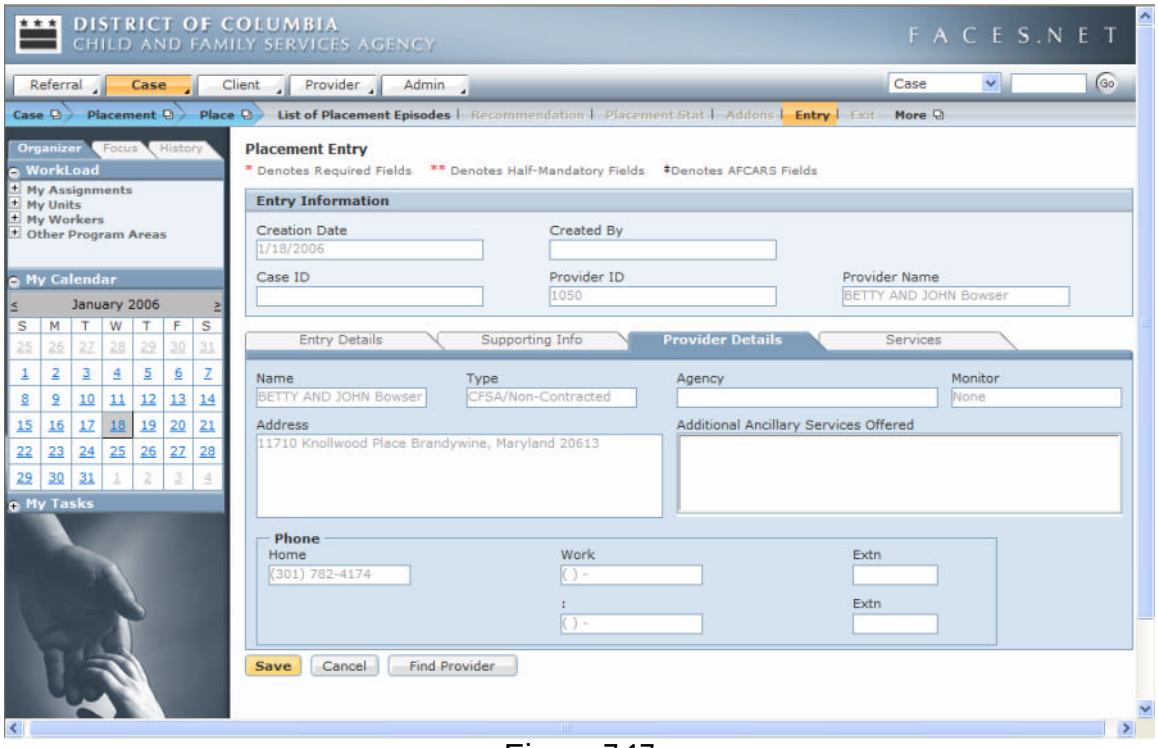

Figure 7.17

Step 17: Review the existing provider information.

Step 18: Click the Services tab.

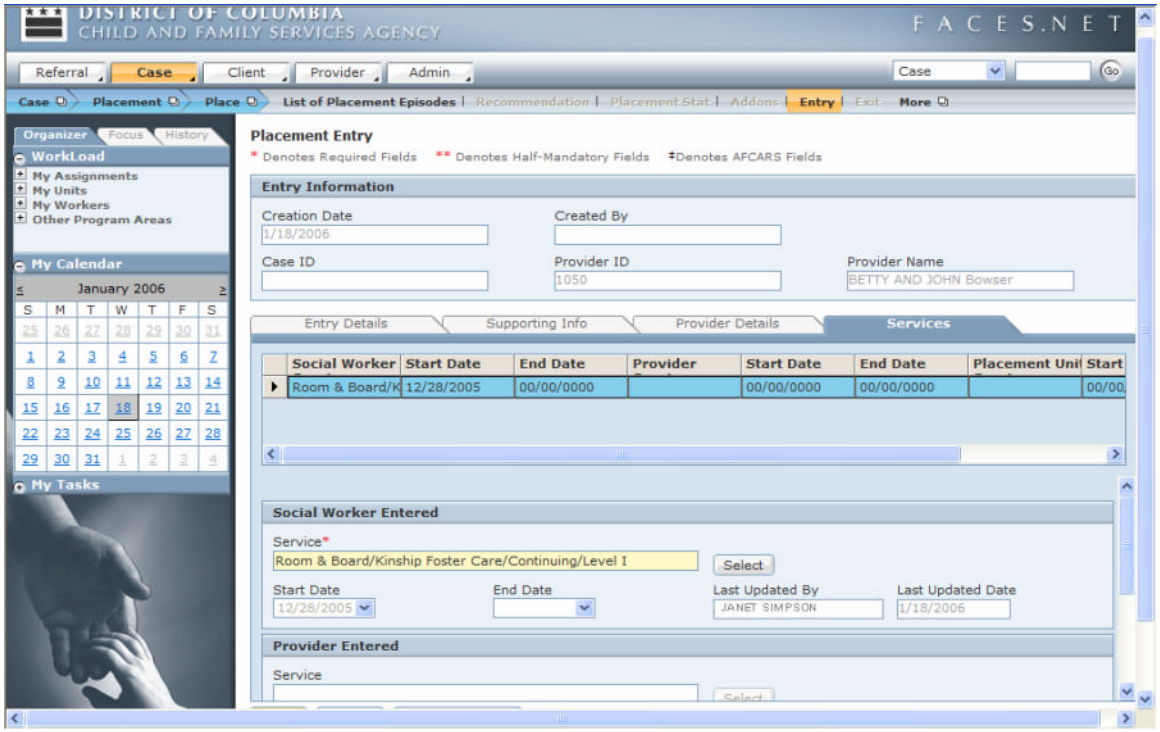

Figure 7.18

Step 19: Click the services select box to enter the requested Service and click Save.

Notes:

- If the foster parent signs a letter of intent to adopt or files an adoption petition, your supervisor must enter the date of these items on the Supporting Info tab. This information is essential for Federal reporting purposes;
- A placement entry date cannot be entered which is earlier than the last exit date. The child must first be exited from a placement before he/she can be entered into a new one.
- The Removal date must be entered before entering the placement entry date;
- Placement information is not official until confirmed by the placement unit;
- Payments to the provider are generated based on the Placement Unit's entry date on this screen;
- If the placement entry is part of a referral, a case connection must have been done before entering the placement date;
- A CFSA legal custody status must be entered prior to entering the placement entry date;
- If the placement is out of state for a client who is under 18 years old, an ICPC must be completed before entering the placement entry date;
- If the child is being placed out of state or coming into the District from another state, the ICPC 100A must be filled out before entering the placement entry date.

Notes

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SECTION 8: REVIEW PROVIDER DETAILS

Performance Objectives

In this Section, you gain confidence in your ability to:

- Search for a Suitable Provider
- Review Provider Information

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Practice Overview

Placement involves identifying a suitable provider for placement service delivery.

The provider function allows workers to review information regarding specific providers. Examples of Providers are Group Homes, Therapeutic Treatment Centers, and Independent Living arrangements among others.

There are two main types of providers, CFSA and Community. CFSA providers maybe contracted, non-contracted or both. The CFSA contracted providers receive payment from the District through an invoice and payment function generated through the FACES invoice and payment systems. However, Community Providers' services and/or placements are tracked in FACES.

The Resource Development Unit as well as collaborative agencies has the authority to enter providers into FACES using the Provider directory function. The information gathered is dependent upon the type of services or category of the provider entered. Workers have access to view Provider Directory information in order to review information that will help them to make the determination of whether a given provider is available and suitable to provide services or accept placements.

Although the Provider function includes contract and financial information, the main purpose of the Provider function is to allow staff to track providers' availability and furnish a valid listing of providers and their services and/or placements available for clients in need.

The Directory function tracks detail information specific to each provider. Within the Directory, several screens allow workers to capture or view information regarding the provider's location and contacts, services provided to clients, training needs, incident information, and documents received and sent to the provider.

Provider information is maintained in a single database to furnish staff with accurate up-to-date information.

FACES.NET Guide

This section will guide you through the relevant FACES.NET screens for the Provider Directory.

FACES.NET Scenario

Role: You are a Placement Unit worker reviewing provider information in the FACES.NET Provider Directory.

Review Provider Details

Steps Include:

Step 1: Place the cursor over the Provider menu and click Search.
The Find Provider screen displays.

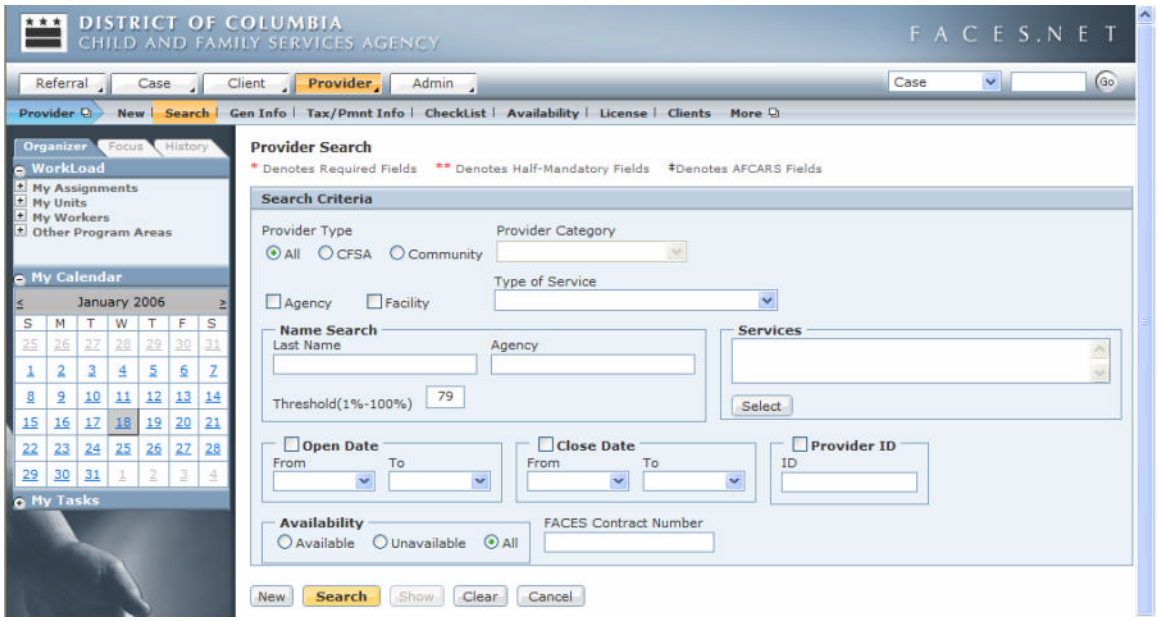

Figure 8.1

Step 2: Enter provider search criteria (Name, Provider ID, or Type of Service).

Step 3: Click the Search button.

Step 4: Scroll down to the lower half of the screen to display the Search Results.

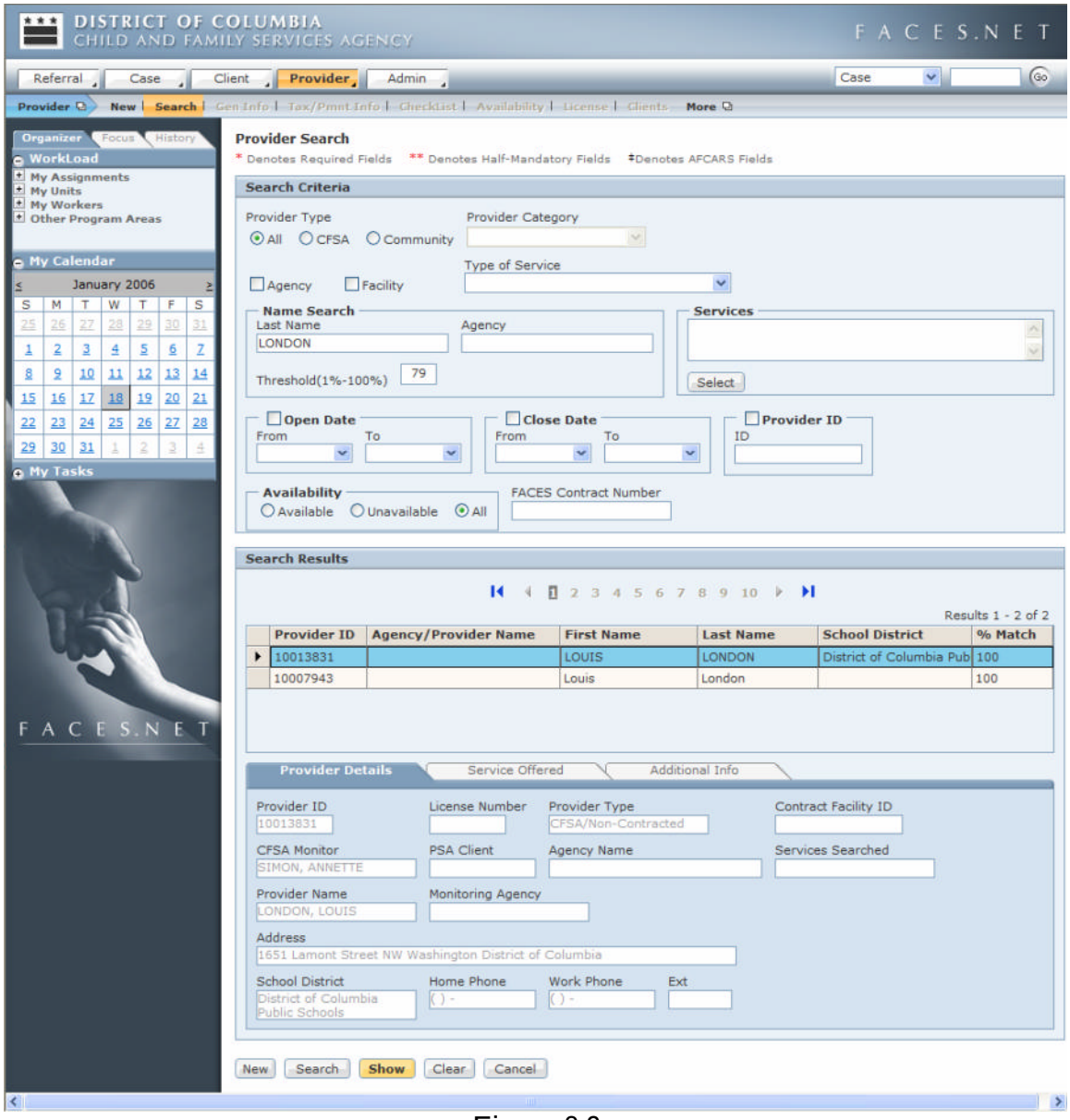

Figure 8.2

Step 5: Click the Service Offered tab to review services offered by the Provider.

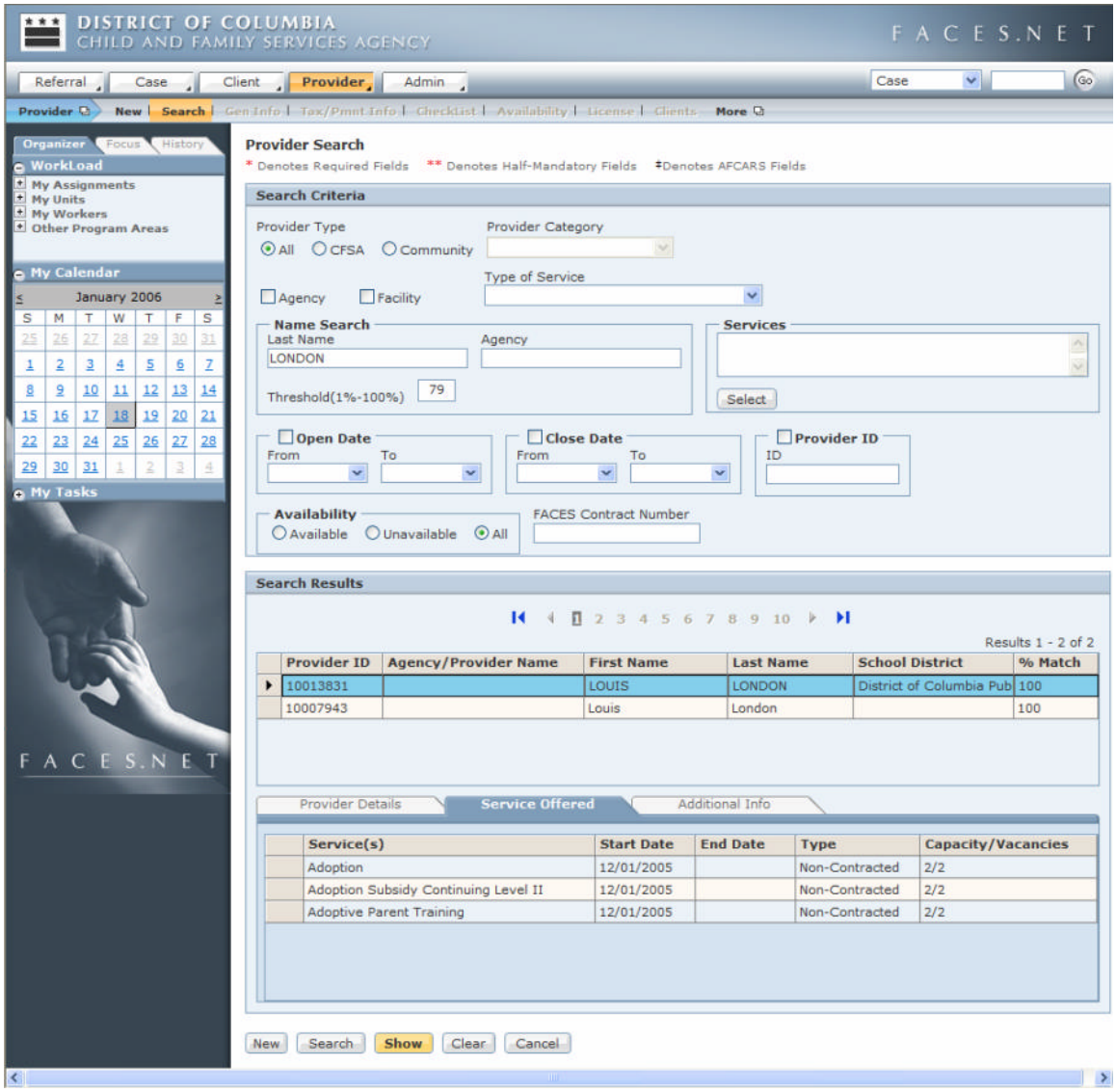

Figure 8.3

Step 6: Click the Additional Info tab to review additional Provider details.

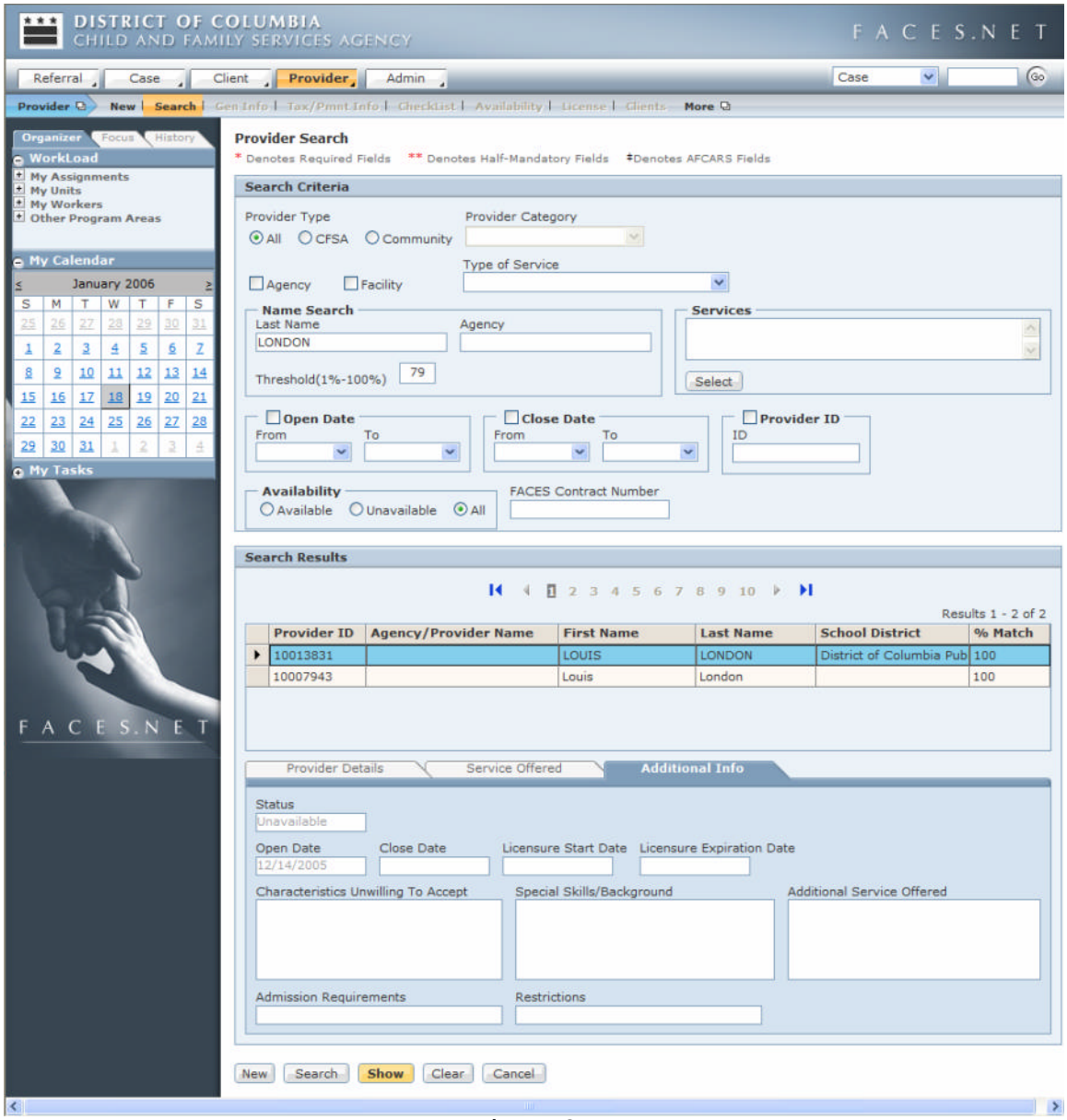

Figure 8.4

Step 7: Click Show to put the provider in focus.

Step 8: Place the cursor over Provider then General Info to review information regarding the provider type, category, and name among other pertinent information specific to the provider in focus.

Note: Some provider screens may be locked for certain users because these screens are only accessible to users with the appropriate security rights.

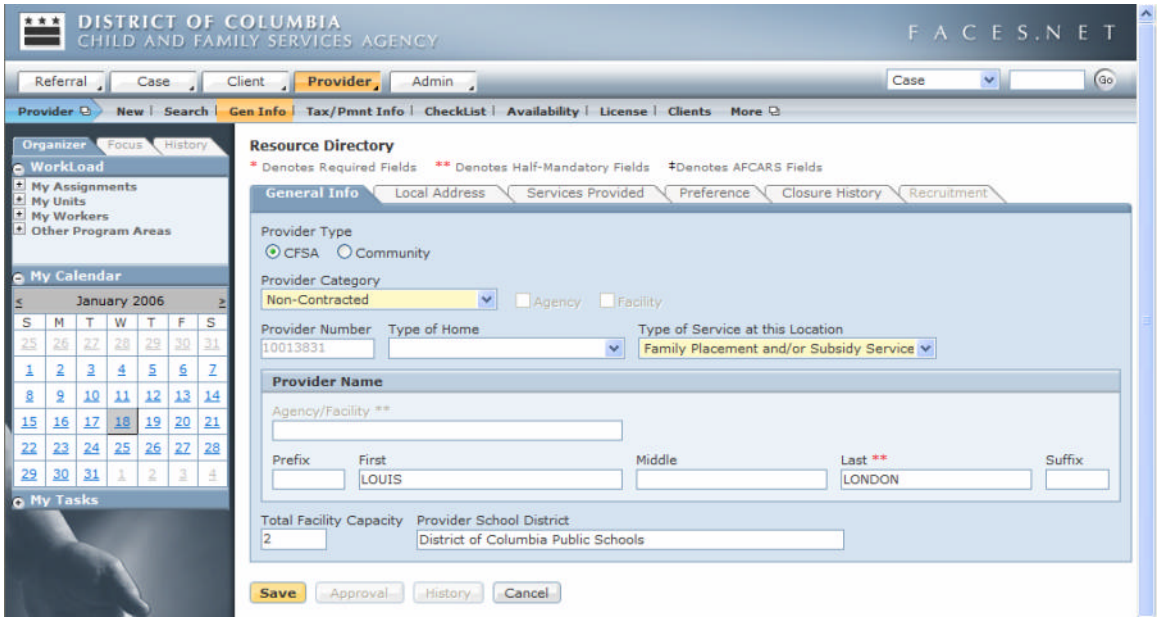

Figure 8.5

Step 9: Click the Local Address tab to review the provider's contact information.

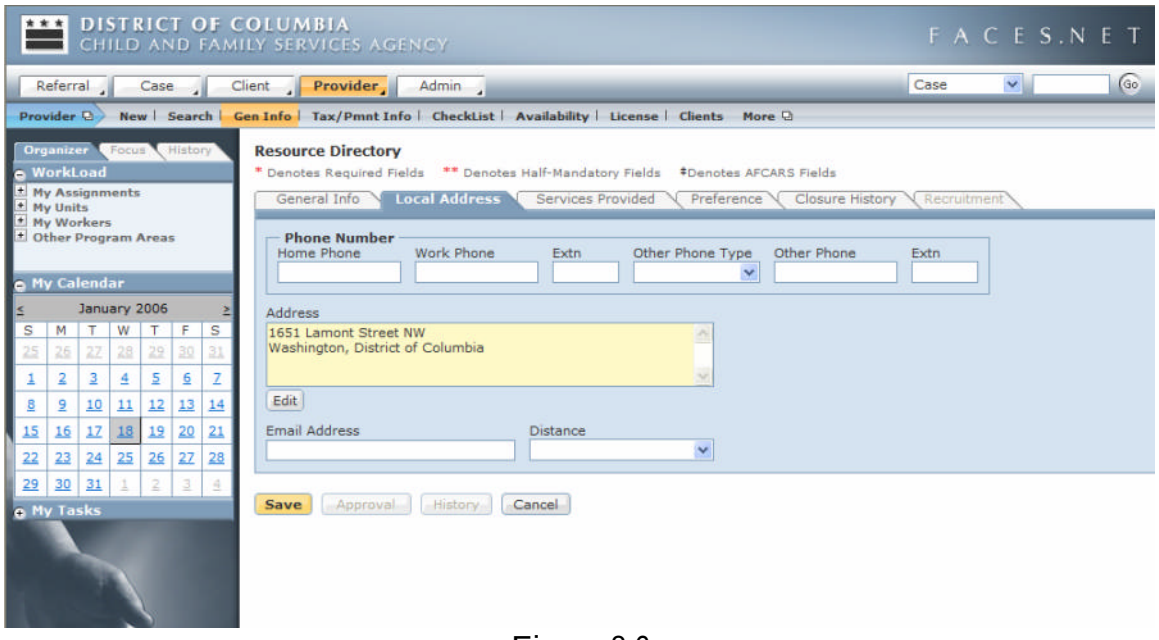

Figure 8.6

Step 10: Click the Services Provided tab to view information regarding services offered.

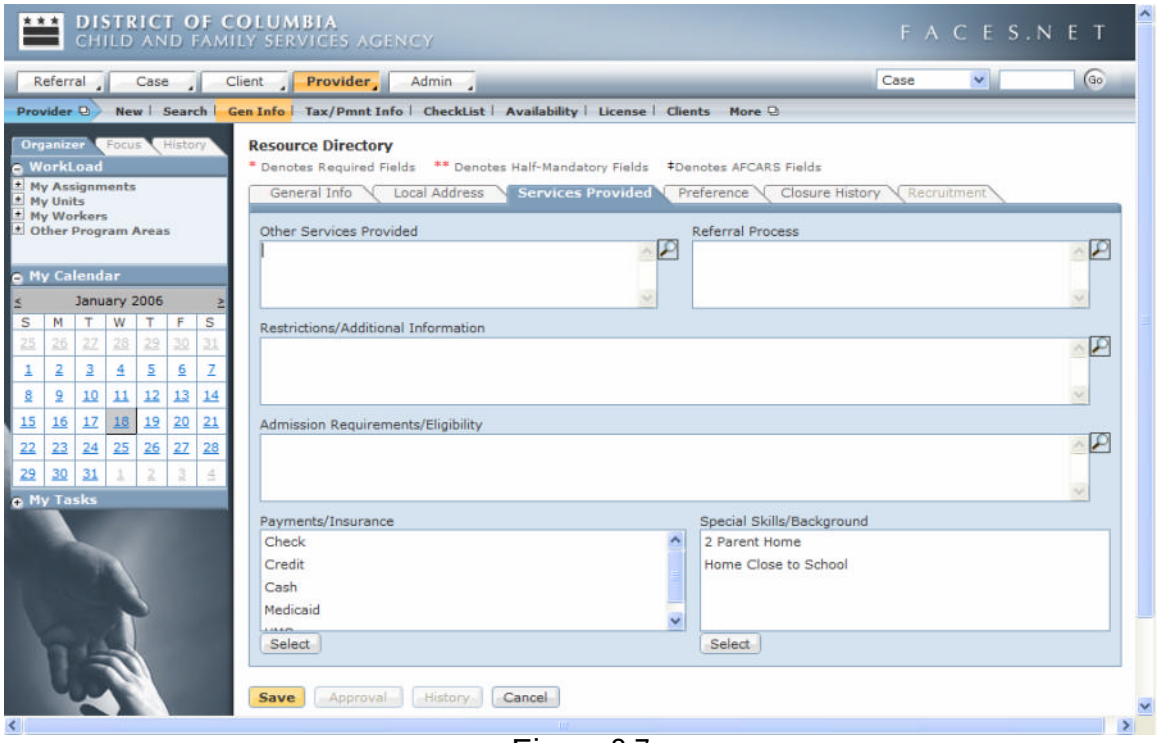

Figure 8.7

Step 11: Click the Preference tab to review information regarding children approved for placement.

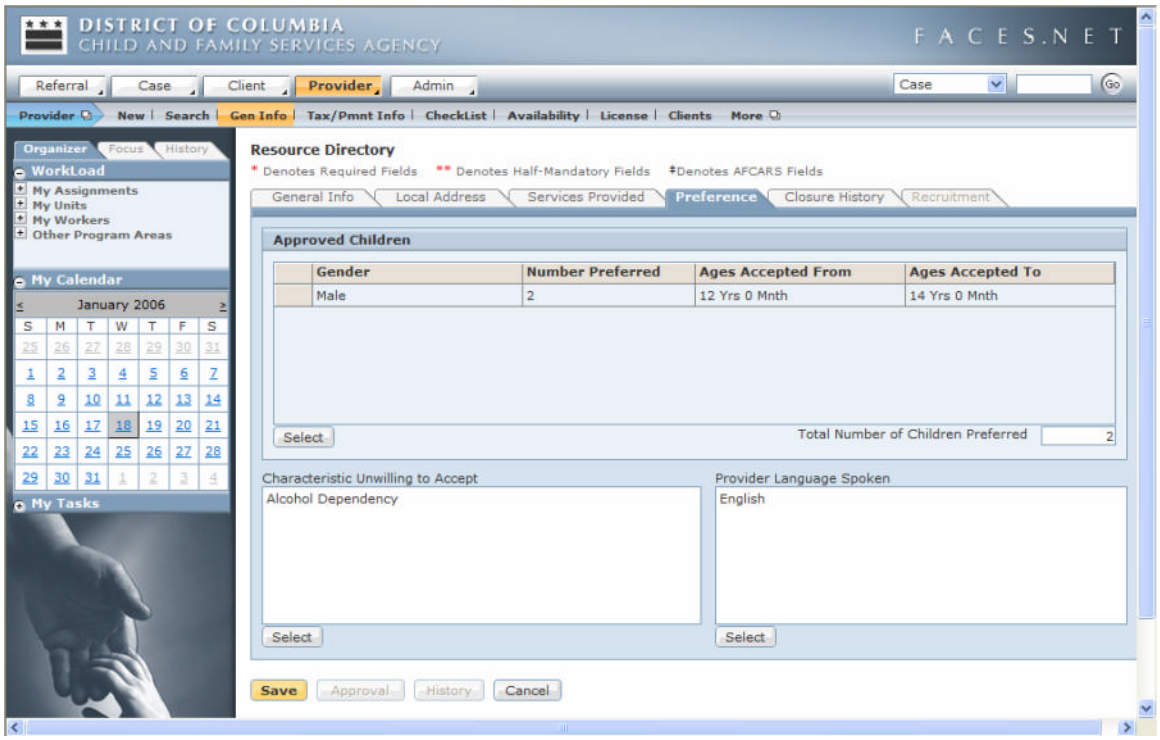

Figure 8.8

Step 12: Click the Closure History tab to review provider activity.

Note: The Closure History tab is also used to close/reopen a provider.

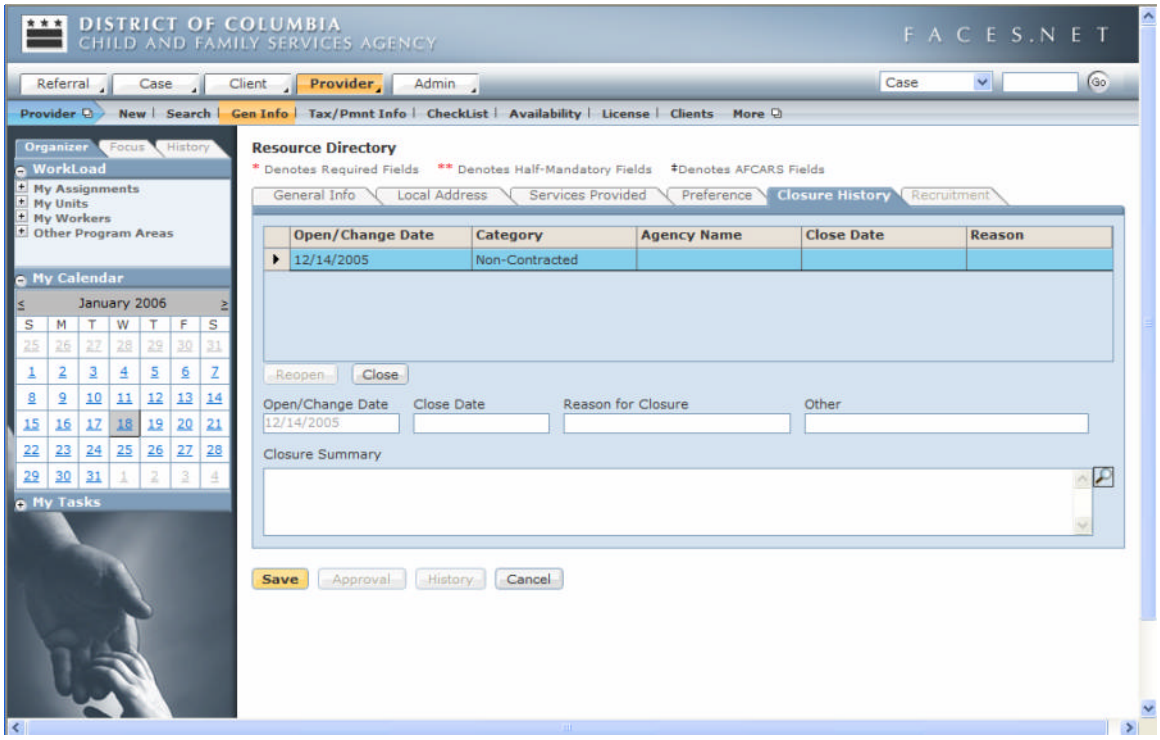

Figure 8.9

Step 13: Click the Recruitment tab.

Note: The Recruitment tab contains information regarding a potential provider who may later on participate in service delivery as a provider.

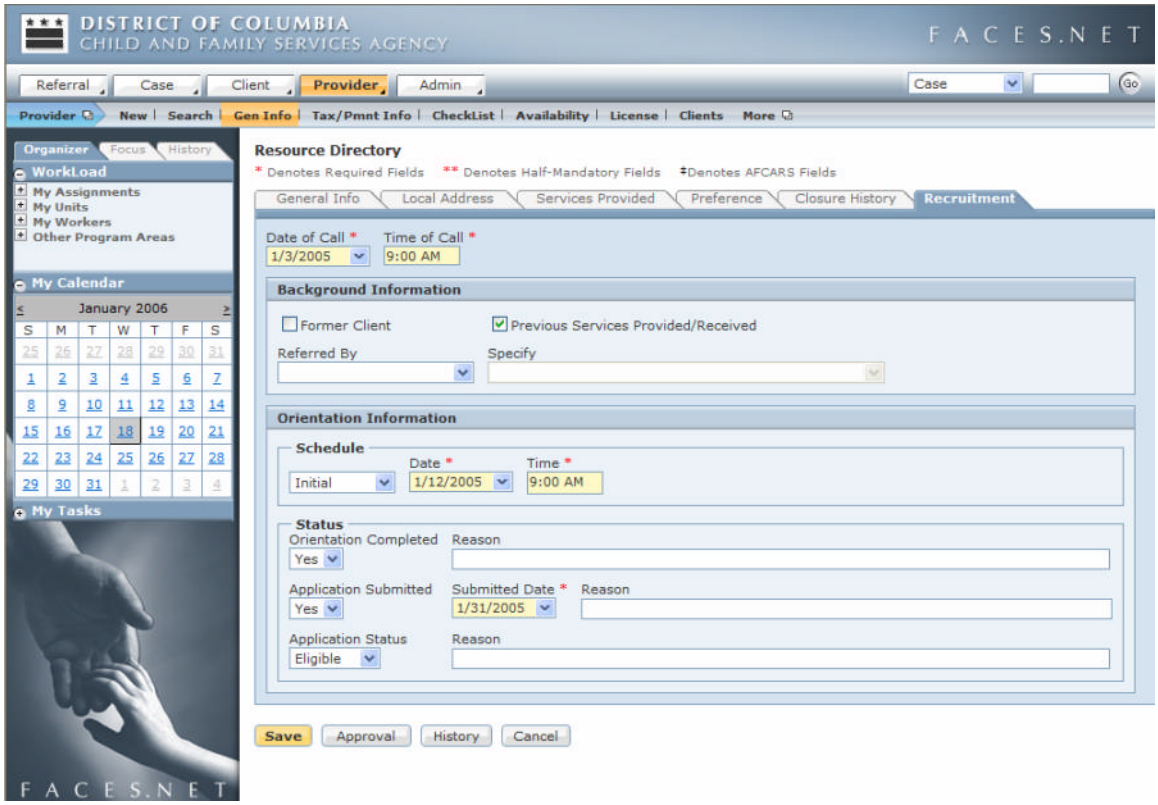

Figure 8.10

Step 14: Place the cursor over the Provider menu and dick Tax/Pmnt Info to review a provider's tax information.

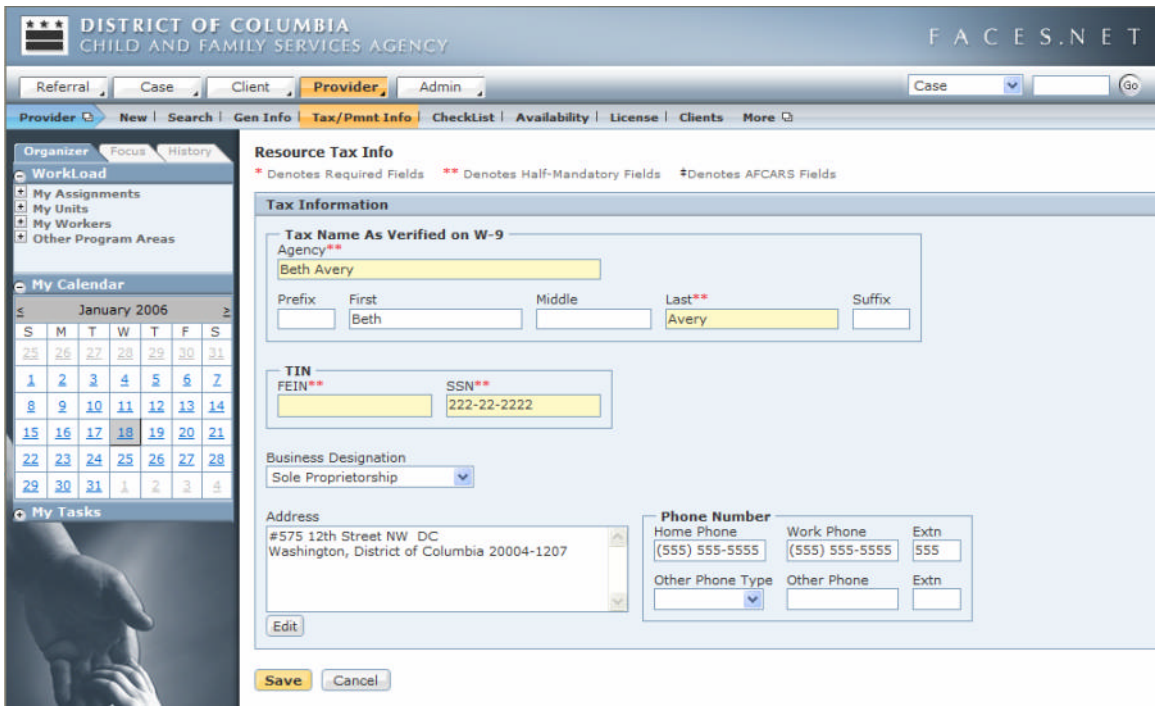

Figure 8.11

Step 15: Place the cursor over the Provider menu and dick Checklist to review clearance information.

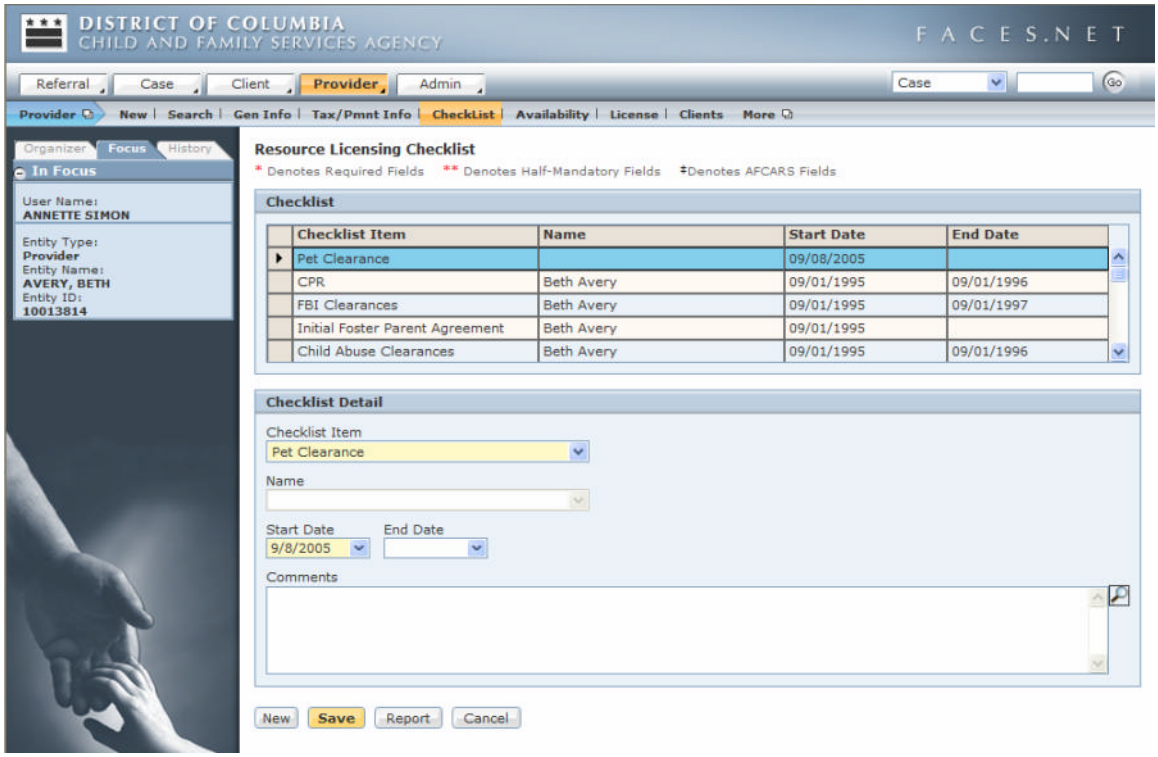

Figure 8.12

Step 16: Place the cursor over the Provider menu and dick Availability, to review information regarding a Provider's availability status.

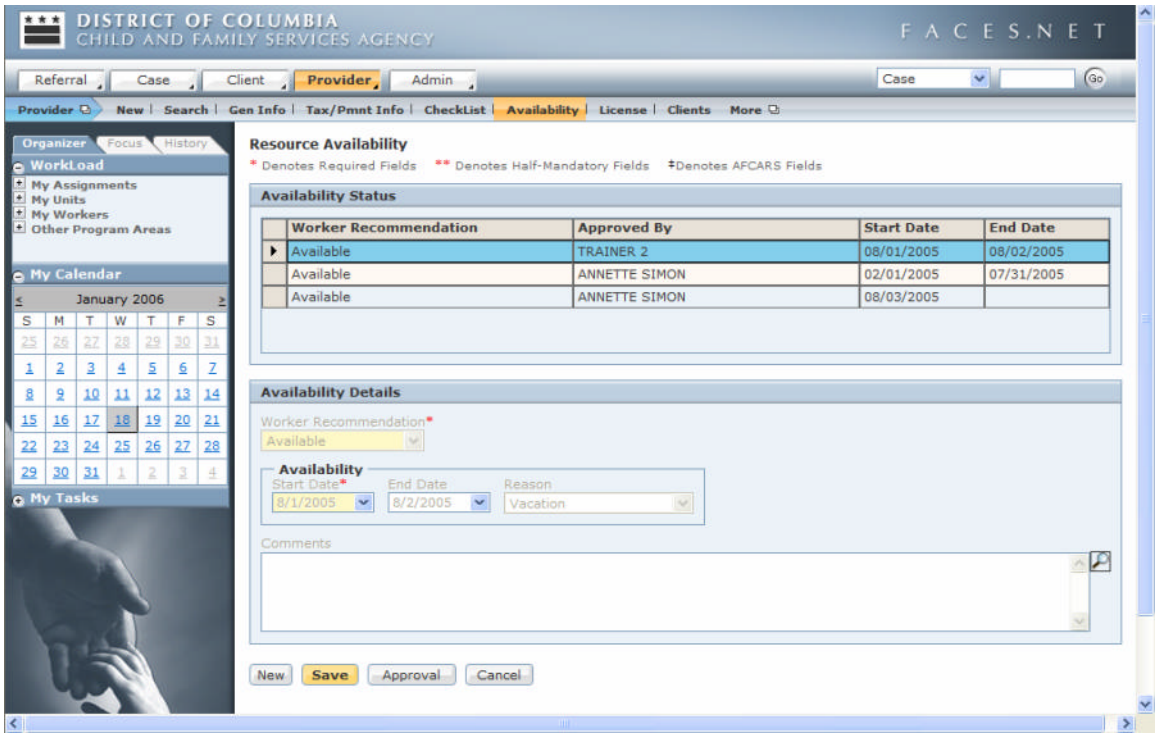

Figure 8.13

Step 17: Place the cursor over the Provider menu and dick License to review information regarding the Provider's license.

Note: A scanned copy of the provider's license is available in the file cabinet.

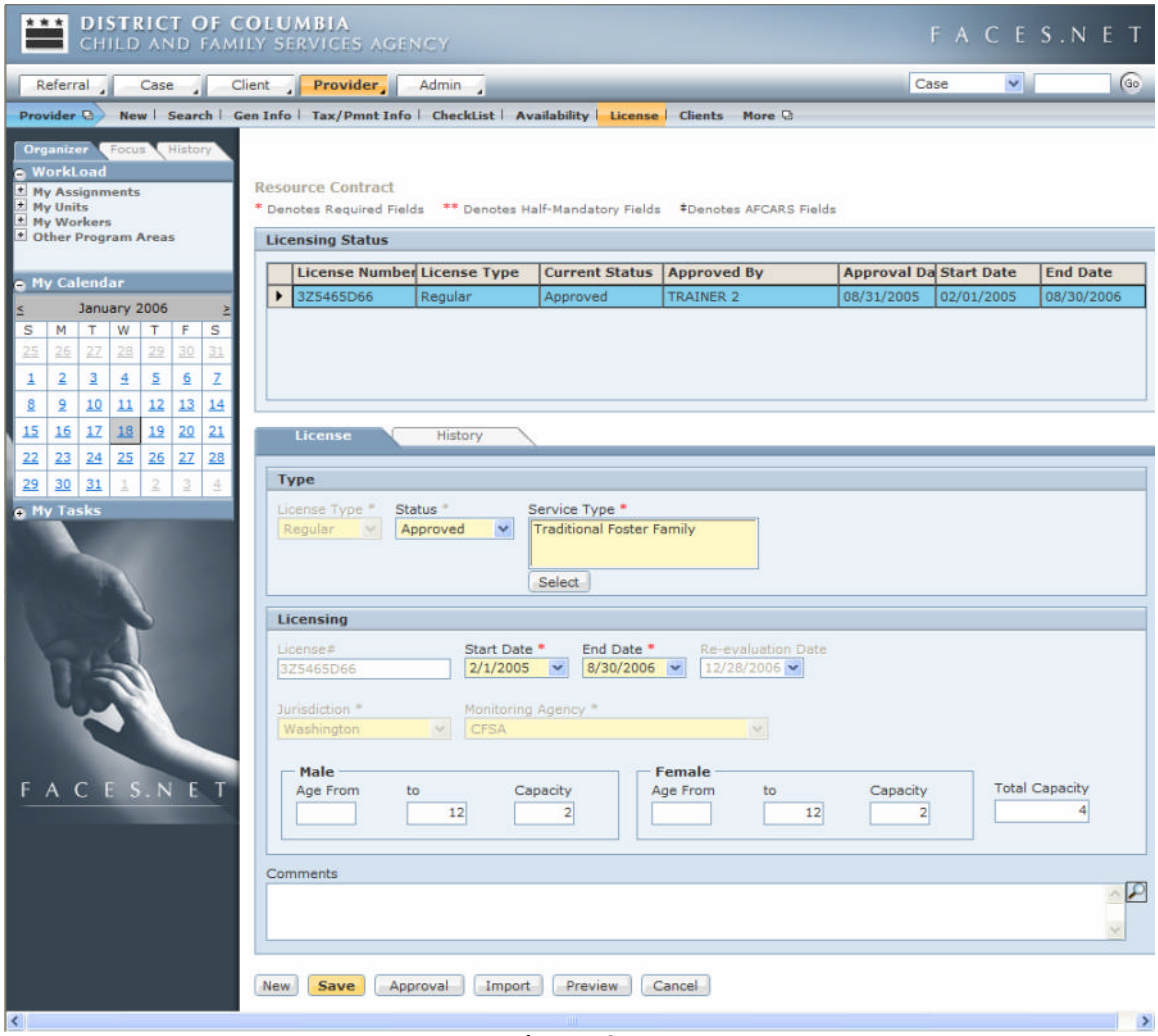

Figure 8.14

Step 18: Place the cursor over the Provider menu and click Reports to obtain reports associated with the provider in focus.

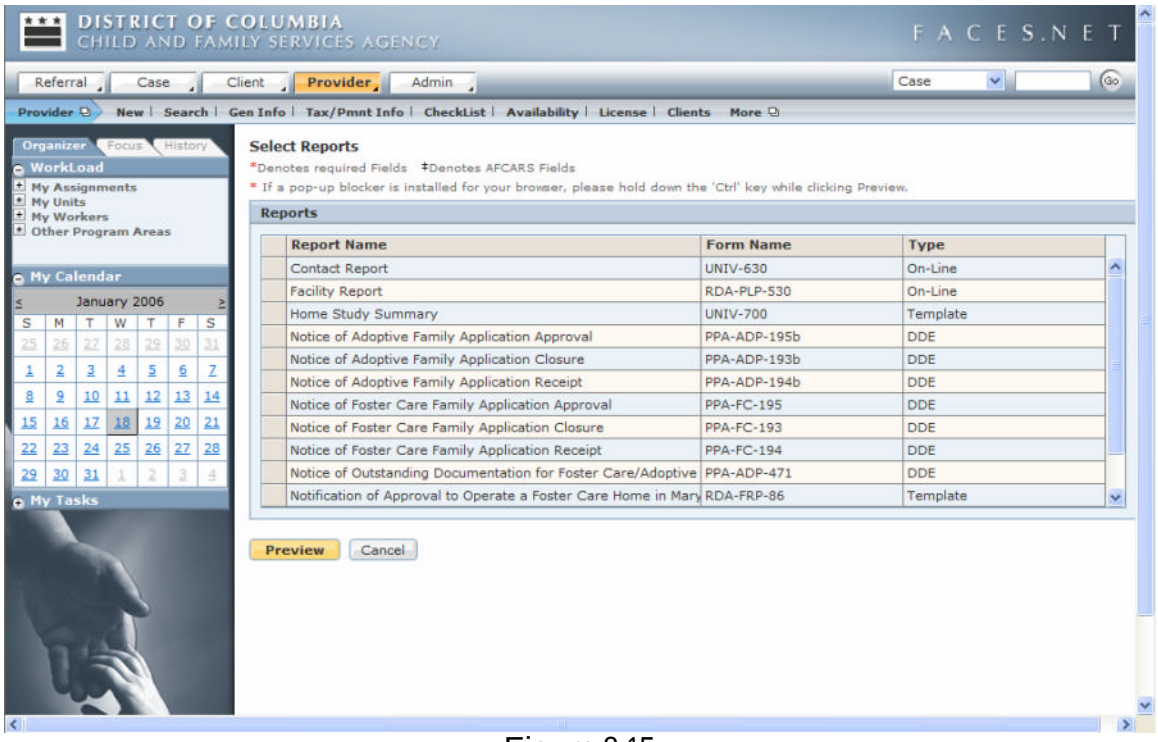

Figure 8.15

Notes

SECTION 9: CONFIRM MATCH PLACEMENTS

Performance Objectives

In this Section, you gain confidence in your ability to:

- Review Placements
- Confirm Placements

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Practice Overview

Provider Web gives private placement providers up to minute placement information for children in their auspices, tracks information regarding provider capacities and vacancies of provider homes and allows real-time access to placement information. Provider Web is accessible through the World Wide Web and connects seamlessly with FACES.NET

Placement Unit workers have the ability to confirm all in-process placements that are ready to be invoiced. Confirming Matched Placements requires checking all in-process placements to ensure that information recorded does match and is correct for invoicing.

Confirming Matched Placements involves verifying that information entered in by the social worker through FACES.NET correlates exactly with the information entered in by the provider through Provider Web. The information is confirmed by the Placement Unit worker through Provider Web.

FACES.NET Guide

The previous segment focused on agency practice revolving around Confirming Matched Placements in Provider Web. The section below will guide you through the relevant Provider Web screens involved when creating an emergency placement.

FACES.NET Scenario

Role: You are a Placement Unit worker reviewing placements in Provider Web before they are invoiced.

Confirm Match Placements

Steps Include:

Step 1: To review placements before they are invoiced, use the following URL: https://www.facesplacement.cfsa-dc.org/pages/login.aspx

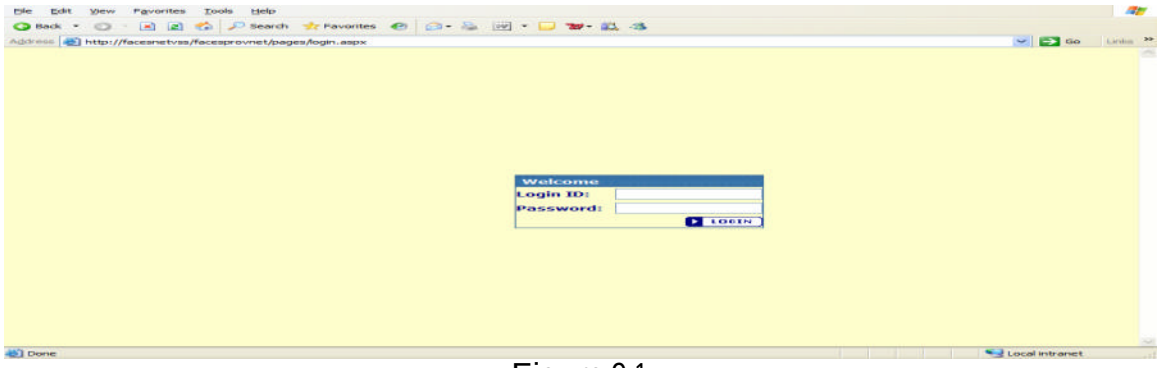

Figure 9.1

Step 2: Enter your username and password. A security disclaimer will be displayed. Read the text and dick the I Agree button to continue.

Figure 9.2

Step 3: Place the cursor over Provider then Location and dick Discrepancies.

Figure 9.3

Step 4: Click on the Matches tab and then click on the Show Filter button.

Step 5: Set the filter parameters to a particular placement.

Step 6: Click Show All to view the placement.

Figure 9.4

Step 7: To confirm the placement, highlight the placement record and click the Edit button.
The Location Edit screen displays.

Figure 9.5

Step 8: Enter the Start Date and Time in the Placement Unit Confirmed section.

Note: In the event that the placement dates and times entered by the social worker and provider do not coincide with one another, the Placement Unit worker must confirm

the correct information through conversation with the social worker and the provider.

Step 9: Next, click on the Services tab.

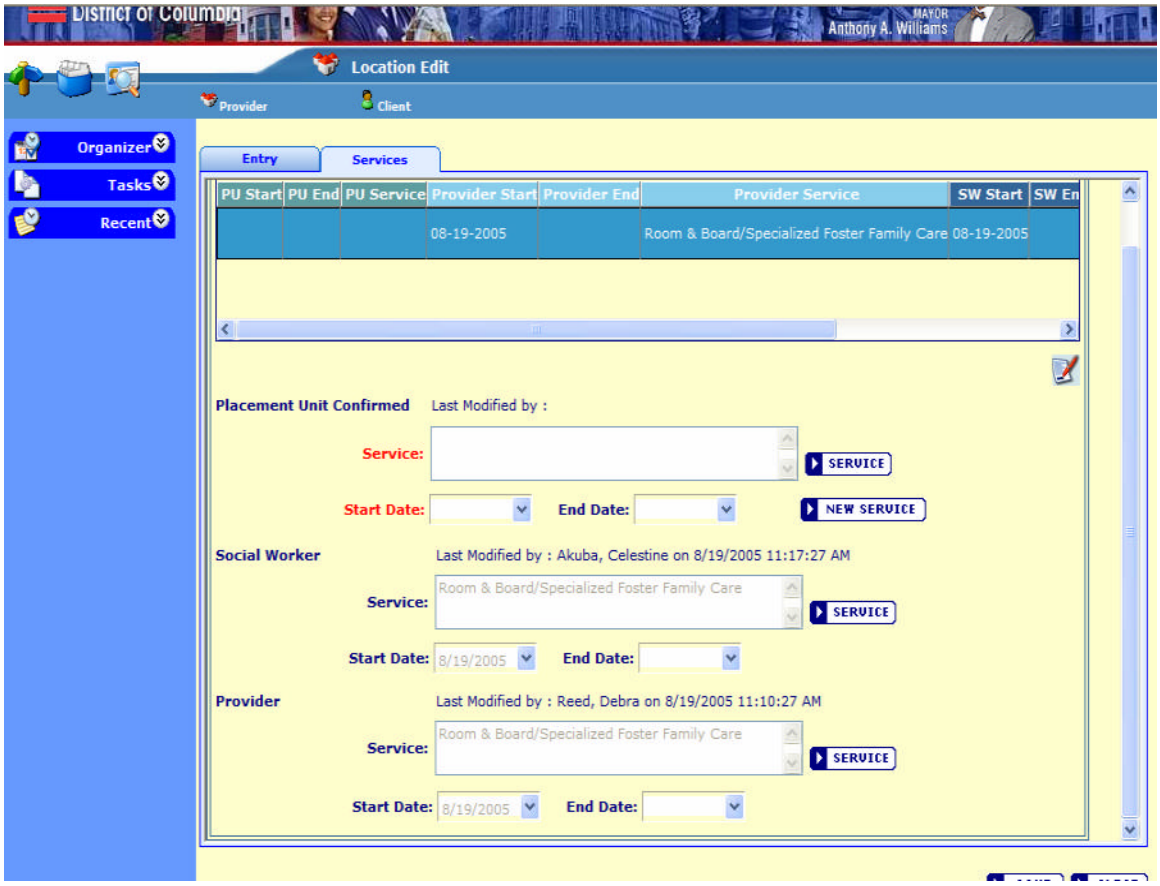

Figure 9.6

Step 10: Verify that the service information entered by the provider or social worker is correct and enter that information into the Placement Unit Confirmed section.

Step 11: Once placement information is confirmed, click Save.

Step 12: Click Close to ensure that the placement is no longer in the Unresolved Discrepancies tab.

Step 13: Click on the Ready to be Invoiced tab. The placement should now be listed under the Ready to be Invoice tab.

Note: The Ready to be Invoiced tab is currently not available but will be made available in the future.

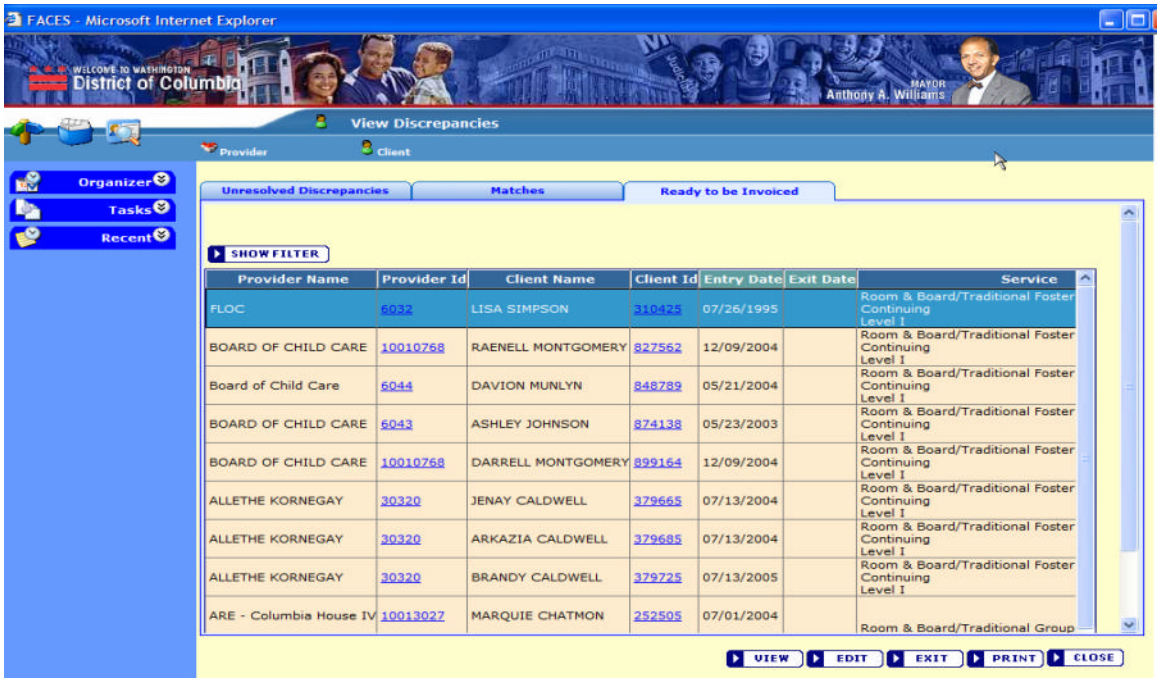
FACES - Microsoft Internet Explorer
WELCOME TO WASHINGTON
District of Columbia
MAYOR
Anthony A. Williams
View Discrepancies
Provider
Client
Organizer
Tasks
Recent
Unresolved Discrepancies
Matches
Ready to be Invoiced
SHOW FILTER
Provider Name | Provider Id | Client Name | Client Id | Entry Date | Exit Date | Service
FLOC | 6032 | LISA SIMPSON | 310425 | 07/26/1995 | | Room & Board/Traditional Foster Continuing Level I
BOARD OF CHILD CARE | 10010768 | RAENELL MONTGOMERY | 827562 | 12/09/2004 | | Room & Board/Traditional Foster Continuing Level I
Board of Child Care | 6044 | DAVION MUNLYN | 848789 | 05/21/2004 | | Room & Board/Traditional Foster Continuing Level I
BOARD OF CHILD CARE | 6043 | ASHLEY JOHNSON | 874138 | 05/23/2003 | | Room & Board/Traditional Foster Continuing Level I
BOARD OF CHILD CARE | 10010768 | DARRELL MONTGOMERY | 899164 | 12/09/2004 | | Room & Board/Traditional Foster Continuing Level I
ALLETHE KORNEGAY | 30320 | JENAY CALDWELL | 379665 | 07/13/2004 | | Room & Board/Traditional Foster Continuing Level I
ALLETHE KORNEGAY | 30320 | ARKAZIA CALDWELL | 379685 | 07/13/2004 | | Room & Board/Traditional Foster Continuing Level I
ALLETHE KORNEGAY | 30320 | BRANDY CALDWELL | 379725 | 07/13/2005 | | Room & Board/Traditional Foster Continuing Level I
ARE - Columbia House IV | 10013027 | MARQUIE CHATMON | 252505 | 07/01/2004 | | Room & Board/Traditional Group
VIEW
EDIT
EXIT
PRINT
CLOSE

Figure 9.7

Notes

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SECTION 10: CHANGE SERVICES OF EXISTING PLACEMENTS

Performance Objectives

In this Section, you gain confidence in your ability to:

- Locate Placement Information
- Change Services of an Existing Placement

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Practice Overview

Provider Web gives private placement providers up to minute placement information for children in their care, tracks information regarding provider capacities and vacancies of provider homes and allows real-time access to placement information. Provider Web is accessible through the World Wide Web and connects seamlessly with FACES.NET.

Only Placement Unit workers have the ability to change the service of an existing placement based on the provider's contract. This is most useful in situations where the service needs of a child change. A Placement Unit worker can change services of a client without having to exit that client out of his/her placement.

FACES.NET Guide

The previous segment focused on agency practice revolving around Changing the Service of Existing Placements in Provider Web. The section below will guide you through the relevant Provider Web screens involved when changing the service of an existing placement. Changing the service of an existing placement is based on the provider's contract.

FACES.NET Scenario

Role: You are a Placement Unit worker.

Rodney Scott, needs to be placed in a Therapeutic Foster home. One of the trained Finance staff members from Provider Agency A called the Placement Unit complaining that Rodney's placement was not recorded accurately by his social worker. The staff member went into Provider Web to record the date and time that Rodney came into care with one of Provider Agency A's facilities; however, they noticed that the social worker's service indicated traditional foster care. Since Provider Agency A knows that Rodney was placed into a therapeutic foster home, they are informing the Placement Unit so that the provider is properly paid.

Change Services of an Existing Placement

Steps Include:

Step 1: Type the following URL on your web browser:
https://www.facesplacement.cfsa-dc.org/pages/login.aspx

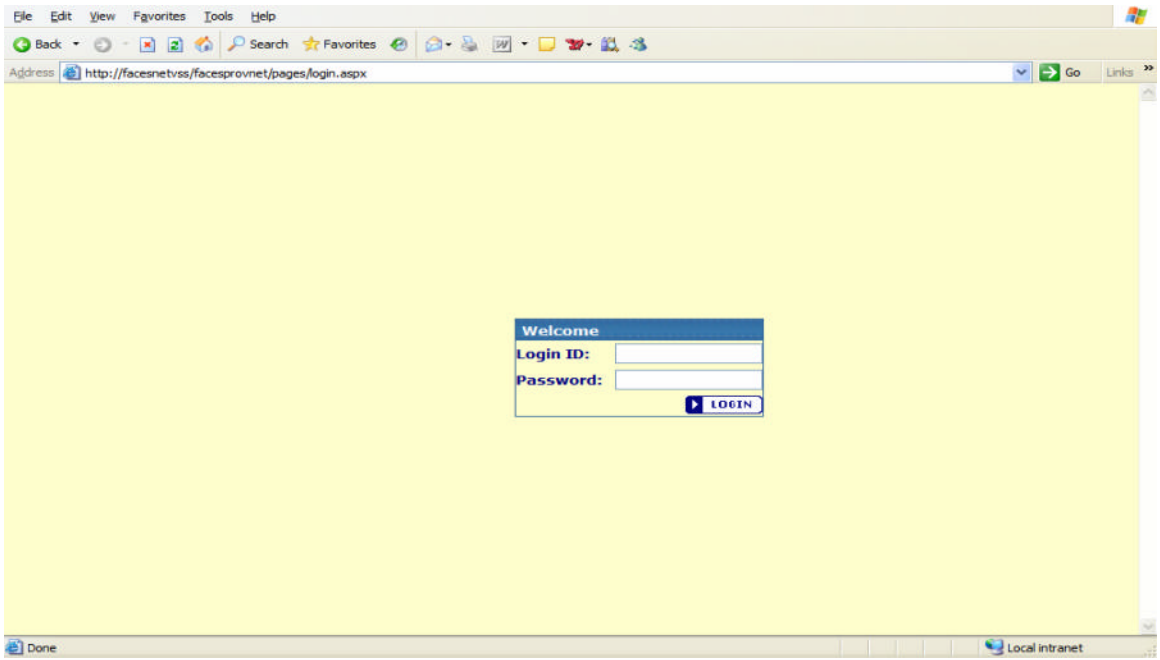

Figure 10.1

Step 2: Enter username and password. A security disclaimer will be displayed. Read the text and dick the I Agree button to continue.

Figure 10.2

Step 3: Place the cursor over Client and click Search.

Figure 10.3

Step 4: Enter the Client's ID number into the Client ID field or use any of the search criteria options.

Figure 10.4

Step 5: Click the Search Client button.

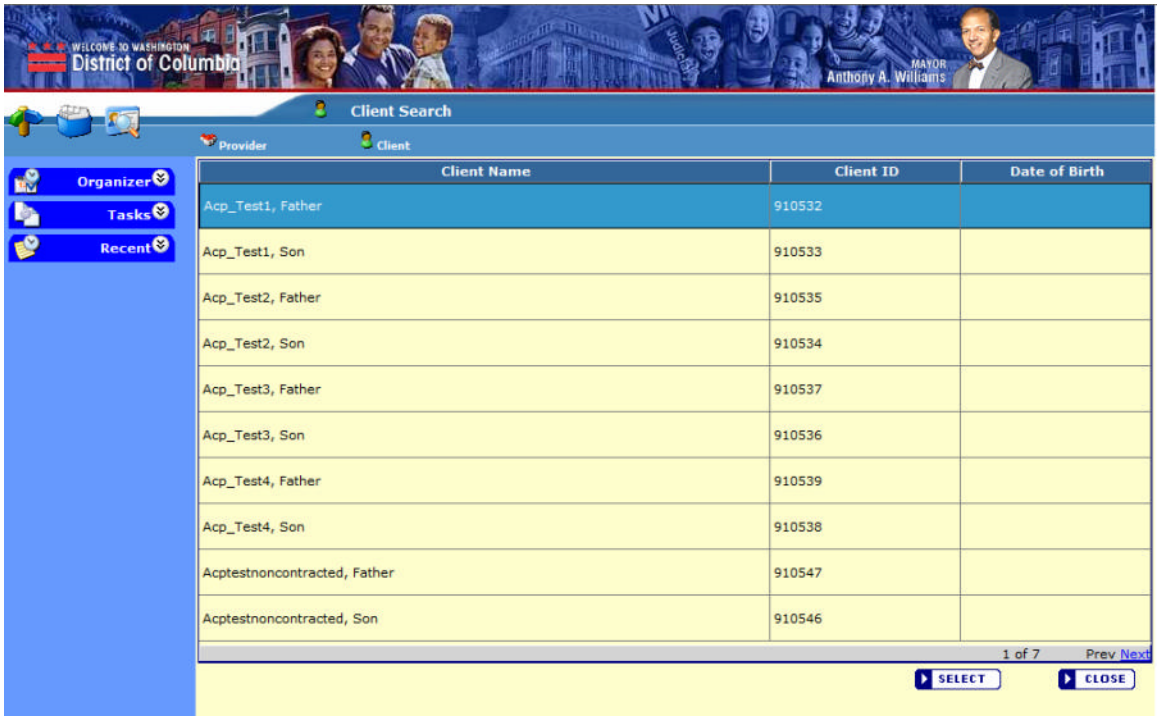

Figure 10.5

Step 6: Make sure the client's information is highlighted and click Select.

Note: The client's Name and ID number appear in the top right hand corner of the title bar to indicate that the client is in focus.

Figure 10.6

Step 7: Place the cursor over Client then Location followed by History. The previously entered placement will be displayed.

Step 8: To update the placement, highlight the placement and click the Edit button.

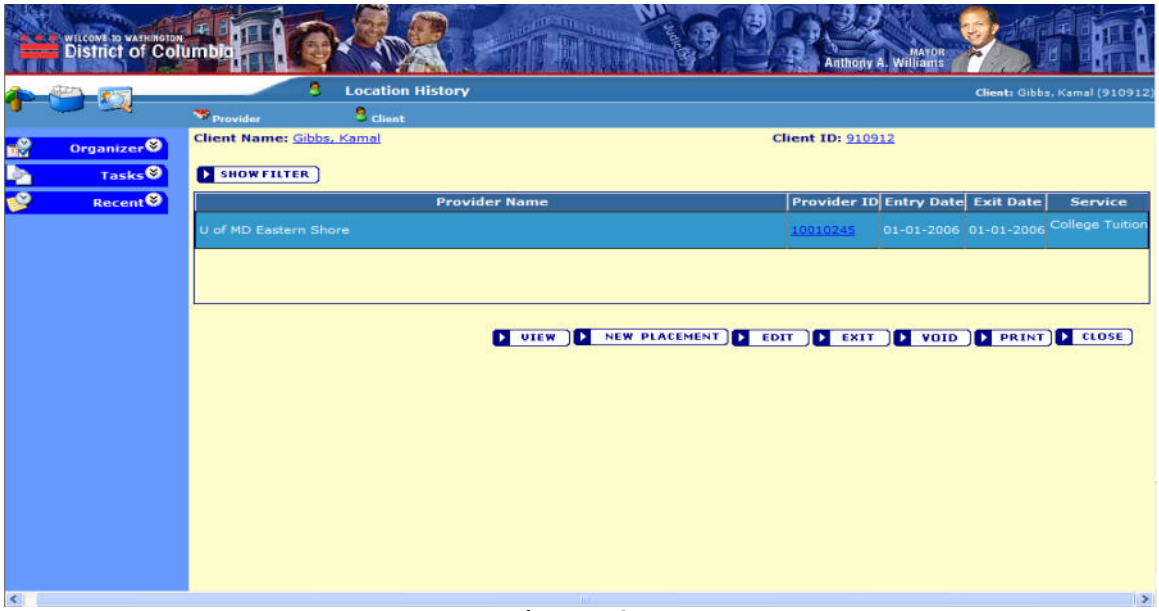

Figure 10.7

Step 9: Click on the Services tab.

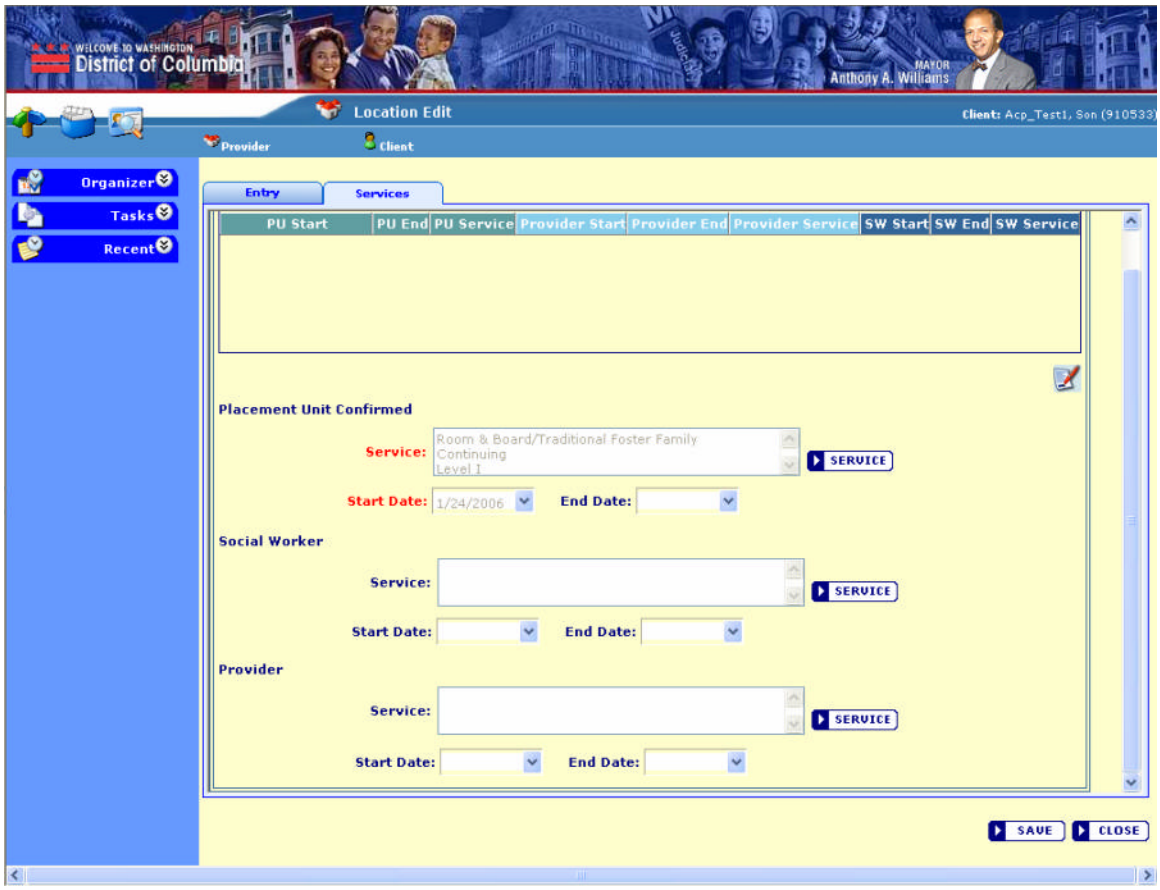

Figure 10.8

Step 10: To change the service from Traditional Foster Care to Therapeutic Foster Care, click on the Service button to the right of the Service field and then select the Traditional Foster Care services. Update the service levels for the new service appropriately.

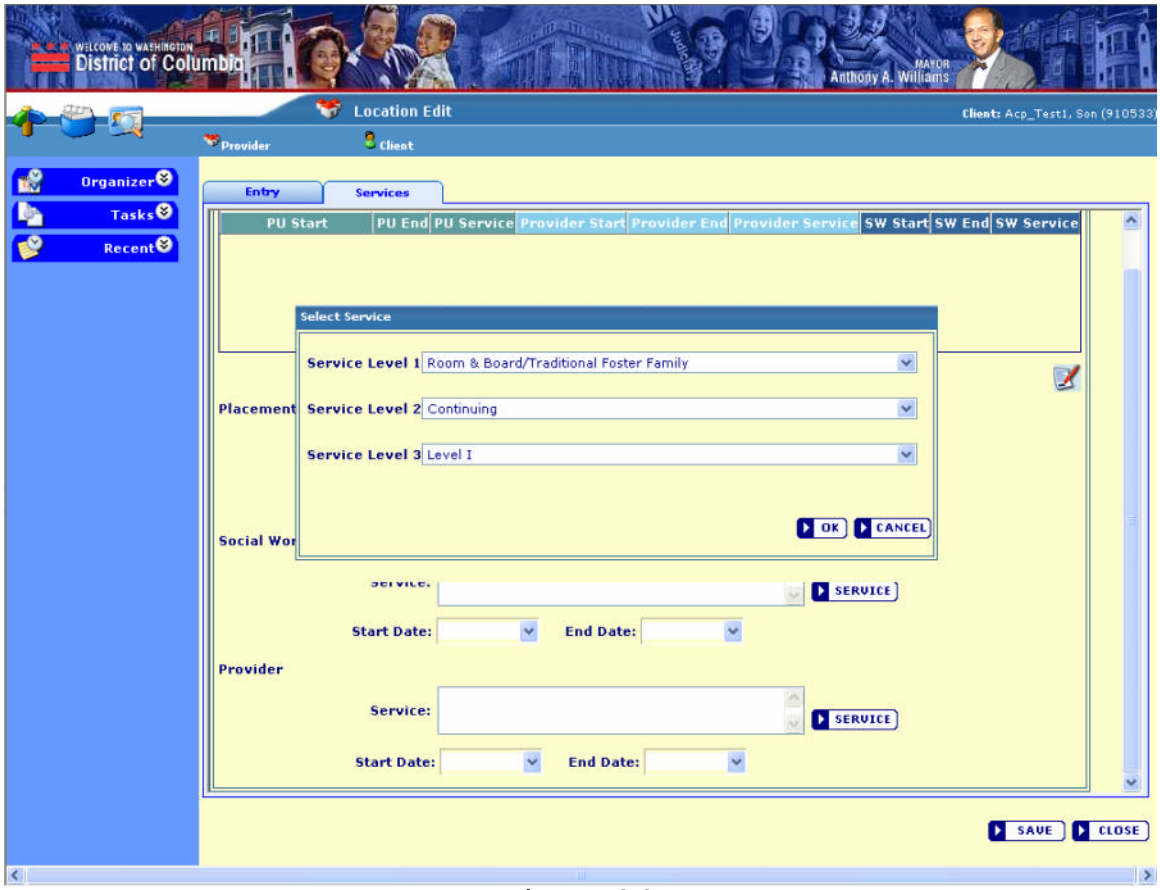

Figure 10.9

Step 11: Click OK.

Step 12: Click Save to complete the placement entry.

Notes

SECTION 11: RESOLVE INVOICE DISCREPANCIES

Performance Objectives

In this Section, you gain confidence in your ability to:

- Identify Invoice Discrepancies
- Resolve Invoice Discrepancies

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Practice Overview

Provider Web gives private placement providers up to the minute placement information for children in their care, tracks information regarding provider capacities and vacancies of provider homes and allows real-time access to placement information. Provider Web is accessible through the World Wide Web and connects seamlessly with FACES.NET.

Payments are associated with paid placements and/or paid services. Each authorized "paid placement" or service generates a payment in association with a contracted or non-contracted service line. When a social worker makes a recommendation to the Placement Unit and the Placement Unit authorizes and approves the placement, payments to the provider will begin based on the Placement Unit's entry date.

Before a Placement is invoiced, the Placement Unit enters the dates and times of the placement. In the event that the placement dates and times entered by the social worker and provider do not coincide with one another, the Placement Unit worker must confirm the correct information through conversation with the social worker and the provider.

Placement Unit workers have the ability to confirm all in-process placements that are ready to be invoiced. Confirming placements requires checking all in-process placements whose information does match and would cause an invoice discrepancy. Placements on the Invoice Discrepancy tab must move to the "Ready to be Invoiced" tab for the placement to be confirmed.

FACES.NET Guide

The previous segment focused on agency practice around resolving invoice discrepancies in Provider Web. The section below will guide you through the relevant Provider Web screens involved when creating an emergency placement.

FACES.NET Scenario

Role: You are a Placement Unit worker.

Resolve Invoice Discrepancies

Steps Include:

Step 1: To resolve this the placement unit will use the following URL: https://www.facesplacement.cfsa-dc.org/pages/login.aspx

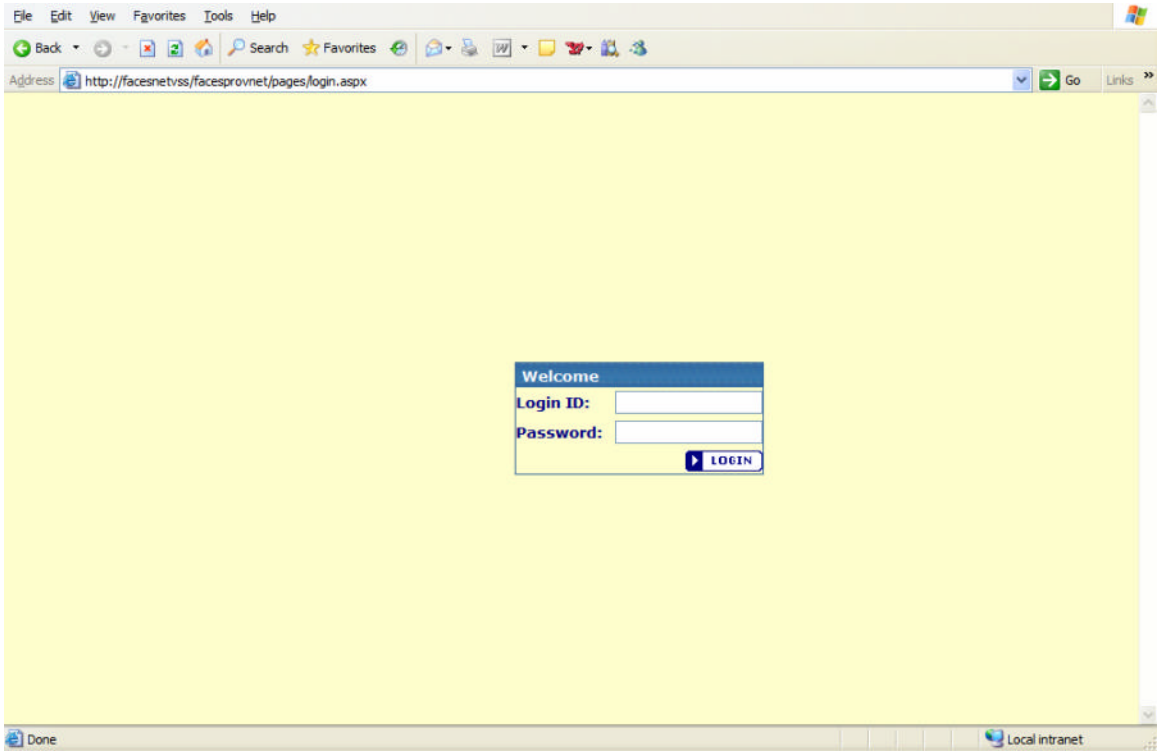

Figure 11.1

Step 2: Enter your username and password. A security disclaimer will be displayed. Read the text and dick the I Agree button to continue.

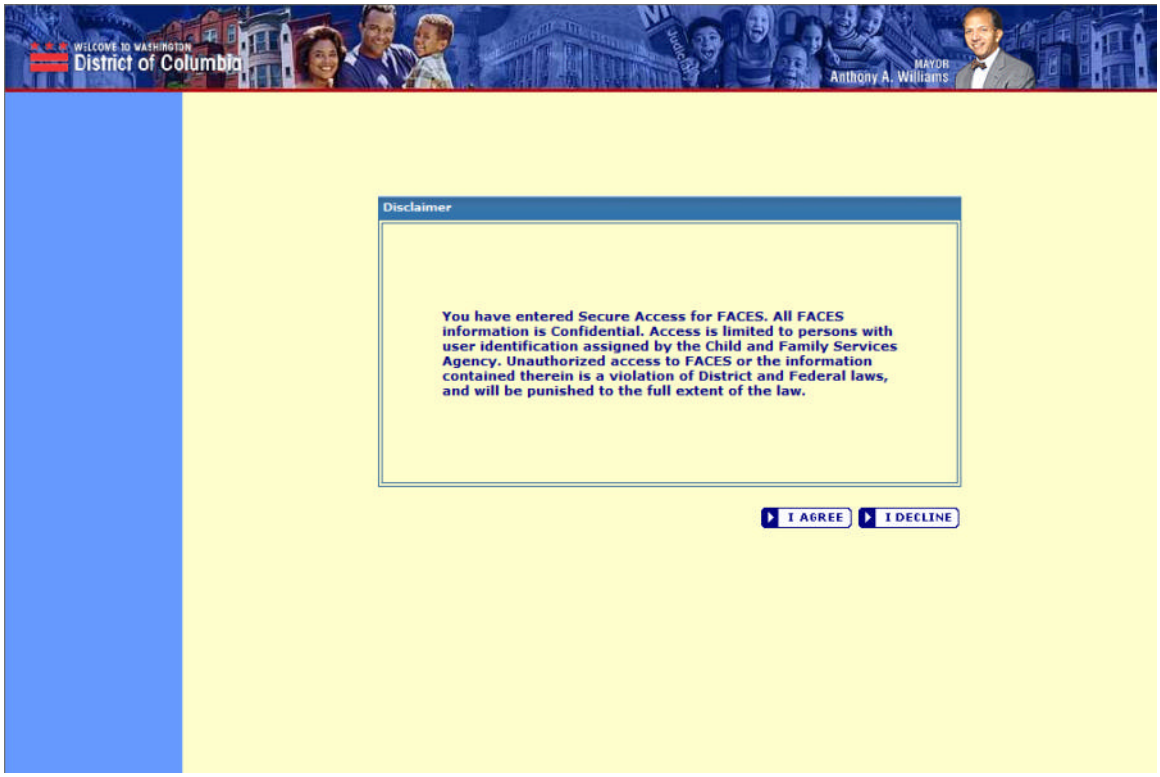

Figure 11.2

Step 3: Place the cursor over the Provider menu, then Location and click Discrepancies.

Figure 11.3

Step 4: Click on the Unresolved Discrepancies tab. All in-process placements that have invoice discrepancies are listed here.

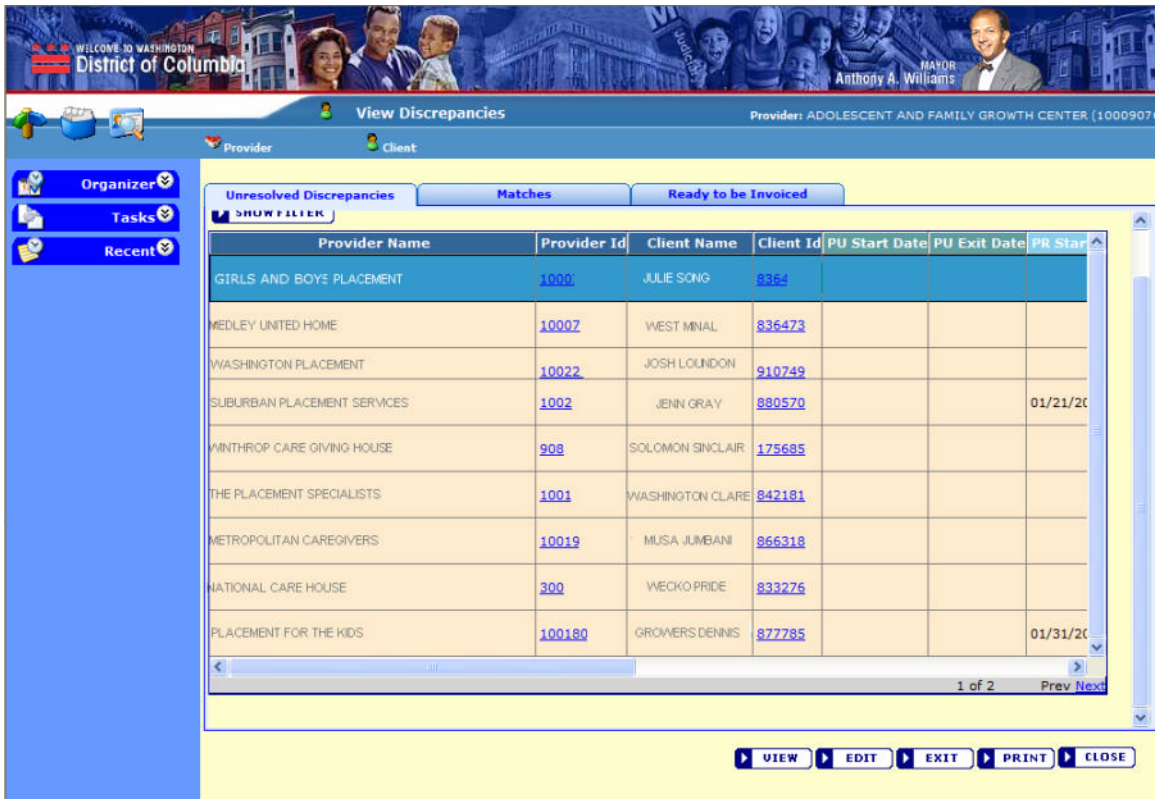

Figure 11.4

Step 5: Click on the Show Filter button.

Step 6: Set the filter conditions to display the specific discrepancy involving Rodney and Provider A.

Step 7: Click on Apply Filter to view the unresolved discrepancies.

Step 8: To resolve the discrepancy, highlight the placement and click the Edit button.

Figure 11.5

Step 9: The Placement unit worker enters the Start Date and Time in the Placement Unit Confirmed section.

Note: In the event that the placement dates and times entered by the social worker and provider do not coincide with one another, the Placement Unit worker must confirm the correct information through conversation with the social worker and the provider.

Step 10: Next, click on the Services tab.

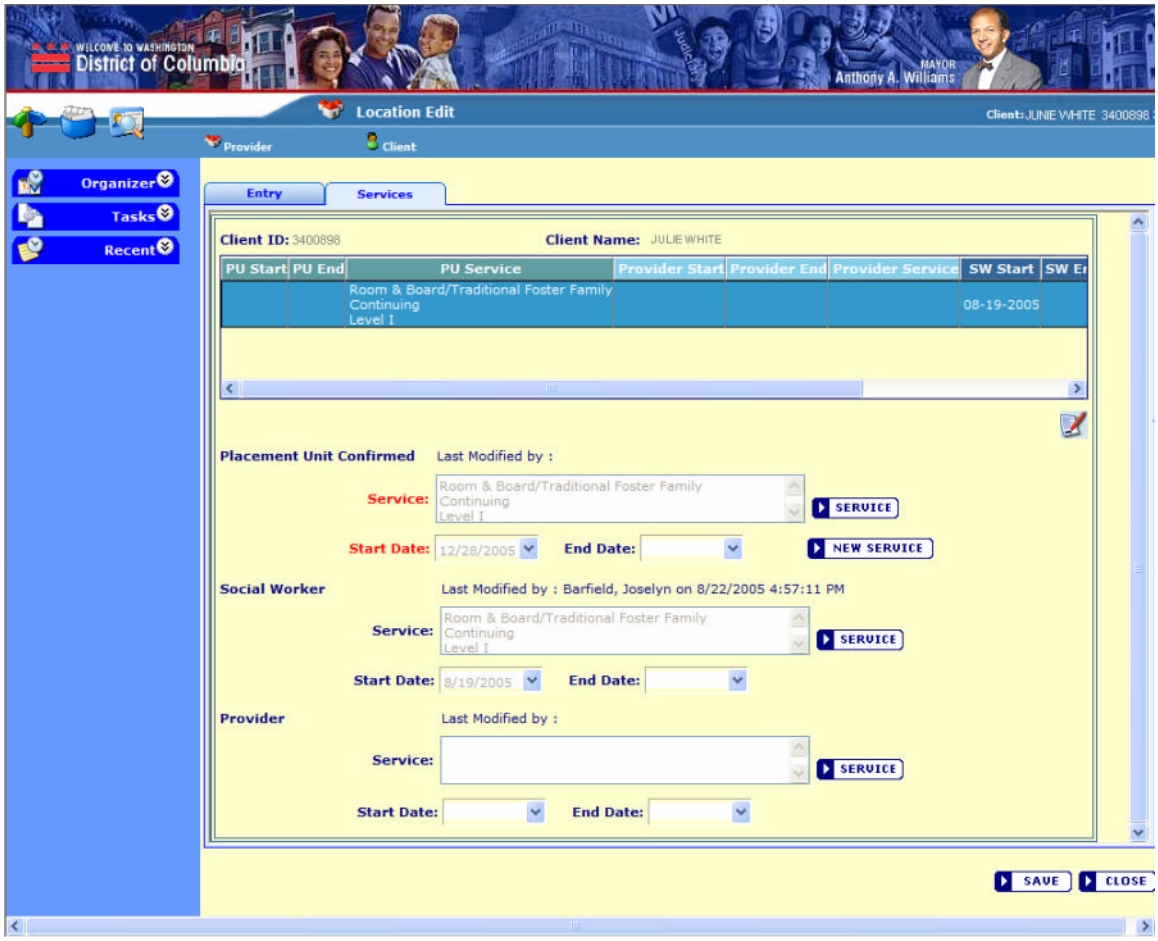

Figure 11.6

Step 11: Verify that the service placement does not cause an invoice discrepancy. To change it, click on the Service button just to the right of the Service field and select the appropriate service.

Step 12: Once all information for the placement is confirmed, click Save.

Step 13: Click Close to ensure that the placement is no longer in the Unresolved Discrepancies tab.

Note: The placement will be listed under the Ready to be Invoiced tab once this feature is implemented.

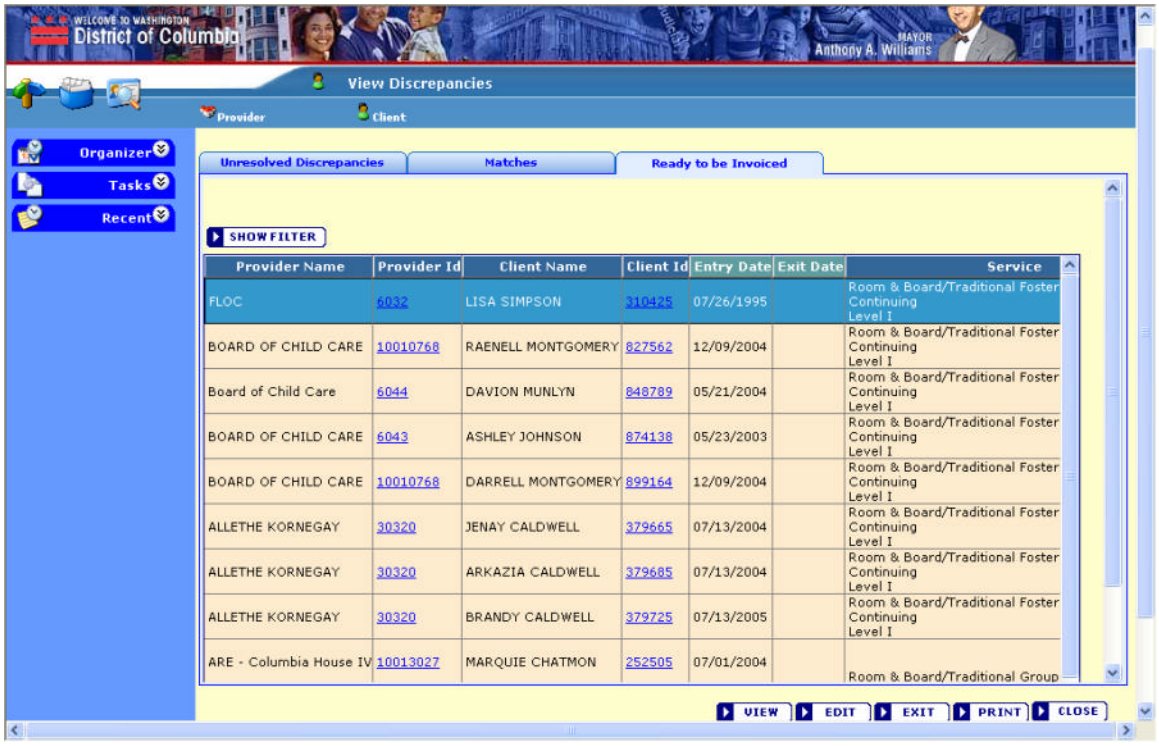
WELCOME TO WASHINGTON
District of Columbia
MAYOR
Anthony A. Williams
View Discrepancies
Provider
Client
Organizer
Tasks
Recent
Unresolved Discrepancies
Matches
Ready to be Invoiced
SHOW FILTER
Provider Name
Provider Id
Client Name
Client Id
Entry Date
Exit Date
Service
FLOC
6032
LISA SIMPSON
310425
07/26/1995
Room & Board/Traditional Foster Continuing Level I
BOARD OF CHILD CARE
10010768
RAENELL MONTGOMERY
827562
12/09/2004
Room & Board/Traditional Foster Continuing Level I
Board of Child Care
6044
DAVION MUNLYN
848789
05/21/2004
Room & Board/Traditional Foster Continuing Level I
BOARD OF CHILD CARE
6043
ASHLEY JOHNSON
874138
05/23/2003
Room & Board/Traditional Foster Continuing Level I
BOARD OF CHILD CARE
10010768
DARRELL MONTGOMERY
899164
12/09/2004
Room & Board/Traditional Foster Continuing Level I
ALLETHE KORNEGAY
30320
JENAY CALDWELL
379665
07/13/2004
Room & Board/Traditional Foster Continuing Level I
ALLETHE KORNEGAY
30320
ARKAZIA CALDWELL
379685
07/13/2004
Room & Board/Traditional Foster Continuing Level I
ALLETHE KORNEGAY
30320
BRANDY CALDWELL
379725
07/13/2005
Room & Board/Traditional Foster Continuing Level I
ARE - Columbia House IV
10013027
MARQUIE CHATMON
252505
07/01/2004
Room & Board/Traditional Group
VIEW
EDIT
EXIT
PRINT
CLOSE

Figure 11.7

Notes

SECTION 12: REVIEW ICPC INFORMATION

Performance Objectives

In this Section, you gain confidence in your ability to:

- Review Form ICPC 100A
- Review Form ICPC 100B

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Practice Overview

CFSA must comply with the Interstate Compact on the Placement of Children (ICPC) whenever a child may be sent to another state for any of the following reasons:

1. the placement is preliminary for an adoption;
2. the child will be placed into a foster home, group home residential treatment facility, or other institution;
3. the placements will be with a parent or relative; and
4. it is the placement of an adjudicated delinquent in another state's institution.

The sending agency is legally responsible for the child per Article V of the Interstate Compact statute. The receiving agency acts as an agent for the sending agency, and shall not make changes in a child's placement without prior authorization, which shall include the CFSA ICPC Office. This should be explained to the child and caretaker by both the sending and supervising agency prior to placement and at the time of placement.

FACES.NET Guide

The previous segment focused on agency policy revolving around ICPC. This section will guide you through the relevant FACES.NET screens.

FACES.NET Scenario

Role: You are a social worker reviewing ICPC information.

Review Form ICPC 100A

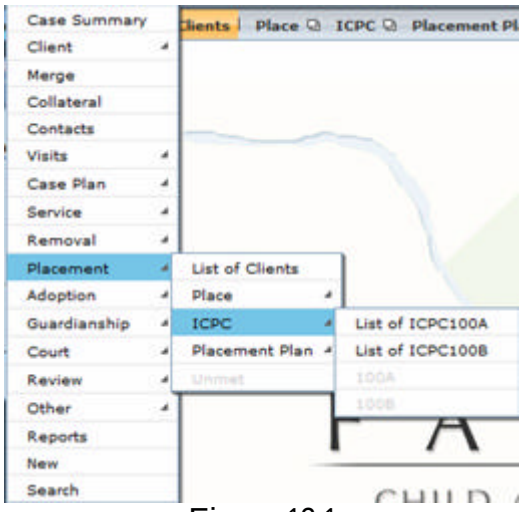

Figure 12.1

Steps Include:

Step 1: Place the cursor over the Case menu, then Placement, ICPC and click List of ICPC 100A.

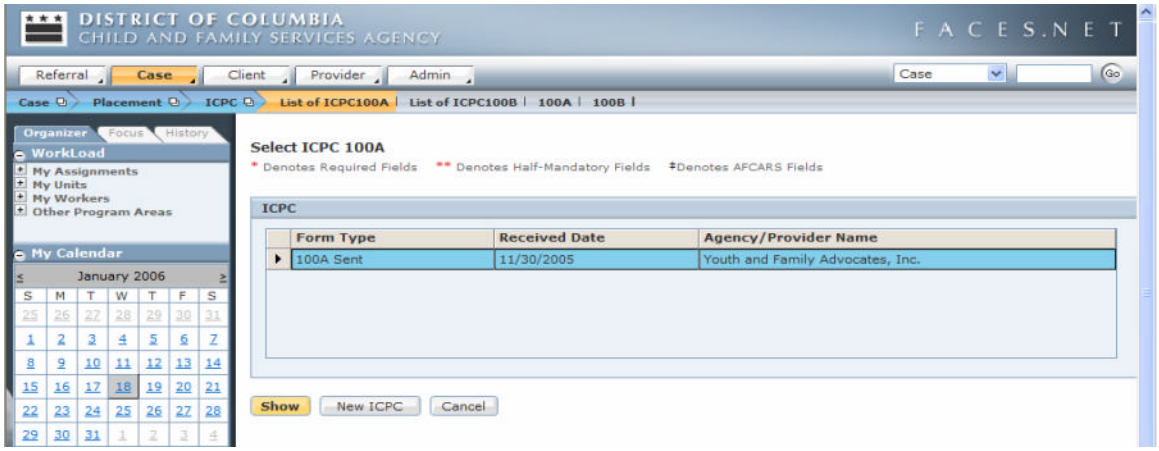

Figure 12.2

Step 2: Click Show to review any existing ICPC 100A forms.

Step 3: Place the cursor over the Case menu, then Placement, ICPC and click 100A under the List of ICPC 100A.

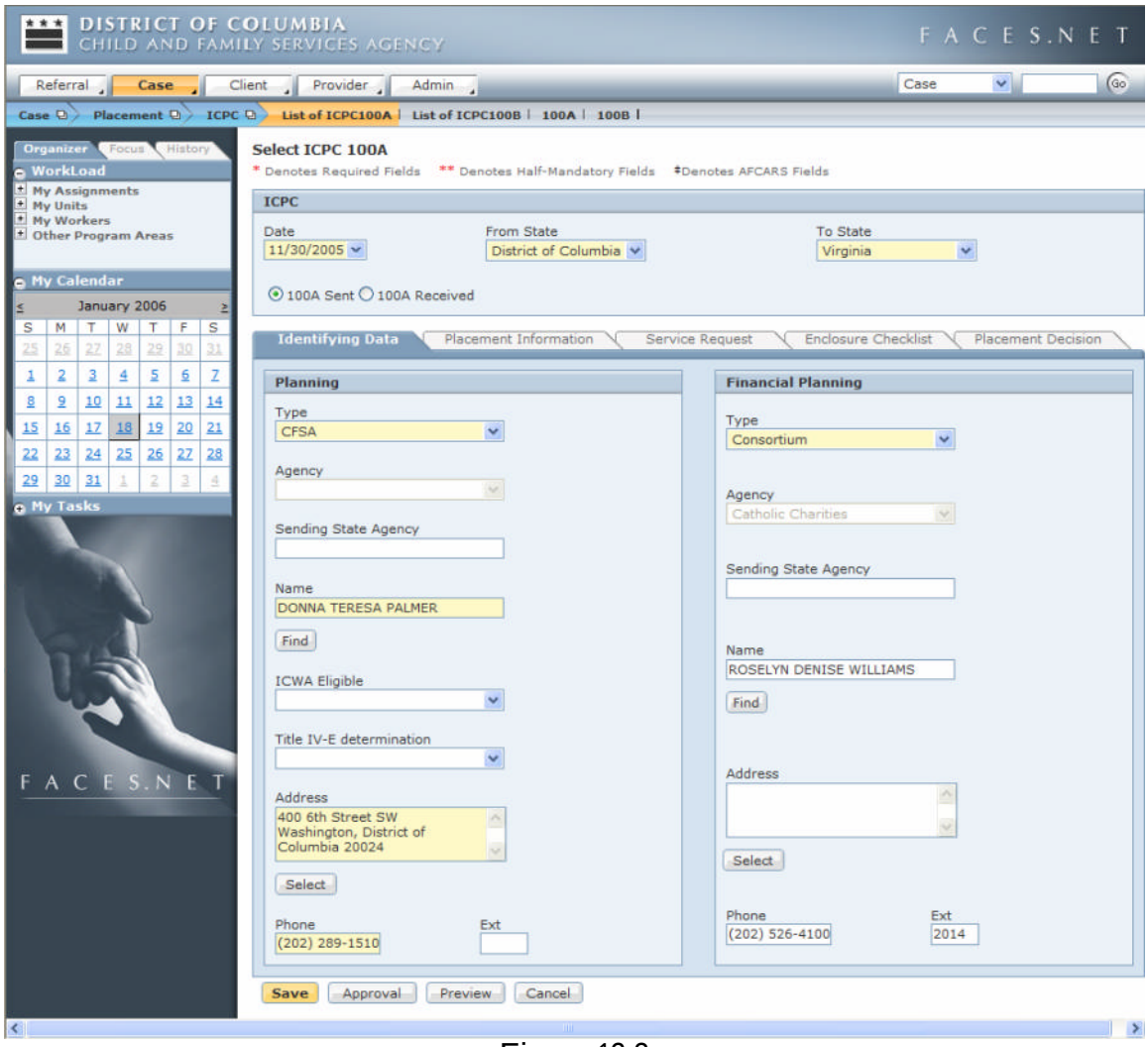

Figure 12.3

Step 4: Review the state from which the child is coming from in the From State field and the state to which the child is going to in the To State field and review the Identifying Data.

Step 5: Click the Placement Information tab to review provider details along with care/legal information.

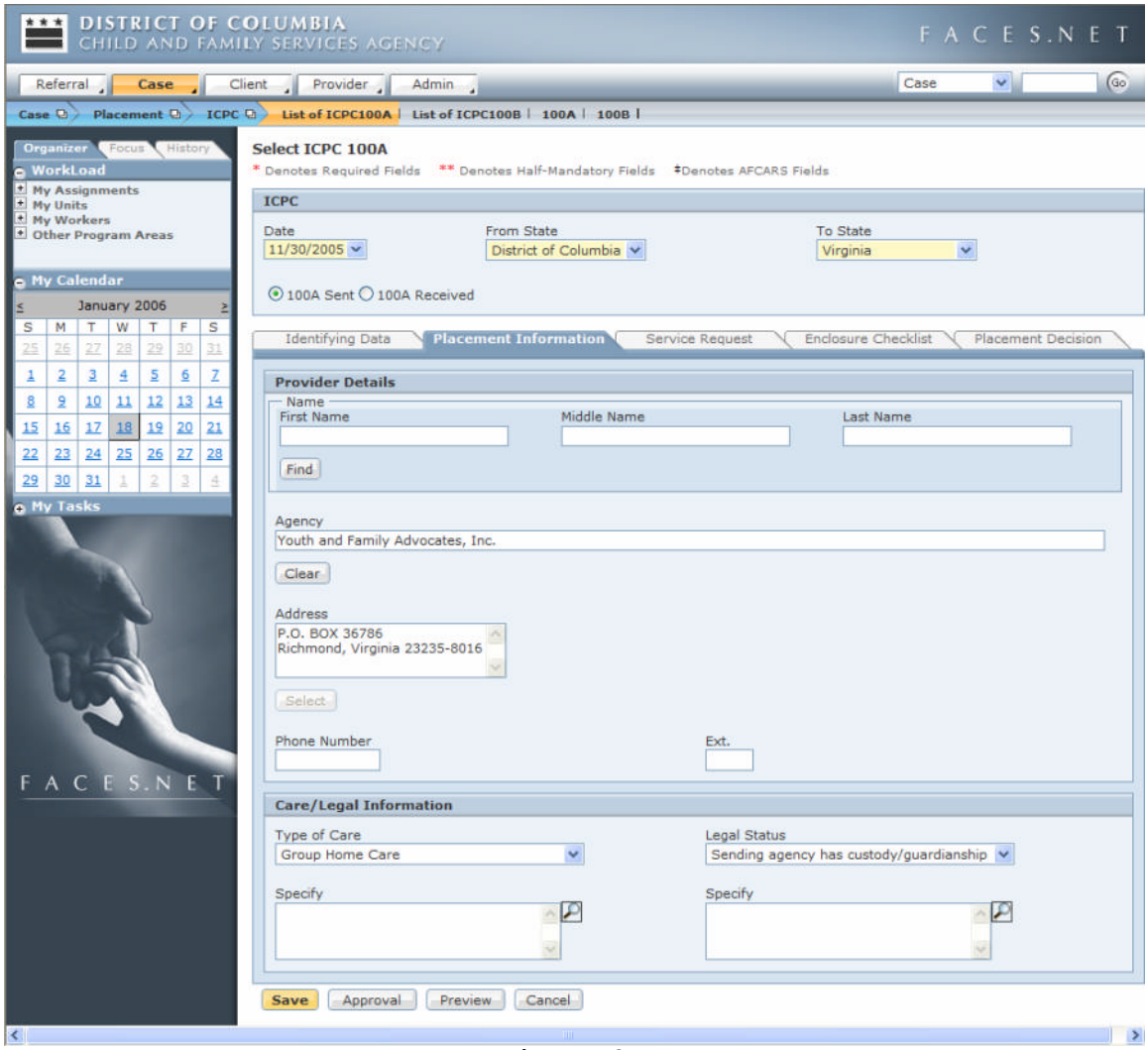

Figure 12.4

Step 6: Click the Service Request tab to review home study information along with supervisory activities.

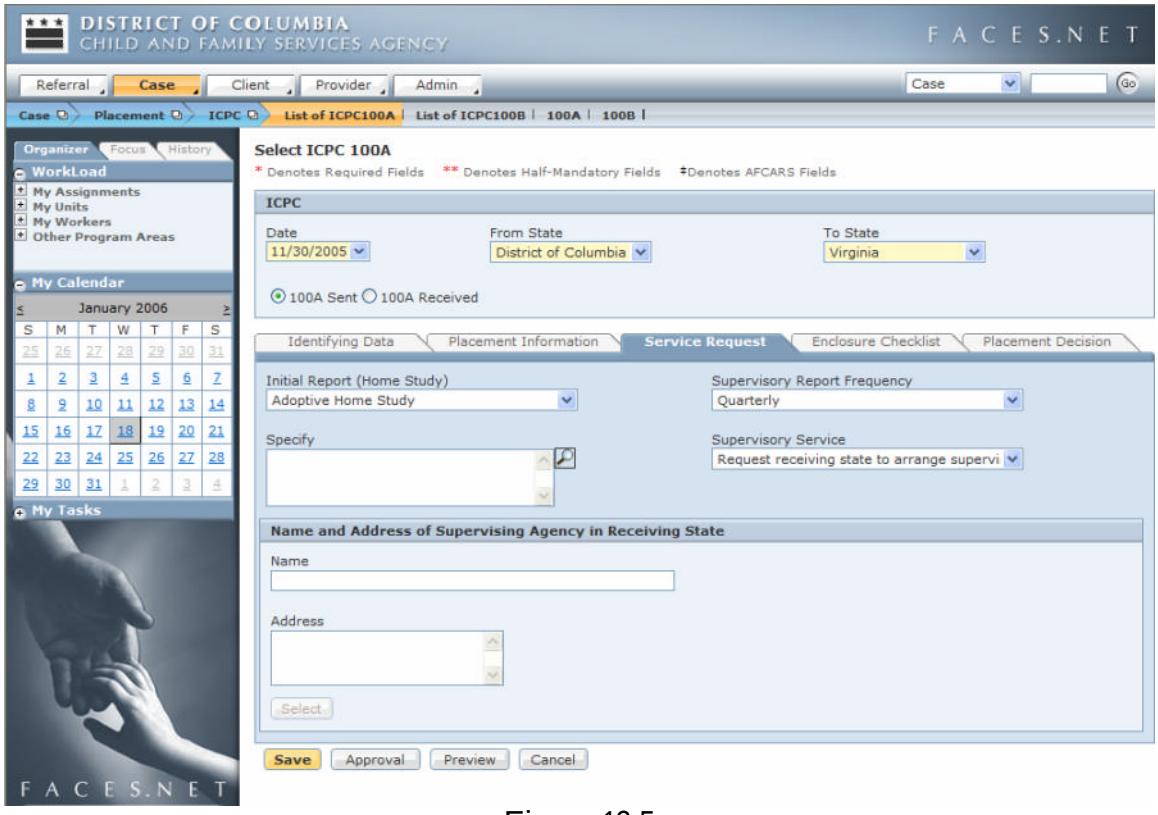

Figure 12.5

Step 7: Click the Enclosure Checklist tab to review any enclosure elements.

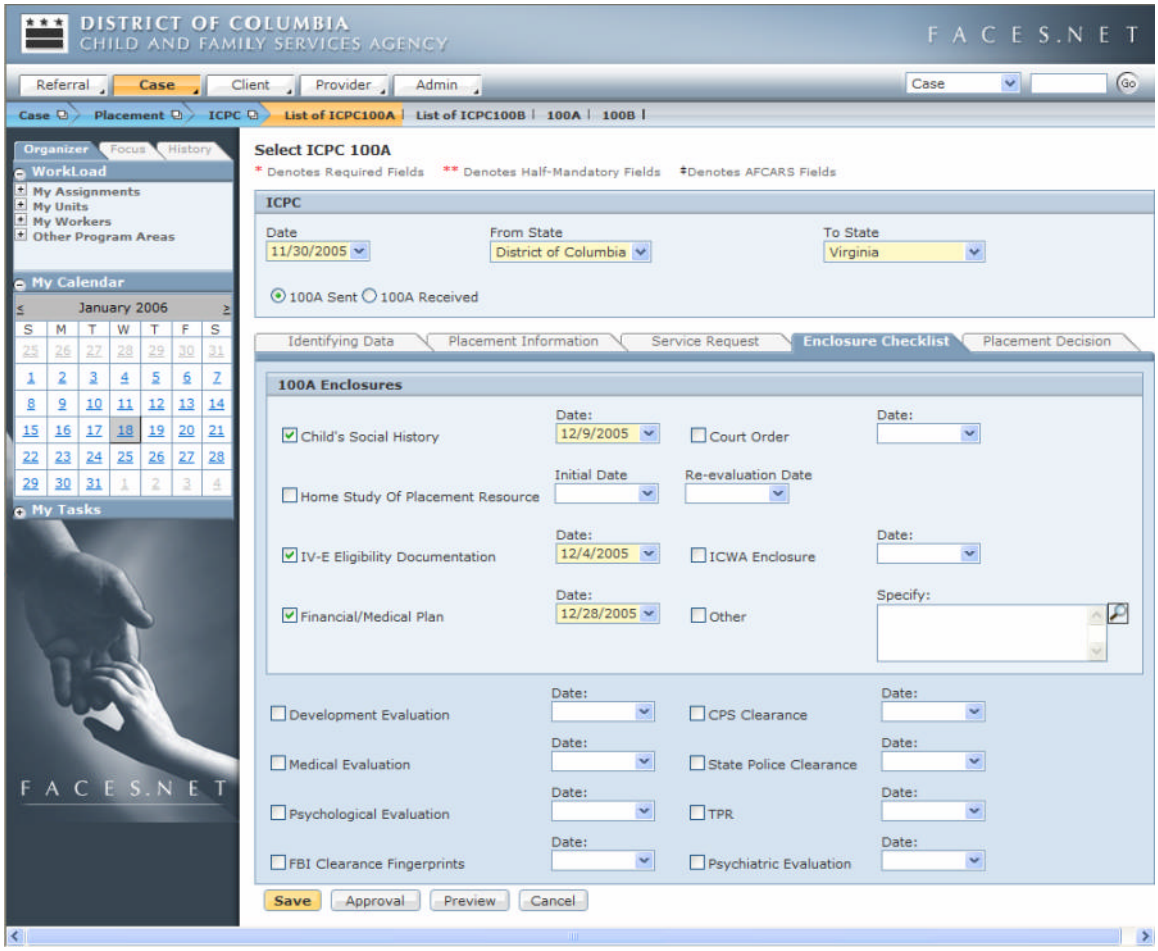

Figure 12.6

Step 8: Click the Placement Decision tab to review the form's status.

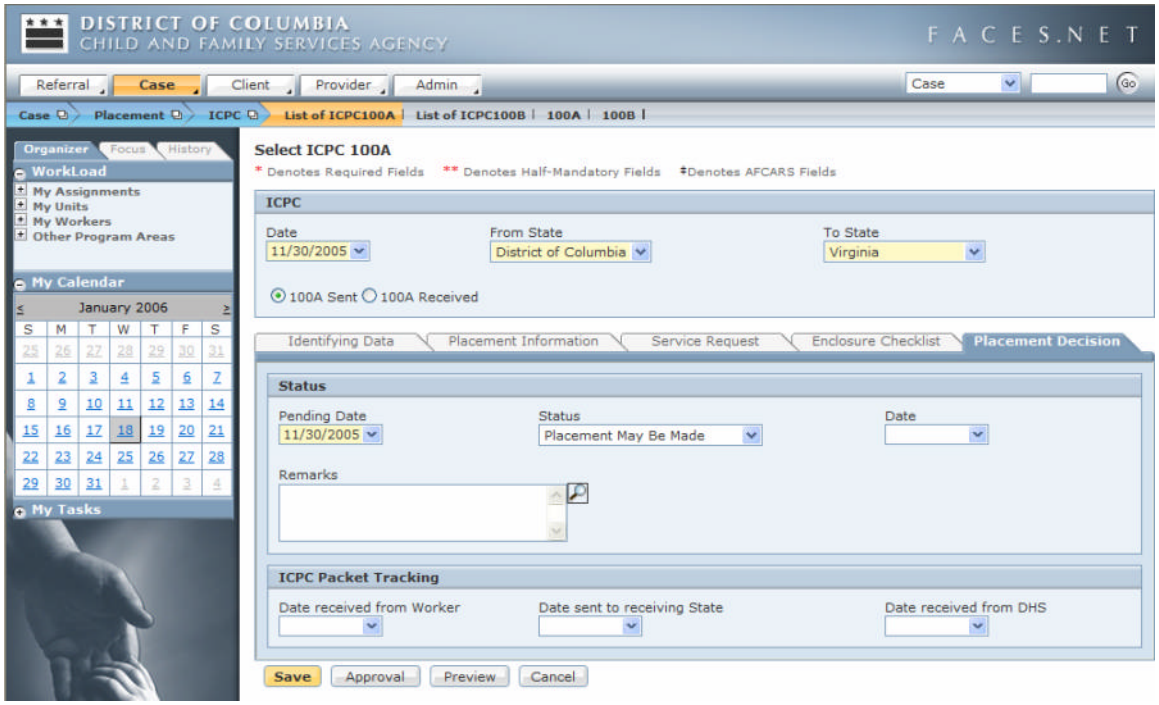

Figure 12.7

Step 9: Click the Approval button to review any existing approvals.

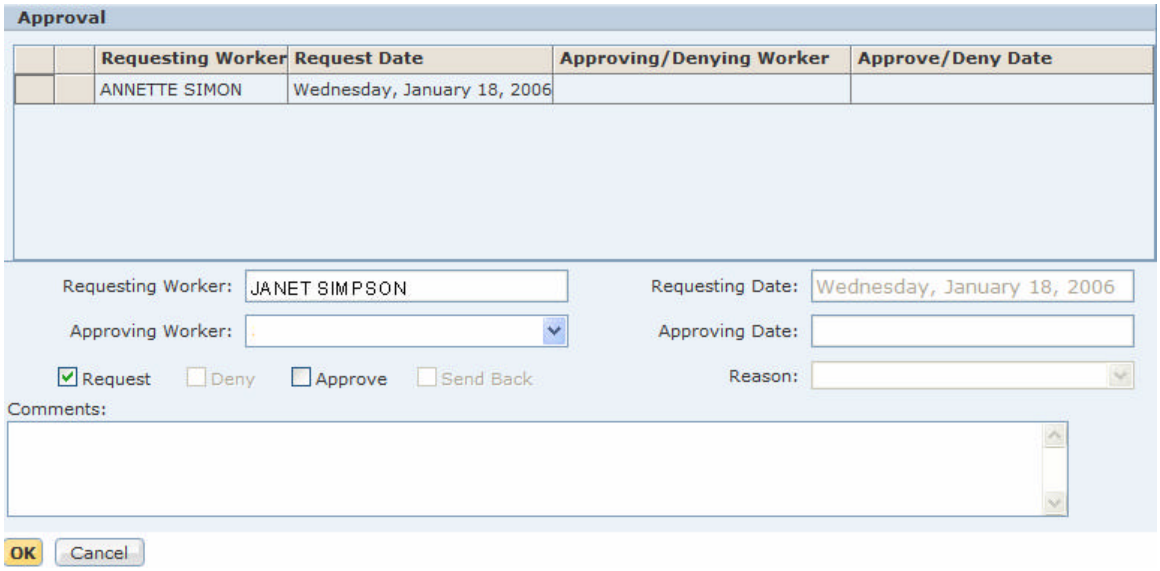

Figure 12.8

Note: Form ICPC 100A is also accessible to the file cabinet.

Review Form ICPC 100B

Form ICPC 100B is an online report completed by the social worker indicating the status of a child placement.

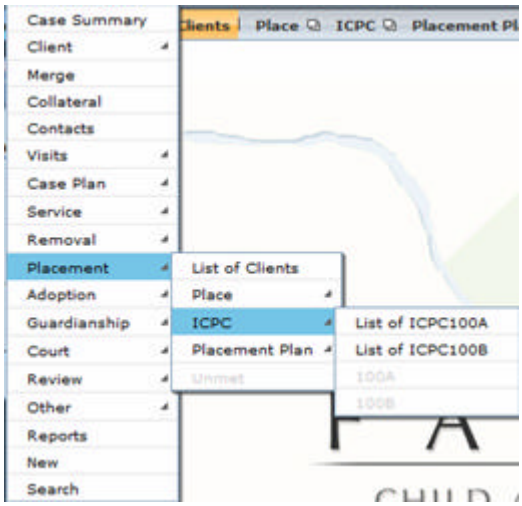

Figure 12.9

Steps Include:

Step 1: Place the cursor over the Case menu, then Placement, CPC and click List of ICPC 100B.

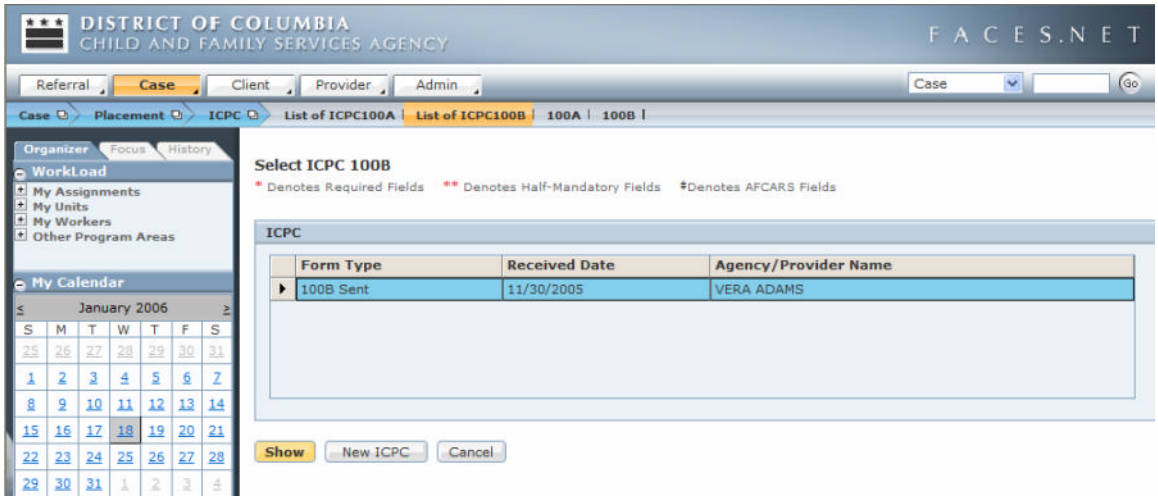

Figure 12.10

Step 2: Select a 100B form and dick Show.

Step 3: Place the cursor over the Case menu, then Placement, ICPC, and click 100B.

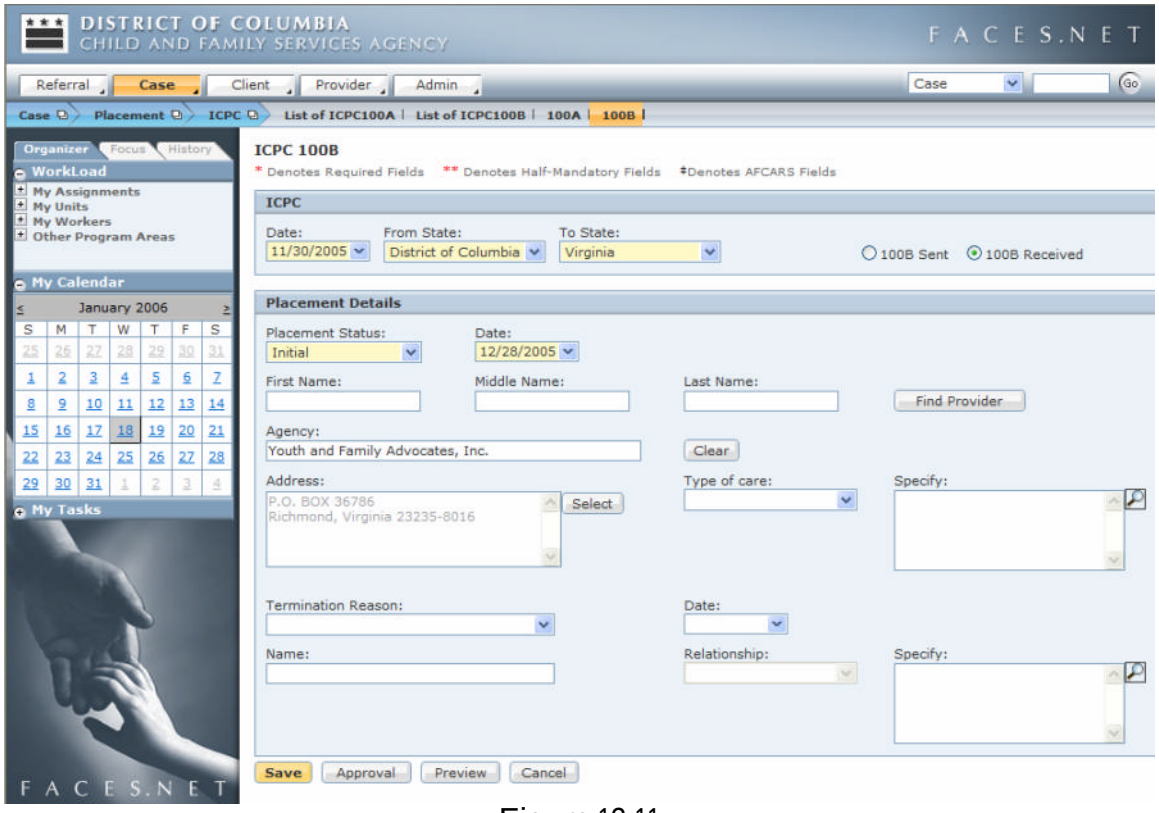

Figure 12.11

Step 4: Review the state from which the child is coming from in the From State field and the state to which the child is going to in the To State field.

Step 5: Review the Placement Details.

Step 6: Click the Approval button to review existing approvals.

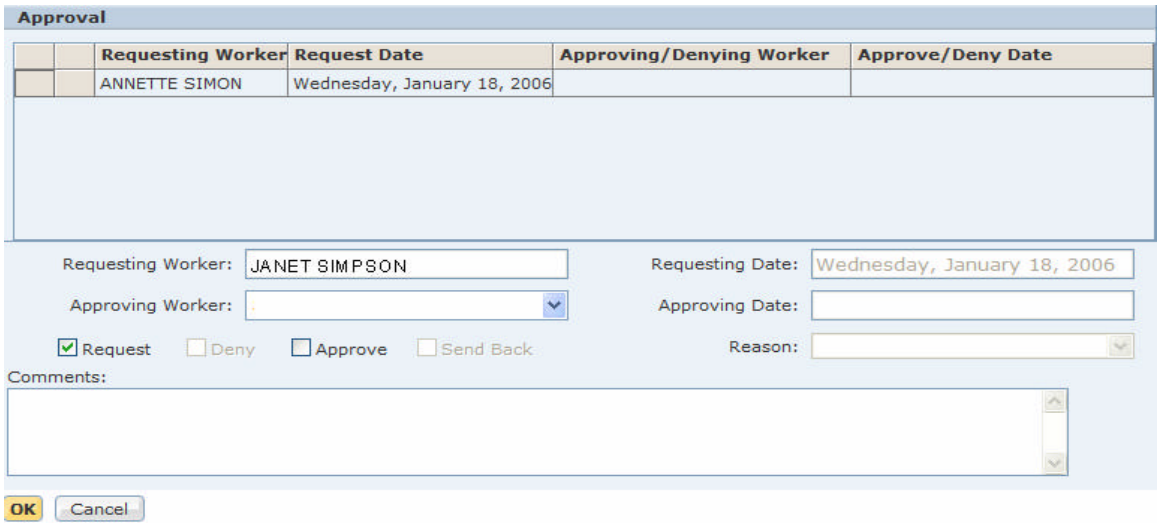

Figure 12.12

Notes:

- In the event of endangerment to the child and the Sending State is unable to be contacted the child (ren) can be moved and the sending state will be notified the next business day without prior authorization;
- Once Form ICPC 100B is approved, a copy of the form is routed to the file cabinet.

Notes

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SECTION 13: MANAGEMENT REPORTS

Performance Objectives

In this Section, you gain confidence in your ability to:

- Access Management Reports
- Access Online Reports
- Access DDE Reports
- Access Template Reports
- Access File Cabinet

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Practice Overview

This segment clarifies how to retrieve, view and print reports from FACES.NET. FACES.NET generates several types of reports: Management, On-line, Dynamic Data Exchange (DDE) and Template reports.

In order for the information in the reports to be meaningful, information in the system must be accurate and up-to-date. It is the worker's responsibility to enter detailed, up-to-date, and complete information into the FACES.NET system. Most functions in FACES.NET, Intake/Investigation, Case, Provider/Directory, Training, and Personnel, involve entering data that can be summarized in reports.

In addition, in this segment you will learn how to navigate in the File Cabinet, to place files appropriately in the File Cabinet and to move files among File Cabinet folders. The File Cabinet is accessed through the File Cabinet button on the main level toolbar. However, it is necessary to begin by bringing cases into focus in order to access File Cabinets for a specific case.

The File Cabinet is a storage bin for documents that relate to FACES.NET case, referral, assessment, and resource or staff person. The File Cabinet can contain FACES.NET-generated documents as well as Microsoft Word documents. By linking documents electronically, all users who have access to the File Cabinet have access to documents that relate to cases, referrals, assessments, etc. without sending electronic copies or checking out the physical case file.

FACES.NET Guide

Management Reports

Management reports allow supervisors, program managers and now social workers to track various statistics and measures of case management performance. For example, a management report that tracks cases with current case plans can be generated. Management Reports are also used to help ensure that the Agency is meeting goals established by the Court Monitor, the Department of Health and Human Services, the Mayor's Scorecard, among others.

Management Reports are accessed through the Admin module and will only appear if you have the appropriate security level. Management reports are now available for social workers via the Internet. They are non-modifiable but may be printed.

The following is a sample of reports used by the Placement Unit:

- § ADP034MM - Placement Type for CFSA Children with the Goal of Adoption As of…
- § ADP038MM - Duration, Origin, and Placement Type for Children with a Goal of Adoption
- § ADP047MM - Placement Type for CFSA Children with the Goal of Adoption Month of ... Best Practice # VIII.a

FACES.NET Guide

Steps Include:

Step 1: Click on the Admin drop down menu.

Step 2: Select the Management Report button.

Step 3: Pick the report category.

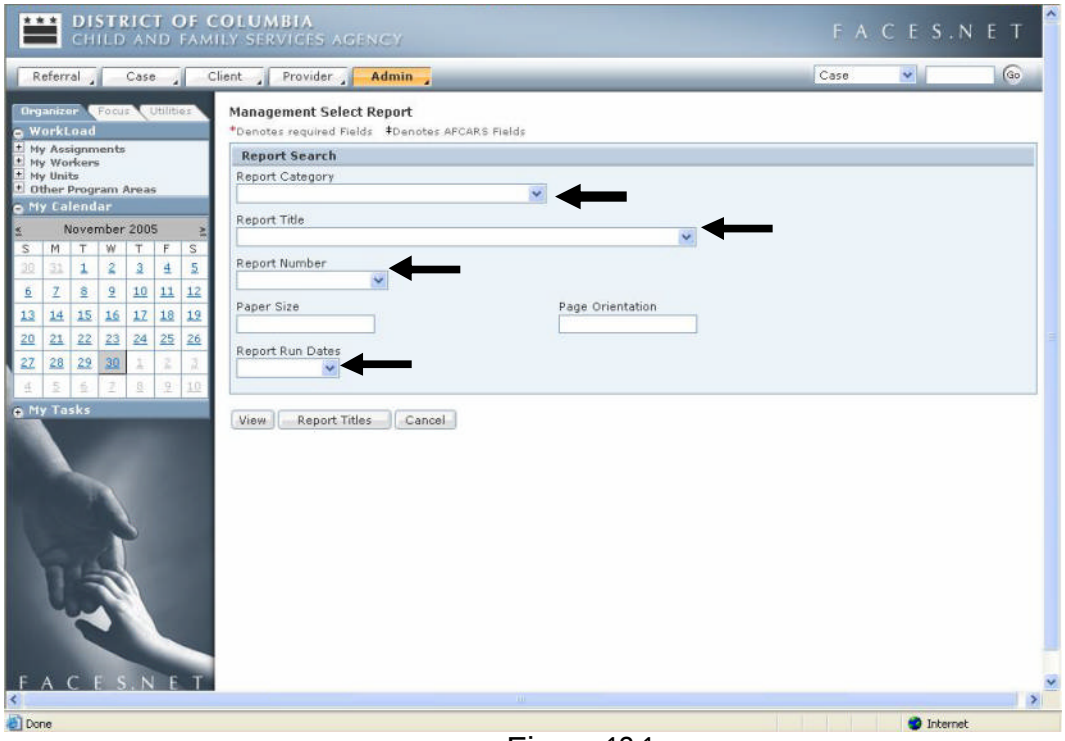

Figure 13.1

Step 4: Pick the Report Title.

Step 5: Pick the Report Run Date.

Step 6: Click View.

Notes:

- § You may choose the report by the report number.
- § Click Report Titles to see a list of all available reports.

On-Line Reports

On-line reports are generated in FACES.NET and cannot be edited by workers. Staff should always "preview" an on-line report to review the report for accuracy before printing.

FACES.NET Guide

Steps Include:

Step 1: Open your Case.

Figure 13.3

Step 2: Click the Reports button.

Step 3: Select the Abscondence Summary Report. This report displays all abscondence information in the case that has been recorded in FACES.NET.

Step 4: Click the Preview button to display a preview of the report.

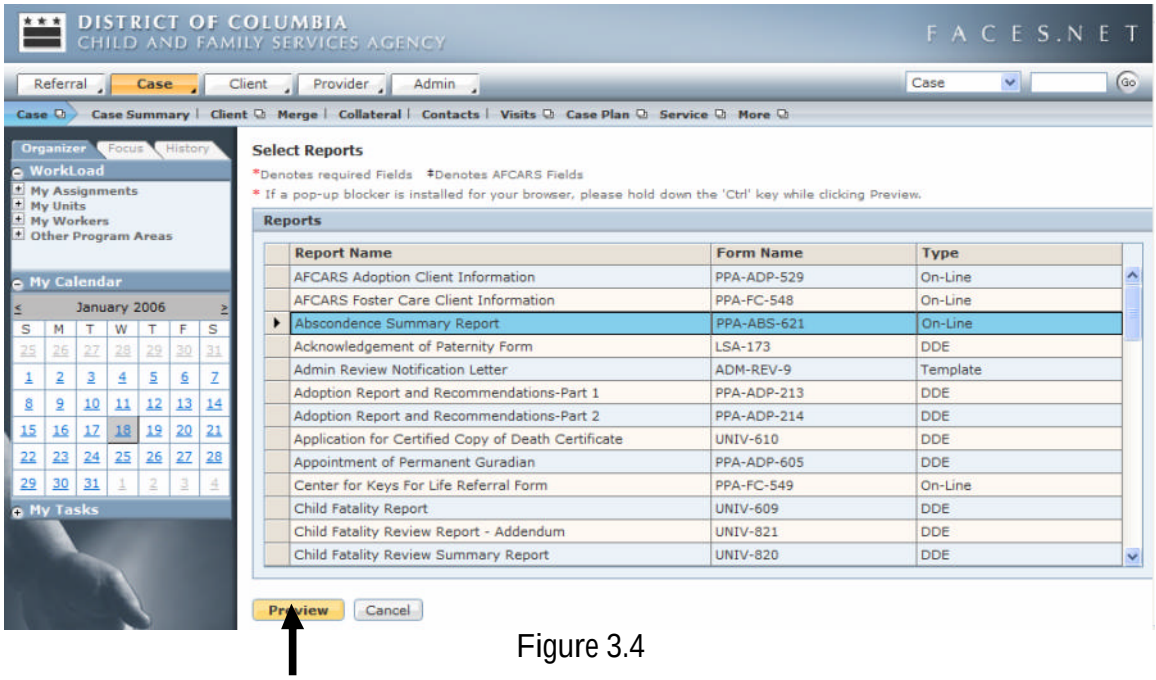

Figure 3.4

Step 5: Highlight the client involved in the abscondence (Keyshawn Jackson).

Step 6: Click OK to review the report.

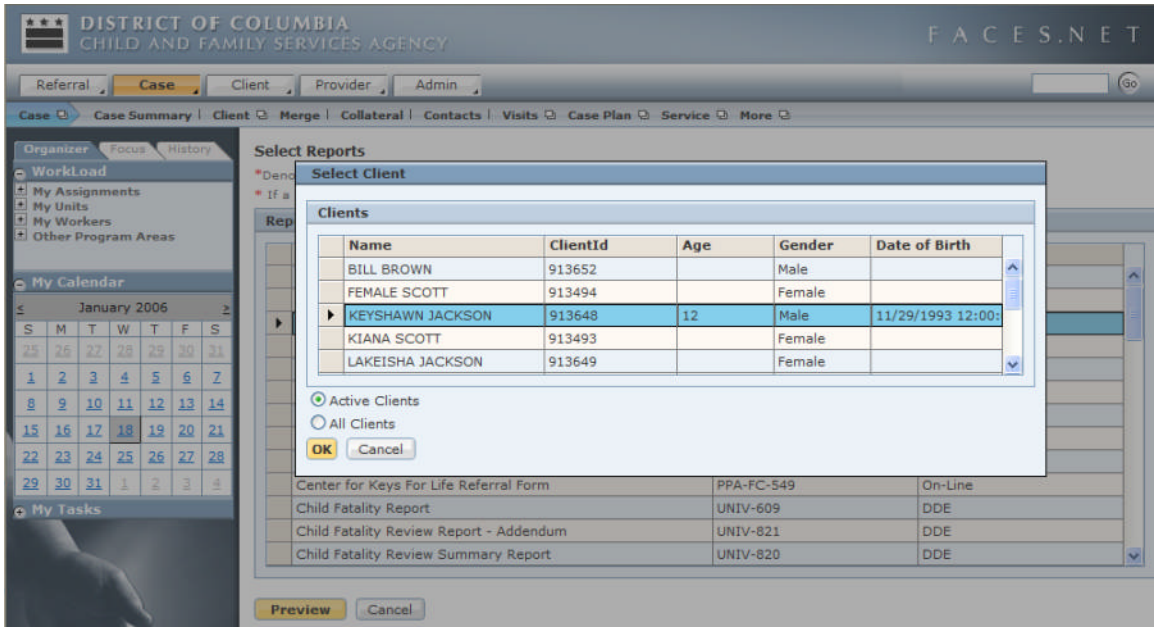

Figure 3.5

Note: As you page through the report, you see information that you entered in FACES.NET. Please do not print the report at this time.

DDE Reports

Dynamic Date Exchange (DDE) Reports are generated in FACES.NET, but are reviewed, saved, and printed from Adobe Acrobat. The report can be edited in Word. However, only when the worker returns to FACES.NET and corrects the information on FACES.NET screens and re-generates the report is the report truly accurate. Examples of DDE reports include transfer summaries and ICPC requests. In the example below, we will view the Medical Assistance form 30-A.

FACES.NET Scenario

Steps Include:

Step 1: Place the cursor over the Case menu and click Reports.

Step 2: Highlight the Medical Assistance (FORM – 30A) report and click Preview.

Step 3: Select one or more clients from the list, and click Preview.

Step 4: The report will be exported to Microsoft Word. If the Microsoft Word window does not appear, click the Word icon on the taskbar to display the window.

Step 5: A copy of the report can be saved or printed. To save the report in Microsoft Word:

- § Click the File button;
- § Click Save As;
- § In the appropriate field on the Save As pop-up window, enter a meaningful File Name; and
- § Click OK.

Note: Review the report for accuracy. CAUTION: Do not correct information just on the report. Correct inaccuracies in FACES.NET screens and re-run the report. Only then is the information on the report and in FACES.NET the same.

Template Reports

A Template Report is very different from the other two reports just viewed. These are not reports generated with FACES.NET information. Rather, they are forms available to print and complete as necessary.

FACES.NET Scenario

Steps Include:

Step 1: Place the cursor over the Case menu and click Reports.

Step 2: Select a Template report (choose Unusual Incident report).

Step 3: Click the Preview button to display a preview of the report.

Step 4: Wait until the report is completely generated.

Step 5: The report will be exported to Microsoft Word. If the Microsoft Word window does not appear, click the Word icon on the taskbar to display the window.

Step 6: Save the report in Microsoft Word.
- § Click the File button;
- § Click Save As;
- § In the appropriate field on the Save As pop-up window, enter a meaningful File Name; and
- § Click OK.

Note: After saving the report in Word, you are able to retrieve it again to review or print the report. You can also enter information directly into the Template report. You can save the completed Template (form) so that you can place it into the Case's File Cabinet. Please do not print the report at this time.

File Cabinet

The File Cabinet is a storage bin for documents that relate to FACES.NET case, referral, assessment, and resource or staff person. The File Cabinet can contain FACES.NET-generated documents as well as Microsoft Word documents. By linking documents electronically, all users who have access to the File Cabinet have access to documents that relate to cases, referrals, assessments, etc. without sending electronic copies or checking out the physical case file. The file cabinet also stores reports that are not to be amended. For example, transfer summaries are automatically stored in this file cabinet upon approval.

In this segment, you will learn how to navigate in the File Cabinet, to place files appropriately in the File Cabinet and to move files among File Cabinet folders. The File Cabinet is accessed through the Admin drop down menu. However, it is necessary to begin by bringing cases into focus in order to access File Cabinets for a specific case.

FACES.NET Scenario

In the Jackson case, we will view Kiana Scott's ICPC Forms for an out of state placement. We could also use the file cabinet to store additional case notes, letters, or other documents relating to the case. In the example FACES.NET Scenario below, we will review existing ICPC Forms.

Steps Include:

Step 1: Place the cursor over the Admin menu, then File Cabinet, and click File Cabinet.

Step 2: File Cabinet is setup in a tree formatted layout. Click on the plus signs to the left of the folders to navigate to a particular document.

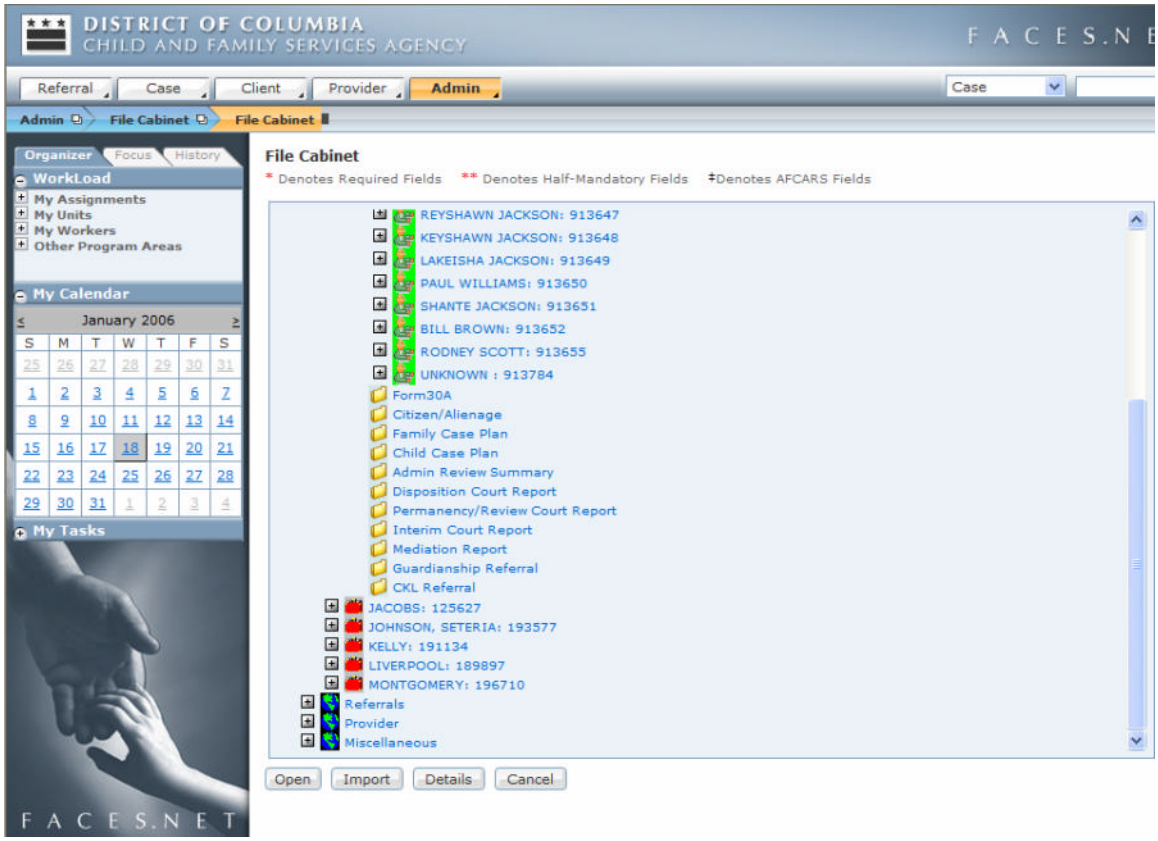

Figure 13.2

Step 3: Highlight the document and click Open.

Notes:

- The Open command button opens the document that is highlighted.
- The Import command button imports documents from your hard drive.
- The Details command button shows who imported the document and when.
- The plus signs on the left expand the topic. The minus signs on the left condense the topic.

Notes

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SECTION 14: SUPPORT TOOLS

Performance Objectives

In this Section, you gain confidence in your ability to:

- Enroll in Training
- Create and View FACES.NET Alerts

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FACES.NET Guide

Training

The Training Section will teach you how to use the various Training screens in FACES.NET. Most of the screens within training will be used only by the training unit; however, social workers will be able to enroll in classes and view workshop information. New workers must complete at least one FACES.NET training to gain security access to the training module. The training module also allows workers to enroll in courses at South Eastern University as well as FACES.NET courses. The schedule of FACES.NET training courses is available monthly from the FACES.NET office via email.

FACES.NET Scenario

Role: You are a Placement Unit worker who wants to enroll in the FACES.NET Overview training dass.

Enroll in Workshop

The Enrollment screen is used to enroll individuals in training workshops. There are two types of workshops to enroll in, CFSA and non-CFSA. Either type of workshop requires a supervisory approval.

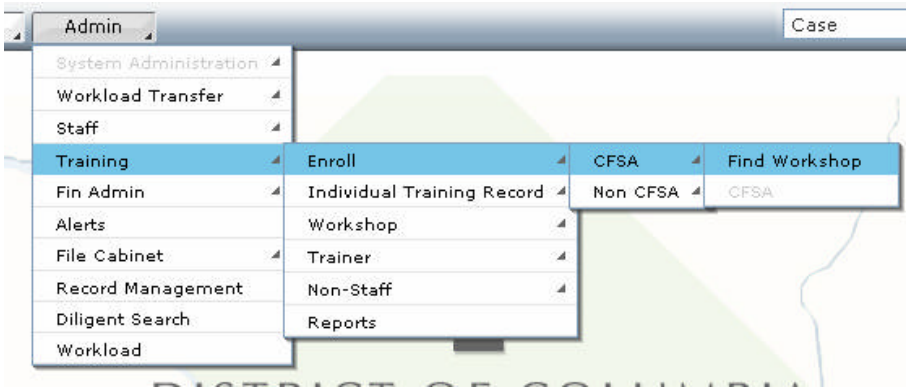

Figure 14.1

Steps Include:

Step 1: Place the cursor over the Admin menu, then Training, Enroll, CFSA, and click Find Workshop.
The Workshop search screen displays.

Step 2: Select "FACES.NET Overview" from the Workshop Title drop-down list.

Step 3: Click the Find button to display the Workshop Search Results list in the inset grid.

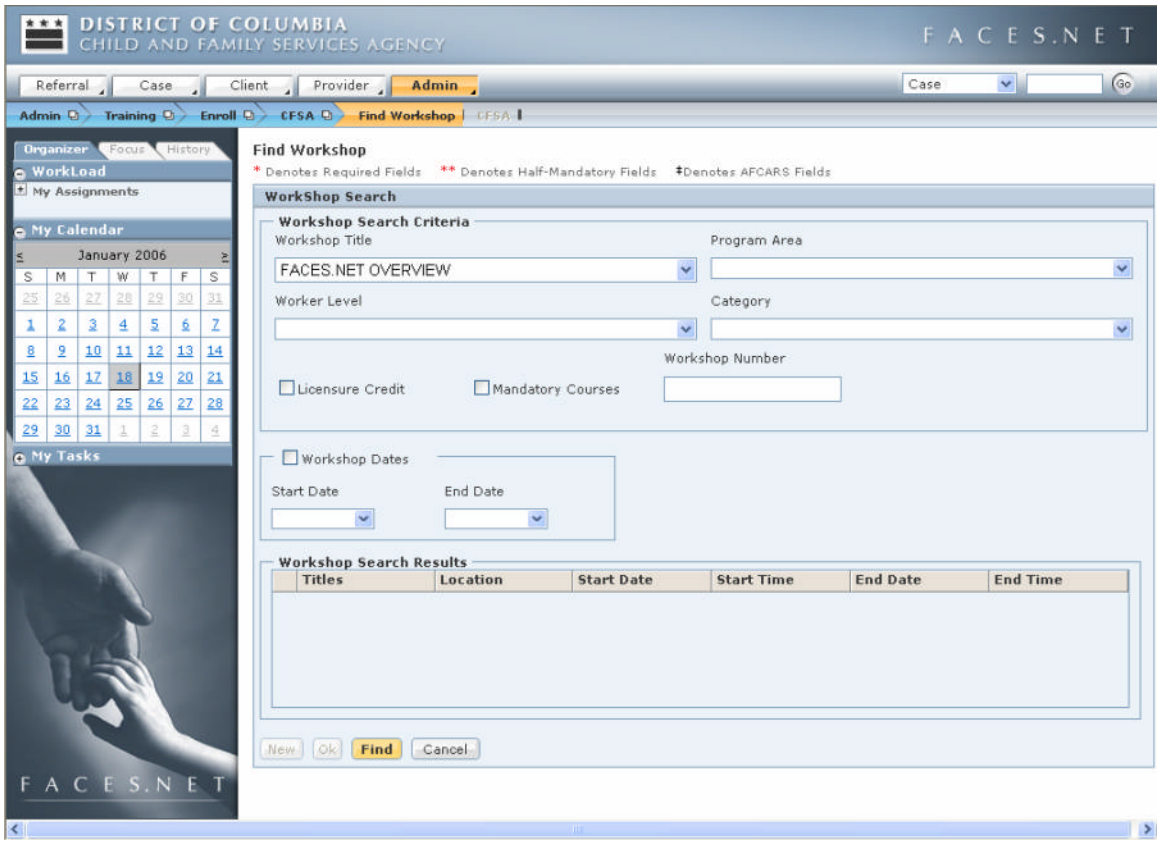
DISTRICT OF COLUMBIA
CHILD AND FAMILY SERVICES AGENCY
FACES.NET
Referral
Case
Client
Provider
Admin
Case
Go
Admin
Training
Enroll
CFSA
Find Workshop
CFSA
Organizer
Focus
History
WorkLoad
My Assignments
My Calendar
January 2006
S M T W T F S
My Tasks
FACES.NET
Find Workshop
* Denotes Required Fields
** Denotes Half-Mandatory Fields
‡Denotes AFCARS Fields
WorkShop Search
Workshop Search Criteria
Workshop Title
FACES.NET OVERVIEW
Program Area
Worker Level
Category
Workshop Number
Licensure Credit
Mandatory Courses
Workshop Dates
Start Date
End Date
Workshop Search Results
Titles
Location
Start Date
Start Time
End Date
End Time
New
Ok
Find
Cancel

Figure 14.2

Step 4: Select the workshop from the inset grid.

Step 5: Click the OK button.
The Training breadcrumbs will refresh with a CFSA button.

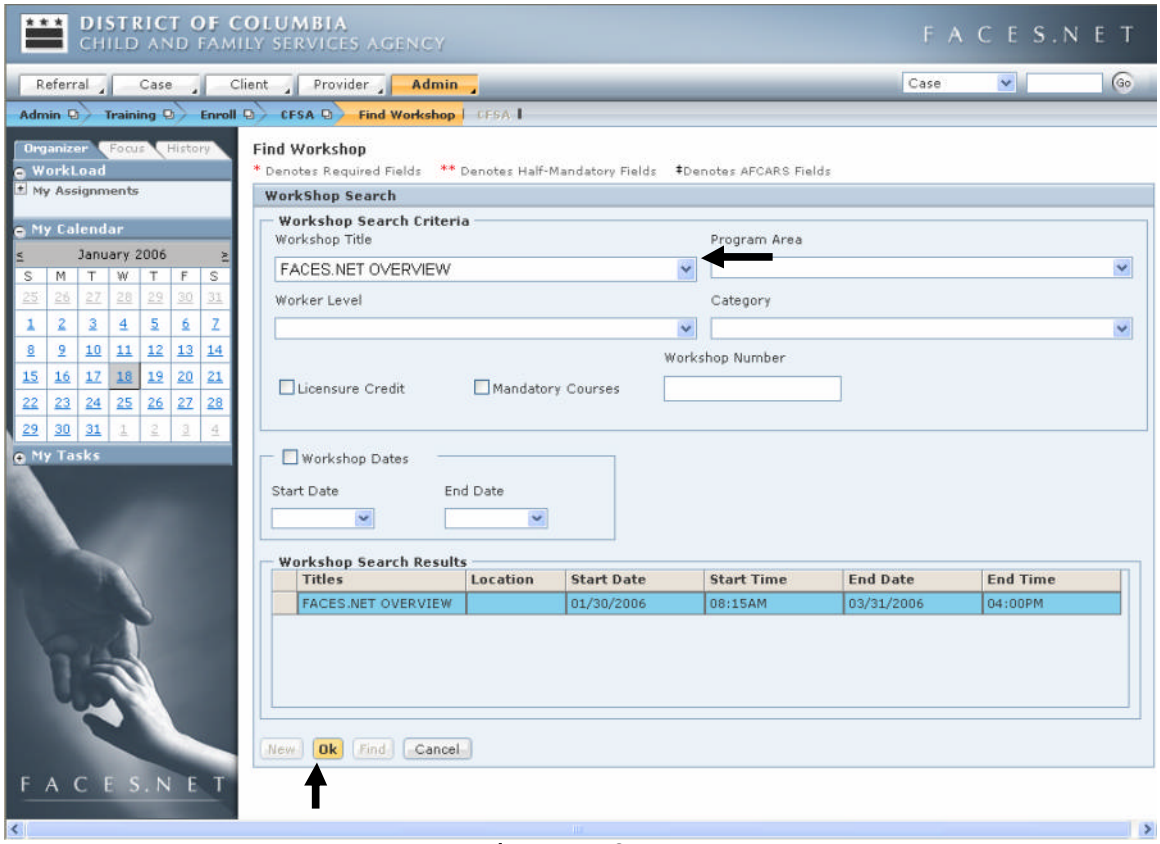

Figure 14.3

Step 6: Click the CFSA button.
The Training Enrollment CFSA screen displays.

Step 7: Click the Find Persons button to add yourself to the class.
The Search Person screen displays.

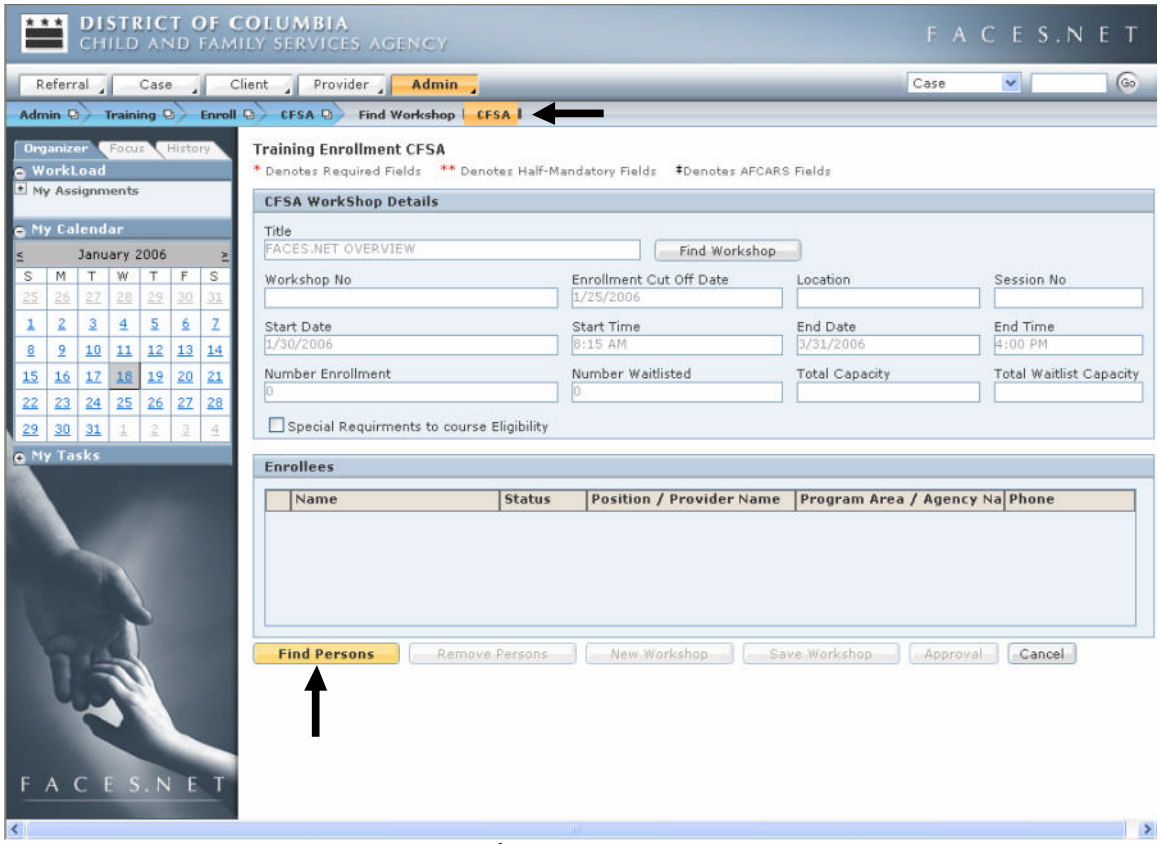

Figure 14.4

Step 8: Click the Find button.

Step 9: Select yourself from the search results and click the Ok button.
The Training Enrollment CFSA screen displays and previously selected person displays in inset grid.

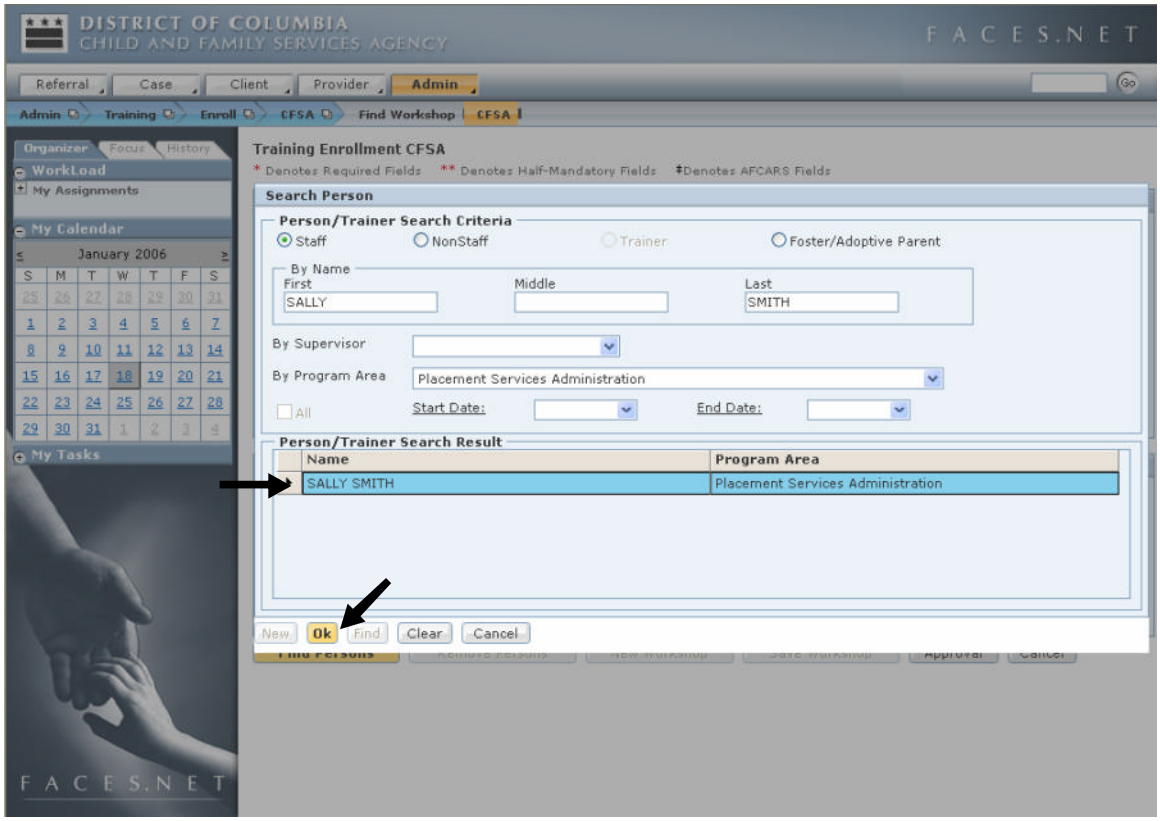

Figure 14.5

Step 10: Click the Approval button to create a request for approval to the supervisor.

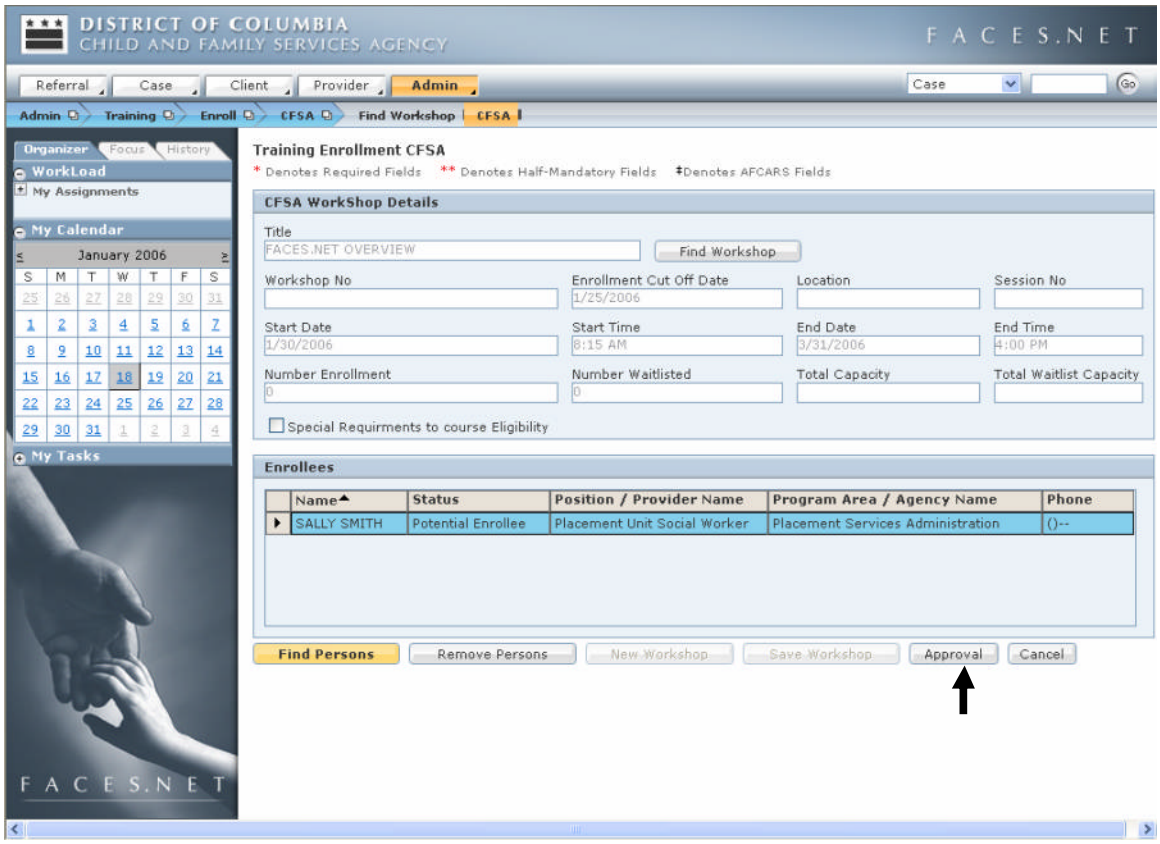

Figure 14.6

Step 11: Click the Request checkbox.

Step 12: Click the OK button to send the approval request to the supervisor.

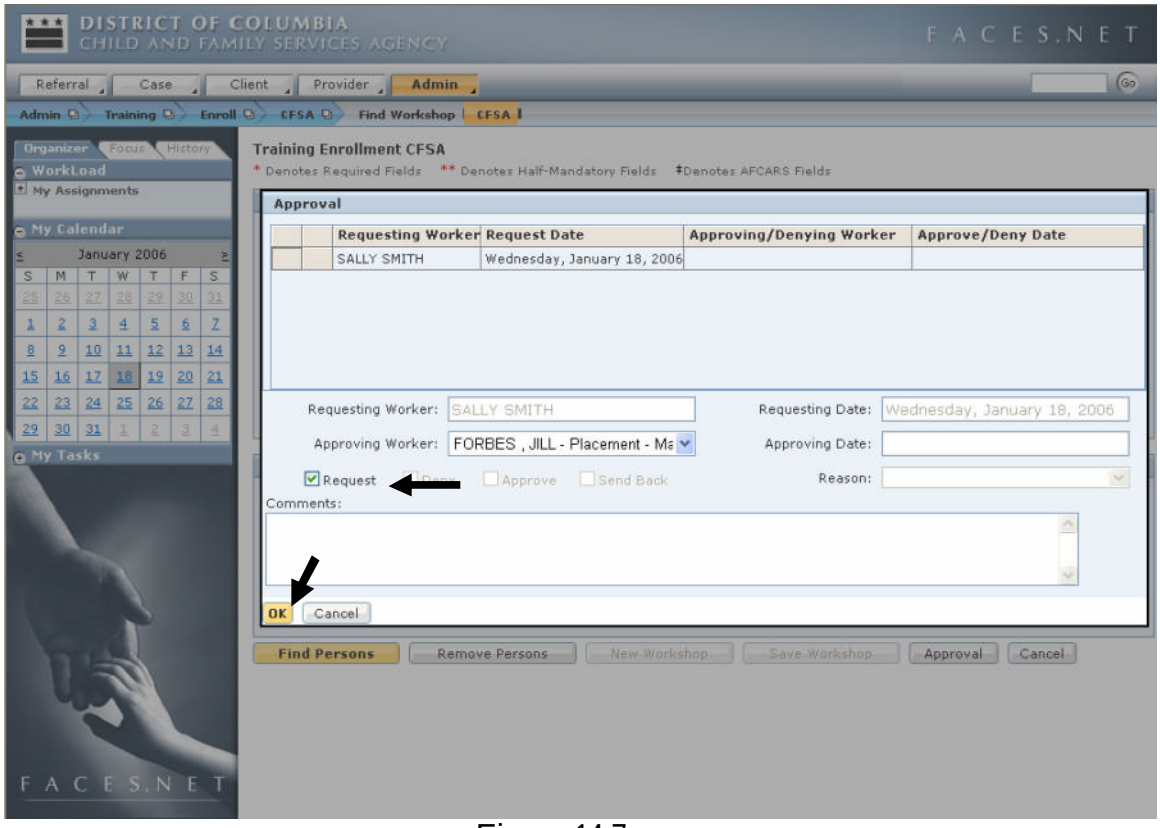

Figure 14.7

Approve Enrollment Request

Steps Include:

Step 1: Place the cursor over the Admin menu, then Training, Enroll, CFSA, and click Find Workshop.
The Workshop search screen displays.

Step 2: Select "FACES.NET Overview" from the Workshop Title drop-down list.

Step 3: Click the Find button to display the Workshop Search Results list in the inset grid.

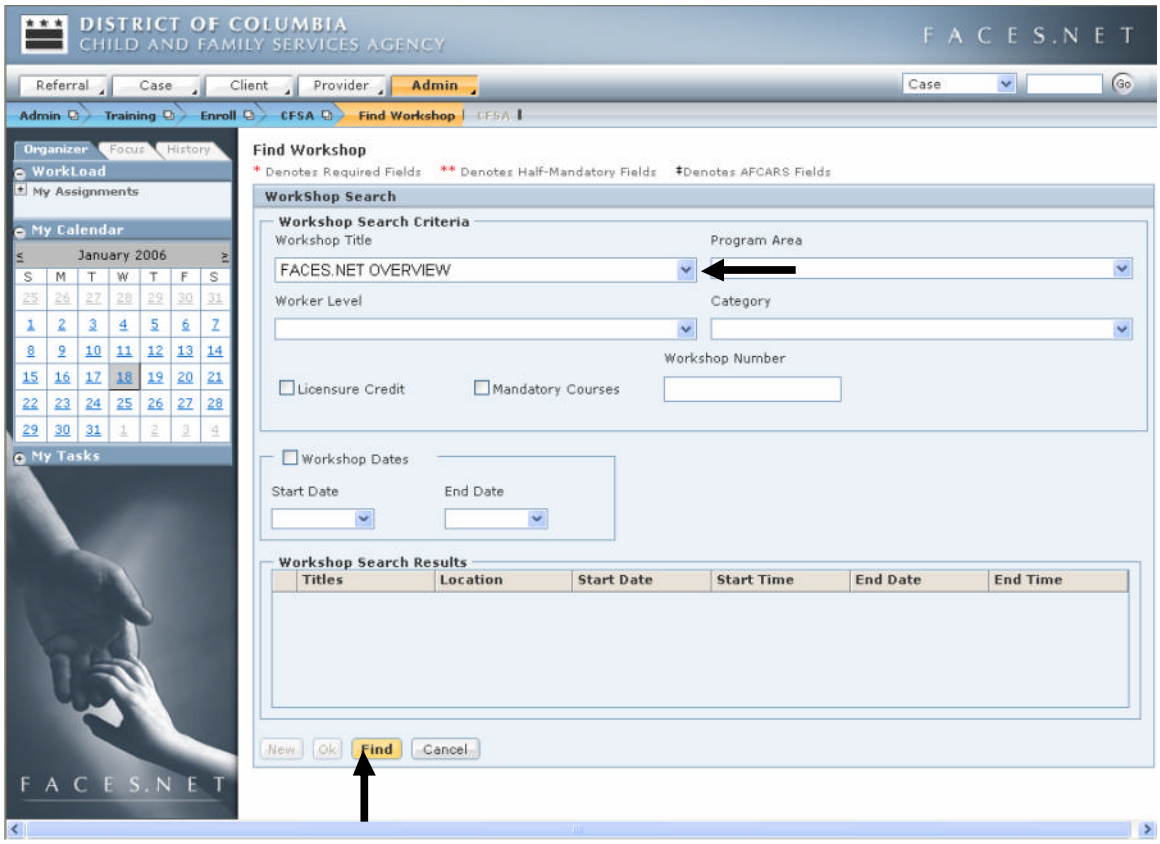

Figure 14.8

Step 4: Select the workshop from the inset grid.

Step 5: Click the OK button.
The Training breadcrumbs will refresh with a CFSA button.

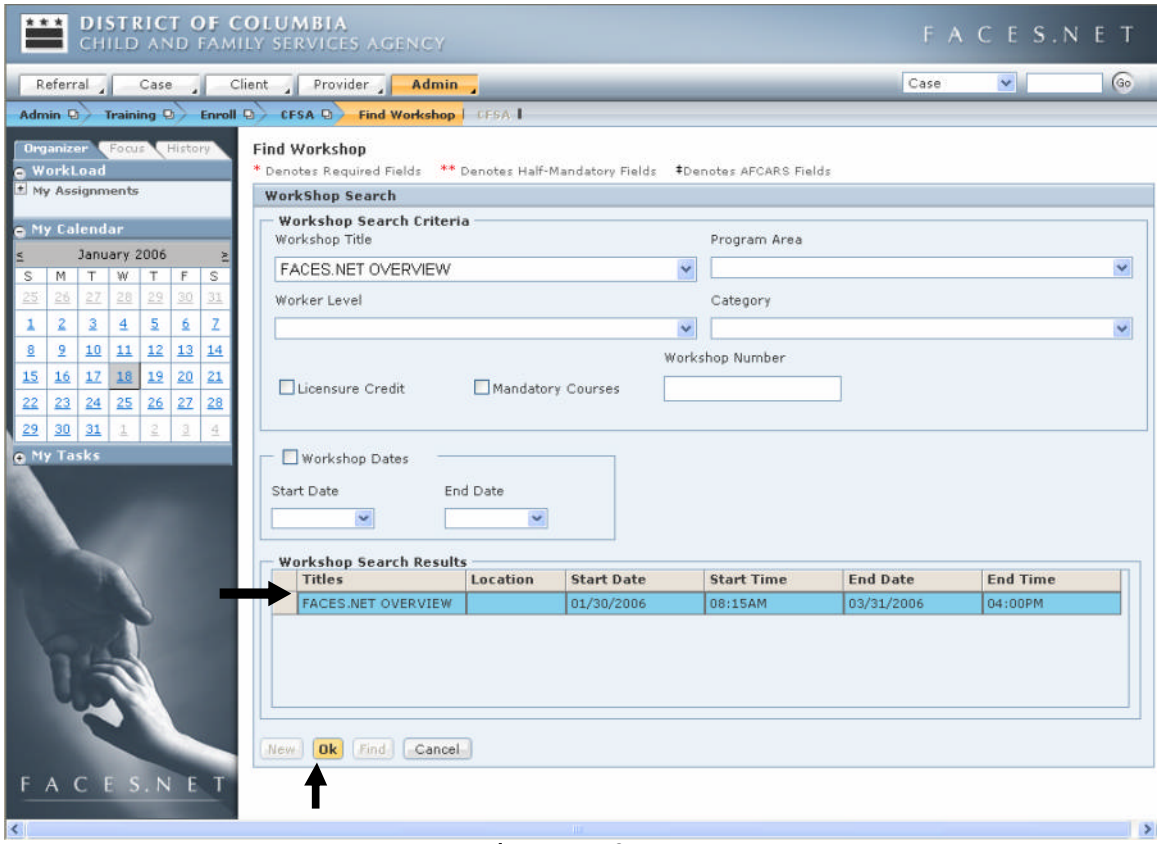

Figure 14.9

Step 6: Click the CFSA button.
The Training Enrollment CFSA screen displays.

Step 7: Click the Approval button to create a request for approval to the supervisor.

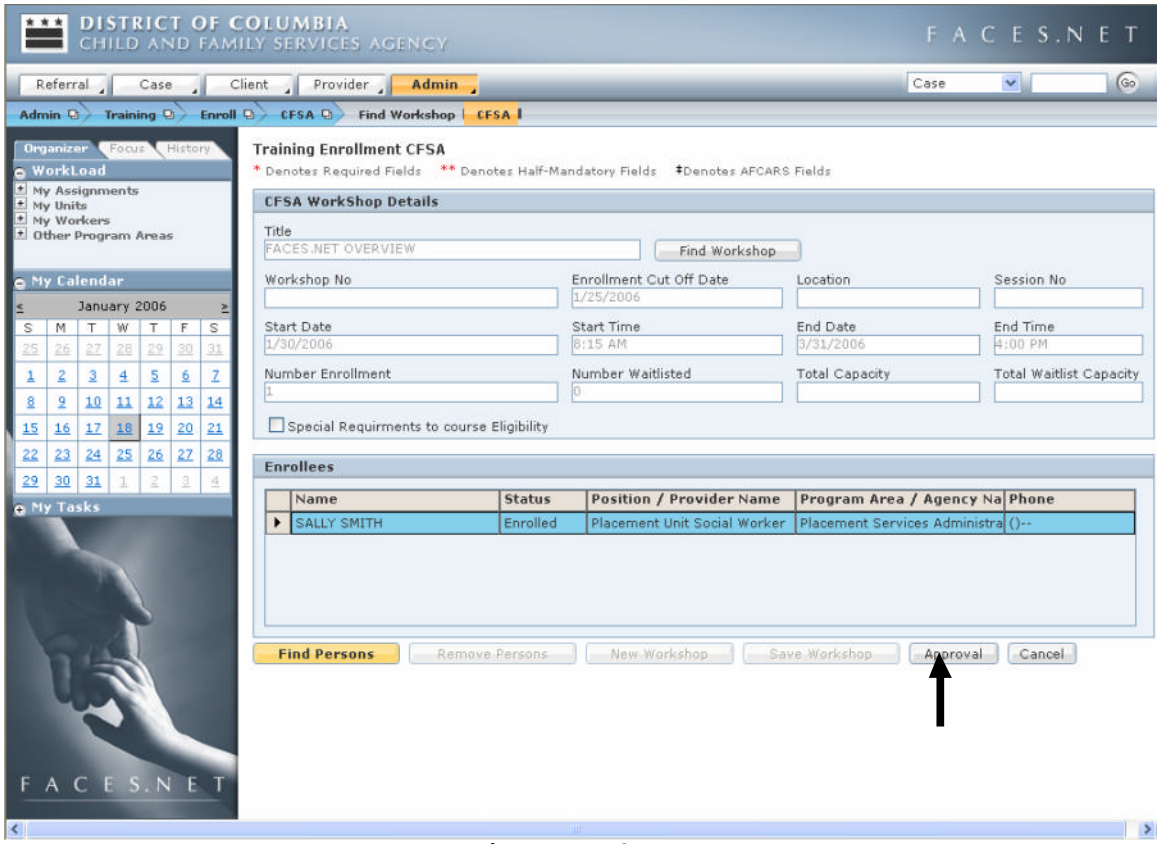

Figure 14.10

Step 8: Click the Approve checkbox.

Step 9: Click the OK button to save the enrollment approval.

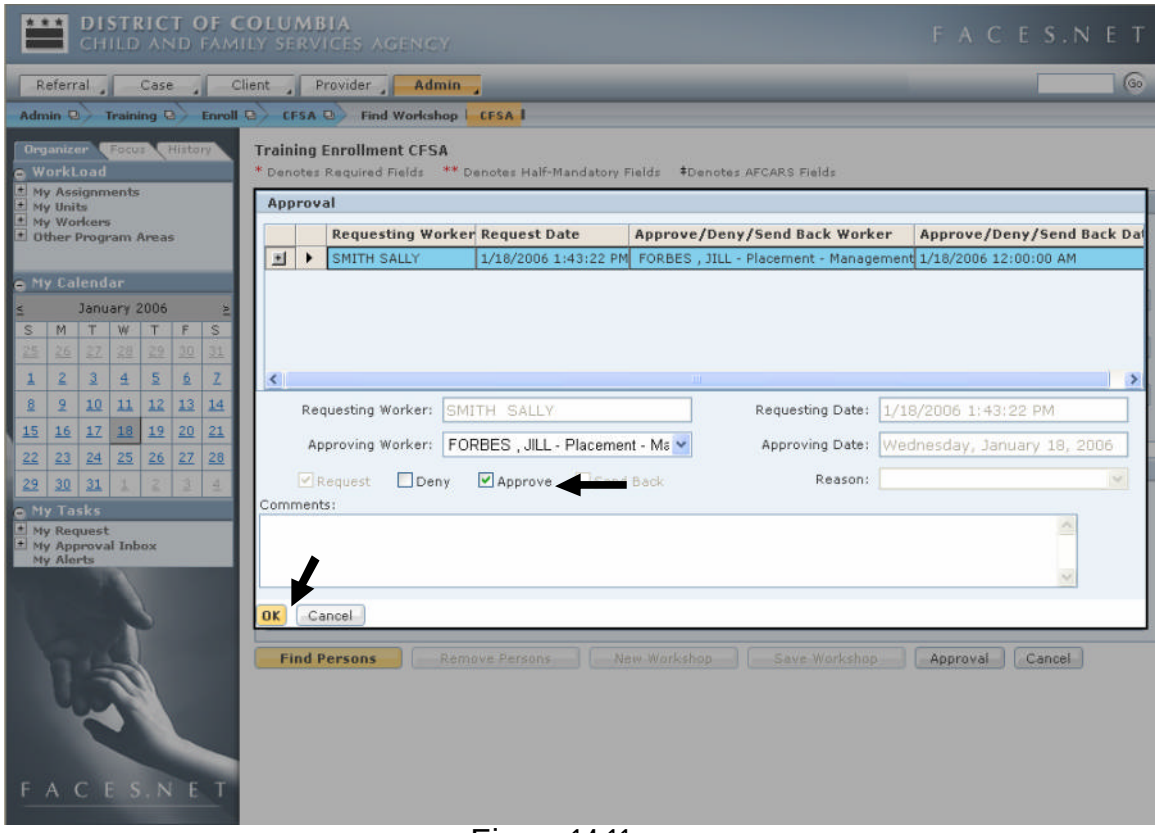

Figure 14.11

View Workshop

The Workshop screens allow staff to view descriptions of available workshops and to enter evaluations for workshops attended.

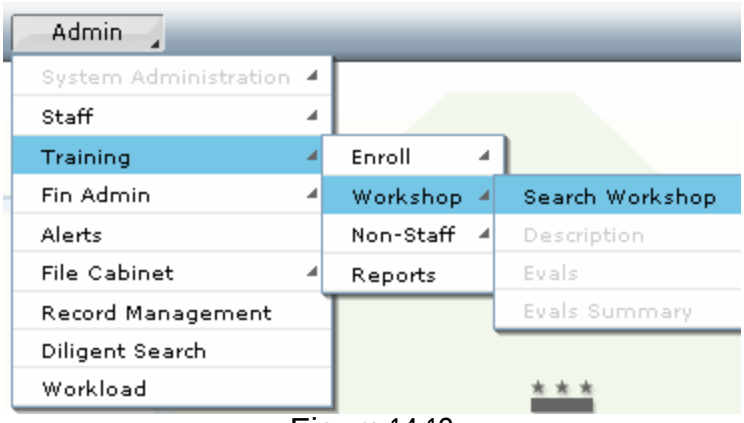

Figure 14.12

Steps Include:

Step 1: Place the cursor over the Admin menu, then Training, Workshop, and click Search Workshop.
The Find Workshop screen displays.

Step 2: Enter the search criteria for a workshop and click the Required Course checkbox or click the Workshop Dates checkbox and enter Start and End dates. Do not fill out all fields – only fill out those necessary to find the workshop.

Step 3: Click the Find button to display the Workshop Search Results list in the inset grid.

Step 4: Select the workshop from the inset grid.

Step 5: Click the OK button.
The Training breadcrumbs will refresh Description, Evals and Evals Summary buttons.

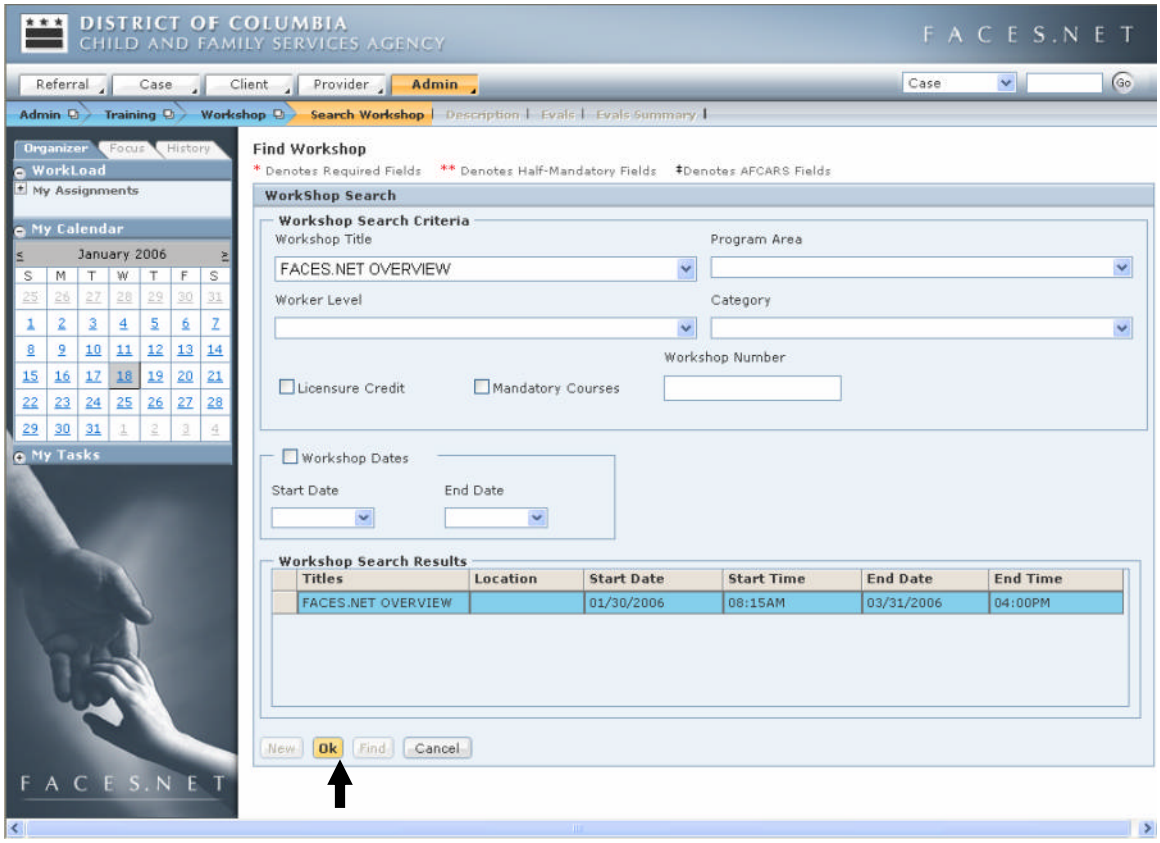

Figure 14.13

Step 6: Click the Description button and view the detailed information on each tab, including the workshop description, title, type of training, category, and location information.

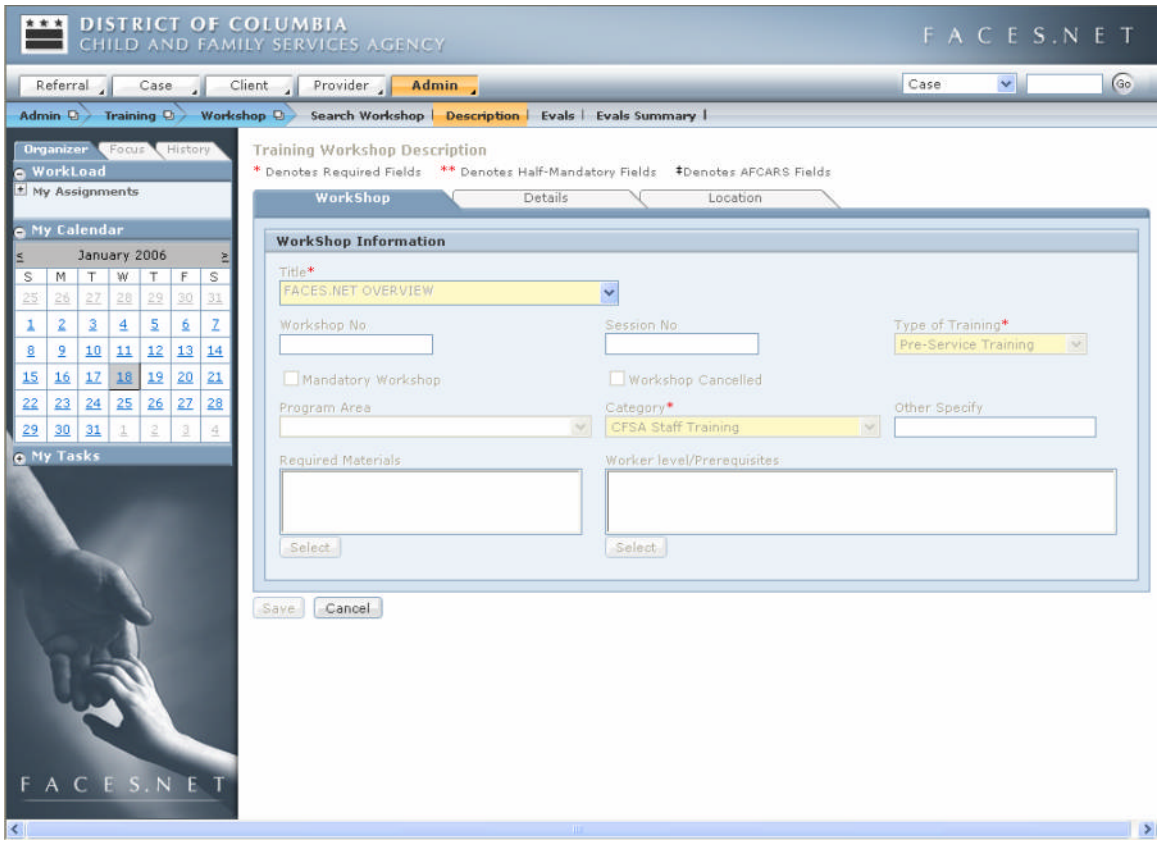

Figure 14.14

Step 7: Click the Evals button. This is where a worker can complete an evaluation for a specific workshop.

Step 8: Click the Eval Summ button. A worker can view the average results of all the evaluations submitted for the workshop in focus.

Note: Social workers do not have the security to view a list of individuals who are registered for a workshop.

Alerts

Alerts are built-in FACES.NET reminders of scheduled events. This helps you to remember case related tasks and appointments. Alerts are automatically or manually generated reminders to workers to complete a task by a certain date. This segment will allow you to view Alerts and determine their priority and create alerts for new upcoming tasks.

FACES.NET Scenario

Role: As a worker, you want to generate an Alert to remind you of an upcoming event.

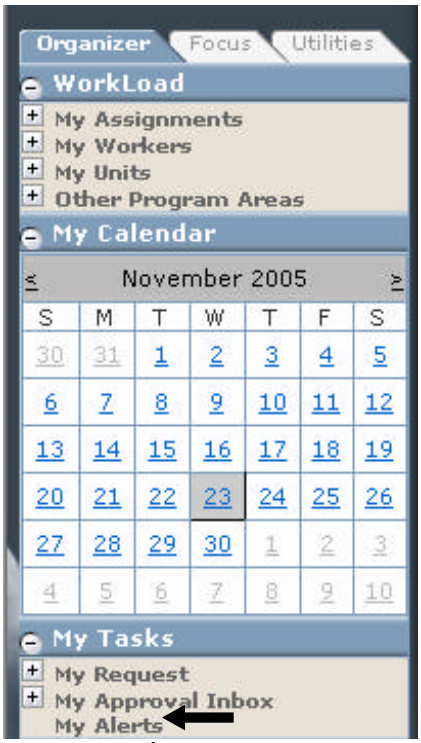

Figure 14.15

View Alerts

To view the Alerts associated with a particular case, you must have that case open in FACES.NET. In the following exercises, you will check existing alert status, create a new alert, and display the court calendar.

Access Alert

Steps Include:

Step 1: To check the status of alerts in a case, first click the My Alerts link in the left toolbar which is located under My Tasks.

Step 2: The search for the alert or enter the case/referral ID for the alerts for a specific case.

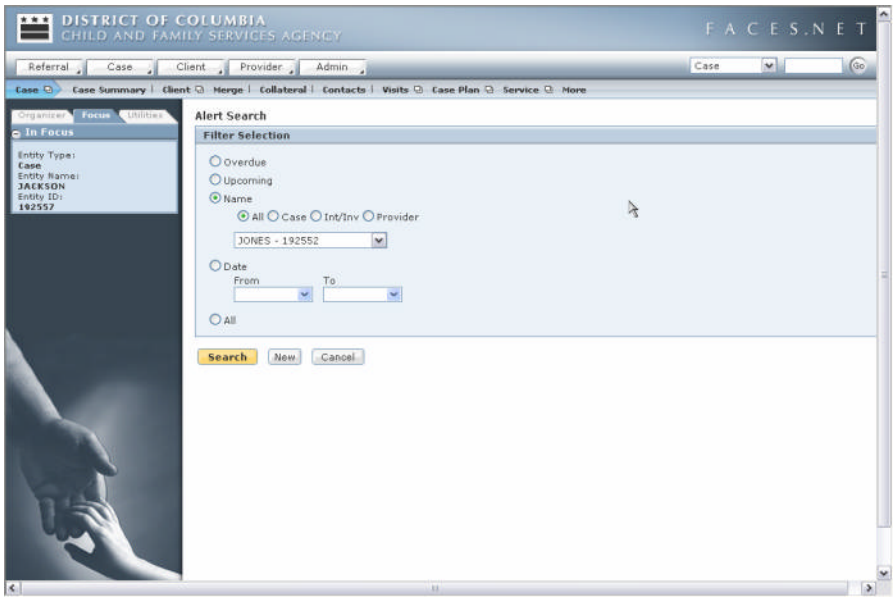

Figure 14.16

View Existing Alerts

Steps Include:

Step 1: To find out what alerts currently exist for the open case, first click the My Alerts link in the left toolbar which is located under My Tasks.

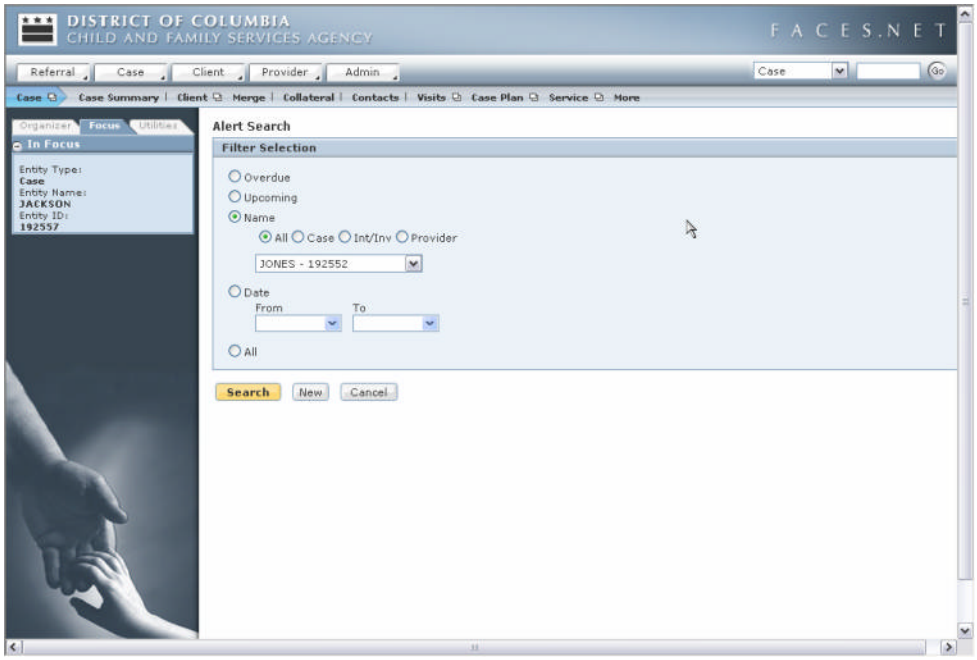

Figure 14.17

Step 2: Click the All radio button to display all alerts, or click the radio button corresponding to the desired filter criteria and fill out the required fields to filter the displayed alerts. Click Search to start searching.

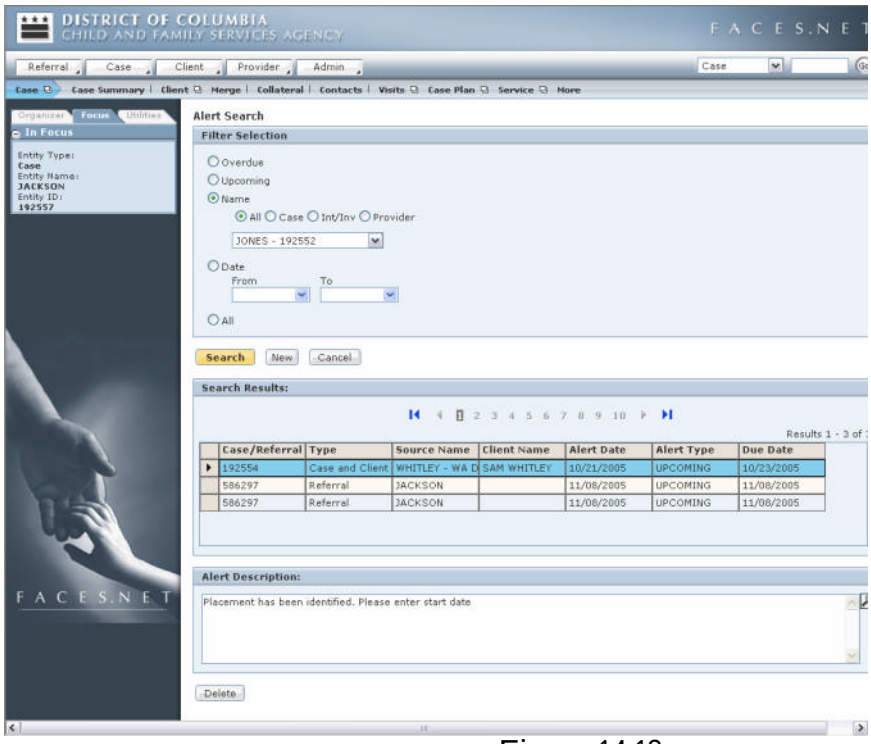

Figure 14.18

Step 3: The Alert Search screen displays all filtered alerts.

Create New Alert

Alerts can also be created to remind you of any upcoming event in a case or other record in FACES.NET.

Steps Include:

Step 1: Click the My Assignments from the left menu.

Step 2: To create a new Alert, first click the New button on the Alert Search window.

Step 3: Choose the radio button corresponding to the type of record the new Alert will be associated with. Then, choose the desired information in the Name, Client, and Due Date fields. Enter a description and click Save.

Notes:

§ Due Date and Description are required fields.

§ The Name automatically comes up. If that is not the name, then you use the drop down box and select the name you want.

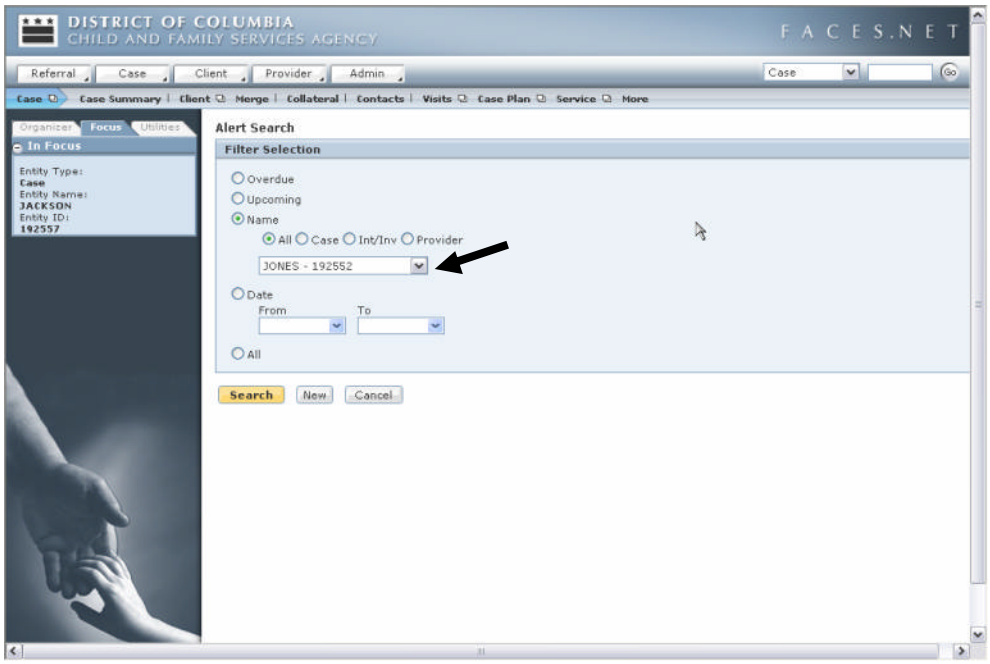

Figure 14.19

Notes

SECTION 15: APPENDIX

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Glossary of Terms

This Glossary of Terms contains basic information pertaining to the laws, regulations and practice principles which guide the operation of the Child and Family Services Agency (CFSA) of the District of Columbia.

The primary sources for materials in the Glossary are:

1. D.C. and federal law and regulation including definitions in use in the Adoption and Foster Care Analysis and Reporting System (AFCARS);
2. Program Instruction ACYF-PI-CB-96-01 entitled Amendments; Public Law 103-432;
3. Definitions established under the federal National Child Abuse and Neglect Data System (NCANDS);
4. CFSA staff experienced in child welfare practice; and
5. The LaShawn Revised Implementation Plan, August 1, 1994.

Abandoned Child: A child who is neglected in that:

1. the child is a foundling whose parents have made no effort to maintain a parental relationship with the child and reasonable efforts have been made to identify the child and to locate the parents for a period of at least 4 weeks since the child was found;

2. the child's parent gave a false identity at the time of the child's birth, since then has made no effort to maintain a parental relationship with the child and reasonable efforts have been made to locate the parent for a period of at least 4 weeks since his or her disappearance;

3. the child's parent, guardian or custodian is known but has abandoned the child in that he or she has made no reasonable effort to maintain a parental relationship with the child for a period of at least 4 months; or

4. the child has resided in a D.C. hospital for at least 10 calendar days following birth of the child, despite a medical determination that the child was ready for discharge from the hospital, and the parent, guardian or custodian of the child did not undertake any action or make any effort to maintain a parental, guardianship, or custodial relationship or contact with the child. (D.C. Code § 16-2316(d)).

Abandonment: when a child is left alone or with others and the child's caretaker did not return or make his or her whereabouts known. (AFCARS, 45 CFR § 1355 App. A).

Abuse: When a parent, guardian or custodian inflicts or fails to make reasonable efforts to prevent the infliction of physical or mental injury upon a child, including excessive corporal punishment, an act of sexual abuse, molestation or exploitation, or an injury that results from exposure to drug-related activity in the child's home environment. (D.C. Code § 16-2301 (23)).

Active: Status of a case in which an investigation is being conducted or services are being provided by Child and Family Services Agency (CFSA) and/or a contractual agency. See also, open

Adjudication: See fact-finding hearing.

Administrative Review: One of two types of periodic review that meet federal requirements pertaining to cases of children in foster care. The system of case reviews established by P.L. 96- 272 is intended to: 1) assure that the child has a case plan which meets federal requirements; 2) review the status of the child; and 3) assure that certain procedural safeguards are applied in the case with respect to the legal rights of the child and the parents. Federal law requires that an administrative review be open to the participation of the parents of the child and conducted by a panel of appropriate persons at least one of whom is not responsible for the case management of, or the delivery of services to, either the child or the parents who are the subject of the review. See also, periodic review and P.L. 96-272. (P.L. 96-272, the "Adoption Assistance and Child Welfare Act of 1980" section 475(5)(B)).

Adoption: The method provided by State law which establishes the legal relationship of parent and child between persons who are not so related by birth, with the same mutual rights and obligations that exist between children and their birth parents. This relationship can only be termed "adoption" after the legal process is complete. (AFCARS, 45 CFR § 1355 App. A).

Adoption Assistance: a program established by Title IV-E of the Social Security Act ("Title IV-E") and which provides resources for the placement of children, with special needs, in adoptive homes.

Adoption Assistance Agreement: a written document which states the understanding between a child's adoptive parents and CFSA regarding the funding that will be paid to the adopters to meet the child's special needs.

Adoption Decree: Under D.C. law, a final or interlocutory (interim) decree granted when the Court finds that the prospective adoptee is suitable for adoption, the adoptive parent(s) can provide for the adoptee and that the adoption will be in the best interests of the prospective adoptee. A final decree may not be granted until the prospective adoptee has lived with the prospective adoptive parent for at least 6 months. (D.C. Code § 16-309).

Adoption Finalization: The finalizing of the adoption process with the final adoption court decree.

Adoption Plan: The plan for recruiting and matching an adoptive family with the child to be adopted.

Adoption Services: Services or activities provided to assist in bringing about the adoption of a child. (AFCARS, 45 CFR § 1355 App. A).

Adoption Social Worker: Social worker who provides for the services needs of the adoptee and the adoptive family to assist in bringing about the adoption of a child. The adoption social worker is the case manager following placement.

Adoption Subsidy: Payments made an a short- or long- term basis pursuant to an agreement between D.C. and an adoptive family concluded prior to an adoption. The payments are made on behalf of a child with special needs when it appears that adoption could not take place without financial aid. Eligibility for a subsidy pertains to the child and continues until the child reaches 18 years of age, with reviews of continuing need annually. Subsidized adoptions may be funded under Title IV-E of the Social Security Act, by D.C. or through other public or private resources. (D.C. Code § 3-115) .See also, special needs.

Adoptive Home (Pre-finalization): The District of Columbia, in its regulations, includes families waiting to adopt when it defines an adoptive family as "a household, which has been approved by a child-placing agency to accept a child for adoption, which may be awaiting placement of a child or may have a child in the home" (29 DCMR § 1645.1). Federal law, on the other hand, distinguishes families waiting to adopt from those who have adopted a child by defining the former as "pre-adoptive" homes and the latter as "adoptive" homes (AFCARS, 45 CFR 1355, Apps. A and B) .See Pre-Adoptive Home.

Adoptive Home: A home in which a child is living following finalization of Court adoption proceedings which make the child legally a member of the family residing in the household. The family mayor may not be receiving an adoption subsidy on behalf of the child.

Adoptive Parent: A person with the legal relation of parent to a child not related by birth, with the same mutual rights and obligations that exist between children and their birth parents. (AFCARS, 45 CFR § 1355 App. A) .In Defining "adoptive parent", D.C. regulations include not only an individual "who has adopted a child", but also "a single or married person with whom a child has been placed for adoption" (29 DCMR 1645.1). Under D.C. law, "the term 'adoptive family' includes single persons". (D.C. Code § 3-115).

AFCARS: The Adoption and Foster Care -Analysis and Reporting System established under a federal mandate to provide for effective tracking, managing and reporting of information pertaining to children and families served by public foster care and adoption agencies in the United States. (In general, 45 CFR §§ 1355.40, 1355.53 and 1355 App. A-E).

AFCARS ID: This is the Record Number field value used in the AFCARS data submission or the value which would be assigned.

AFDC Relatedness: With the passage of TANF, the Title IV-E financial eligibility criteria was established as the former Aid to Families with Dependent Children (AFDC) financial eligibility criteria in place as of 7/14/96.

Affidavit of paternity: a document where a birth mother identifies who the birth father of the named child is, their last contact with the birth father and his last known whereabouts. This form need to be notarized.

Aftercare: A brief (typically, 90 days) period of time immediately following a child's return to his or her own home from out-of-home care during whicl1 services are provided to the child and family to promote reintegration.

Agency: District of Columbia, Child and Family Services Agency.

Aid to Families with Dependent Children (AFDC): A program, also known as welfare, established under Title IV-A of the Social Security Act to provide financial support for poor children and their families. An individual who cares for a closely related child who is conditionally released from shelter care, committed to the Agency, or in the home as the result of a third-pa1:"ty placement may apply to the Income Maintenance Administration (IMA) to receive AFDC benefits and Medical Assistance (MA) for the child. AFDC and MA benefits may continue after the relative has assumed guardianship of the child.

Alcohol: Alcohol is the most commonly used and widely abused drug in the country. It is found in beers, wines and hard liquors.

Allegation: See report.

Alleged Victim: A child about whom a report regarding maltreatment has been made to a CPS agency.

American Indian or Alaska Native: Having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

Annual Goal: Statement describing the anticipated growth of a student's skill and knowledge written into a student's yearly Individualized Education Program.

Anonymous Report Source: An individual who reports a suspected incident of child maltreatment without identifying himself or herself.

Annual Review: A meeting held at least once a year to look at, talk about, and study a student's Individualized Education Program (IEP). The purpose of the review is to make decisions about changes in the IEP, review the placement, and develop a new IEP for the year ahead.

Applicant: The person applying for a criminal records check or a person seeking application as a foster parent with the Child and Family Services Agency.

ARP: Adoption Resource Program.

Asian: Having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian sub-continent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Assessment: Review of the facts by workers and social workers to determine the appropriateness of a foster parent or foster home.

Assessment/Investigation: A process by which CFSA is to gather sufficient information to determine the following:

1. if child maltreatment occurred;
2. if there is a risk of future maltreatment and the level of that risk;
3. if the child is safe in the home, and if not, what interventions will ensure the child's protection and maintain the family unit if at all possible; and
4. if continuing agency or community services are needed to reduce the risk of maltreatment occurring in the future.

Assistive Technology: Any item, piece of equipment, or product system that is used to increase, maintain, or improve the functional capabilities of children with disabilities; e.g., augmentative communication boards, computer input devices, special switches.

At-Risk: Condition whereby a child is, by virtue of his or her vulnerability, in danger or jeopardy of abuse or neglect.

Background Conference: a meeting where all parties involved with the child(ren) are invited to share information collectively. This conference is for the benefit of all parties to ensure that everyone is working from the same framework. This information is shared to assist the foster parent(s)/pre-adoptive parents in making an informed decision to adopt the child(ren).

Backlog: See Intake Backlog.

Basic Services: the level of out-of-home care provided to children who need routine attention, require the professional intervention no more than once a week, and have a good prognosis for adaptive functioning. A child in this care level does not need intensive supervision or technical skills from his/her caregiver. Further, these children have no major mental health/emotional problems or medical needs.

Behavior Problem-Child: Behavior in the school or community that adversely affects socialization, learning, growth, and moral development. May include adjudicated or non-adjudicated behavior problems. Includes running away from home or a placement.

Biological Parent: The birth mother or father of the child rather than the adoptive or foster parent or the stepparent.

Black or African-American: Having origins in any of the black racial groups of Africa.

Birth Parents: The natural parent of the child(ren).

Board and Child Care Rate: is a rate paid for the care required by a child who is placed in foster care from a neglecting and/or abusing family. The board rate is based on the service needs of the child; therefore, the general policy is that a foster parent will be expected to provide transportation for medical or therapeutic appointments up to one per week within a normal board rate. There are four categories of board rates as follows:

1. Normal Rate
2. Special Board Rate
3. Handicapped Board Rate
4. Multiple-Handicapped Rate

Boarder Baby: Under D.C. law, a child who has resided in a hospital in D.C. for at least 10 calendar days following the birth of the child, despite a medical determination that the child is ready for discharge from the hospital, and the parent, guardian or custodian of the child has not taken any action or made any effort to maintain a parental, guardianship or custodial relationship or contact with the child. (D.C. Code § 16-2301 (9) (G)).

Business Day: Monday through Friday, excluding legal holidays.

Caretaker: Under D.C. law, an adult person in whose care a minor has been entrusted by written authorization of the child's parent, guardian or legal custodian. (D.C. Code § 16-2301 (27)).

Case: A documented instance of Agency activity or series of activities undertaken on behalf of a parent, family or individual child occurring in response to a report of abuse or neglect, a relinquishment or a request for voluntary care. Agency activities undertaken on behalf of a parent or family may include an investigation (generally at intake), family preservation services, child protective services, foster care services or adoption services. Agency activities undertaken on behalf of an individual child may include foster care services or adoption services. See also, child's case and family case.

Caseload: The total number of family and/or child cases serviced by a social worker.

Case Management: Case Management is the coordination of the multiplicity of services required by a child abuse and neglect client. Some of these services may be purchased from an agency other than the mandated agency. In general, the role of the case manager is not primarily the provision of direct services but the monitoring of those services to assure that they are relevant to the client, delivered in a useful way, and appropriately used by the client. To do this, a case manager assumes the following responsibilities:

1. ascertains that all mandated reports have been properly filed;
2. informs all professionals involved with the family that reports of suspected child abuse or neglect have been made;
3. keeps all involved social workers apprised of new information;
4. calls and chairs the initial and ongoing case conferences for assessment, disposition and treatment plans;

5. coordinates interagency follow-up; and
6. calls further case conferences as needed.

Case Management Services: Services or activities for the arrangement, coordination and monitoring of services to meet the needs of children and their families. (AFCARS, 45 CFR § 1355 App. A).

Case Plan: A written document that serves to guide the provision of services to a family and/or to a specific child. The case plan, developed with members of the family and/or the child, clearly identifies goals and objectives to be achieved and spells out tasks to be performed by the worker, adult family members and/or child. Time frames for completion of tasks must be included in a case plan, which is signed by those directly involved as well as by a CFSA or Consortium agency supervif3or responsible for approving the plan. For the case plan of a child in foster care, P.L. 96-272 the "Adoption Assistance and Child Welfare Act of 1980" requires at least:

1. a description of the type of home or institution in which the child is, or will be, placed;
2. a discussion of the appropriateness of the child's placement;
3. a discussion of how the Agency plans to carry out the court's determination that continuation in the home would be contrary to the child's welfare and that, where not precluded, reasonable efforts have been made to prevent removal of the child from the home and/or to facilitate the return of the child to the home;
4. a plan for assuring that the child receives proper care and that services are provided to the parents, child and foster parents in order to improve the conditions in the parents' home, facilitate the return of the child to his own home or to a permanent placement and for addressing the needs of the child while in foster care, including a discussion of the appropriateness of the services that have been provided to the child under the plan.

P.L. 96-272 also requires that each foster child's case plan be "designed to achieve placement in the least restrictive (most family like) and most appropriate setting available and in close proximity to the parents' home consistent with the best interest: and special needs of the child." Furthermore, the case plan of any child placed in a foster family home or child-care institution a substantial distance from the home of the parents, or in a different State, must "set forth the reasons why the placement is in the best interests of the child".

In addition to addressing the issue of distance from the home of the parents in the child's case plan, when a child is placed outside of the State in which the child's parents are located, an Agency social worker or a social worker from the State where the child is placed must visit at least every 12 months. A report on the visit must be submitted to the State agency where the parents reside. (P.L. 96-272 the "Adoption Assistance and Child Welfare Act of 1980" Section 475(1) and (5) (A)).

Case Record: The physical folder in which case information is maintained and electronic data pertaining to individuals in reference to the case, including information in the Child Protection Register (CPR). D.C. regulations pertaining to child- placing agencies define "record" as "the individual file(s) kept by an agency concerning a child who has been

accepted for care or adoptive placement, the child's family, adoptive applicant or family, foster family and agency employees" (29 DCMR 1645.1).

CFSA: District of Columbia, Child and Family Services Agency.

CFSA Temporary Hold: a means of placing a child in the temporary custody of CFSA when a child has been left alone or with inadequate supervision, this is the means by which a social worker may place the child in the temporary care of CFSA. A neglect petition must be filed within five (5) days, if the parent has not claimed the child. The social worker is to notify the Office of the Attorney General immediately upon placing this child in this temporary hold status, so that the process of drafting the petition can begin.

Change in Placement: Any change in the placement of a child who is in the legal/physical custody of the Child and Family Services Agency is considered to be a formal change in placement. This term refers specifically to situations in which the child's removal from the home is not immediately necessary. Such placements should occur, whenever possible, with the involvement of the parent, as a part of the overall service agreement and case planning process for the family. A change of placement should be made only after a home evaluation and assessment of the potential kinship caregiver has been completed.

Child: The D.C. statute pertaining to children who come before the court defines "child" as a person under 18 years of age except for the purposes of criminal justice cases in which those 16 or over are charged with certain crimes and/or offenses). (D.C. Code § 16-2301(3)). The federal AFCARS definition of the term "child" includes both a person under 18 years of age and also a person under 21 years of age considered under State law to be a minor (AFCARS, 45 CFR § 1355 App. A) .A minor under applicable D.C. law is a person 21 years of age or younger. See also, minor.

Child Abuse and Neglect Prevention Children's Trust Fund: A prevention program in the District of Columbia, including a community-based program, that focuses on child abuse and neglect, public awareness and issues including prenatal care, parental bonding, child development, basic child care, care of children with special needs or coping with family stress.

Under this program, child abuse is defined as "harm or threatened harm to a child's health or welfare by a person responsible for the child's health or welfare, which occurs through the intentional infliction of physical or emotional injury or an act of sexual abuse which includes a violation of any provision of the Prevention of Child Abuse and Neglect Act of 1977 (D.C. Law 2-22) ". Child neglect is defined as "harm to a child's health or welfare, which occurs through the failure to provide adequate food, clothing, shelter, education, or medical care".

The Child Abuse and Neglect Prevention Children's Trust Fund program provides counseling, support groups and early identification services for at-risk parents and children and supports prevention programs in the D.C. public schools. (D.C. Code § 6-2131).

Child Age At Report: Age, calculated in years, as of the date of the report of alleged maltreatment.

Child Custodian: means a person or agency, other than a parent or legal guardian, to whom the legal custody of a child has been granted by the order of a court or who is acting loco parentis.

Child Date of Birth: The month, day and year of the child's birth.

Child Daycare Provider: A person with a temporary caregiver responsibility for the child who is not related to the child, such as a daycare center staff member, a family daycare provider, or a baby-sitter. Does not include persons with legal custody or guardianship of the child.

Child Demographics: Statistical characteristics of the child, such as age and race.

Child Ethnicity: See Hispanic or Latino.

Child Fatality Review: A formal review by an interdisciplinary, interagency committee of any child fatality known to CFSA with the past ten years.

Child File: The data file submitted to NCANDS on a periodic basis that contains detailed case data about children who are the subject of an investigation or assessment.

Child ID: See Child Identifier.

Child Identifier: A unique identification assigned to each child. This identification is not the State child identification but is an encrypted identification assigned by the State for the purposes of the NCANDS data collection.

Child Maltreatment: Harm or risk of harm to a child's physical or mental health or welfare. As defined, provides a basis for State intervention on behalf of the child.

Child-Placing Agency: Under D.C. law, any person, firm, corporation, association, or public agency that receives 0]': accepts children under 16 years of age and places or offers to place them for temporary or permanent care in a family home other than that of a relative within the third degree of kinship. (29 DCMR 1645.1)

Child Protection Register (CPR): A confidential index of case information concerning reports of abused and neglected children maintained by the Agency. (D.C. Code § 6-2111).

Child Protection Register Clearance: Means obtaining a clearance from the Agency's Child Protection Register, which is a confidential index of case information concerning reports/referrals of, abused and neglected children. The Child Protection Register is maintained by the Intake Administration, and clearances can only be obtained by submitting a request from an agency employee who is authorized to obtain such information.

Child Protective Services (CPS): An official agency of a State having the responsibility for child protective services and activities.

Child Protective Services (CPS) Supervisor: The supervisor of the social worker assigned to a report of child maltreatment at the time of the report disposition.

Child Protective Services (CPS) Worker: The worker assigned to a report of child maltreatment at the time of the report disposition.

Child Protective Services (CPS) Workforce: The CPS supervisors and workers assigned to handle a child maltreatment report. May include other administrative staff as defined by the State Agency table of organization.

Child Record: A case-level record in the Child File containing the data associated with one child in one given report.

Child Risk Factor: A child's characteristic, disability, problem, or environment, which would tend to increase the risk of his becoming a maltreatment victim.

Child Sex: The gender of the child.

Child-Specific Recruitment: is the practice of finding a foster or adoptive family for a particular child, as opposed to recruiting families in general and later matching the family and child. This approach focuses on individual waiting children, both to attract specific families as placement resources, and to provide more detailed and specific insights about the types of children needing placement.

Child Victim: A child for whom an incident of abuse or neglect has been substantiated or indicated by an investigation or assessment. A State may include children with alternative dispositions as victims.

Client: A person requesting or receiving services.

Closed: Status of a case when:

1. an investigation or delivery of services has been completed;
2. CFSA and/or a contractual agency have terminated contact with a client or family; and
3. appropriate closing paperwork has been prepared and processed.

Cocaine: Cocaine is a white powder that is derived from the south American coca plant Crack is a chemically altered smokeable form of cocaine in the form of pellets or crystalline rocks.

Collaboratives: The Collaboratives in the District of Columbia are comprised of non-profit service providers, schools, faith communities, civic and resident associations, community leaders and neighborhood residents. These individuals and organizations have come

together in each neighborhood to form a coordinated network of services and supports for children and families. CFSA staff work in partnership with the Collaboratives and other community partners to provide a wide range of community-based services designed to insure the safety of children and their families to include short-term and long-term case management. The CFSA Ferebee Hope Community Service Center and the Collaboratives offer an array of supportive services to children and their families within their own communities. Such services can include mentoring, tutoring, educational/job training, housing assistance, advocacy and legal assistance and emergency funds.

Commitment: is a legal status based on a court order following an adjudication of neglect, which places a child into the ongoing custody of CFSA. The commitment orders are for a term not to exceed two (2) years.

Committed Child: A child adjudicated neglected and placed by, the Court in the legal custody or under the guardianship of the Agency. Under D.C. law, a child who is adjudicated neglected may be either an abused and/or a neglected child.

Community-Based Group Homes: are facilities that house up to (8) children or youth in a community setting. They offer the full range of community resource, including employment, health care, educational, and recreational opportunities. They are staffed on a rotating shift basis by live-in house persons, a teaching family, or some combination of the two. No child under age twelve (12) shall be placed in a group care setting, unless the child has special treatment needs that cannot be met in a home-like setting and the selected group home has a program to treat the child's specific needs. Adolescent mothers are an example of this category.

Community-Based Services: An approach to service delivery which seeks to create partnerships among public and private child and family serving agencies, clients, neighborhood groups and local institutions for the provision of culturally appropriate services within communities.

Complaint: See report.

Concurrent Case: A process that promotes the child's health and safety by developing family reunification plans and assessing the availability of extended family resources while simultaneously assessing and facilitating the identification of the family who will commit to the child's legal permanency.

Conditional Release: Court-ordered diversion or release of a child from shelter care pending a fact finding or dispositional hearing when a judge determines that the child may be adequately safeguarded by placement with a parent, relative or other person or agency able to provide supervision or care for the child. The judge may impose upon the placement whatever conditions he or she considers necessary to protect the child from harm and to ensure the child's appearance at the fact-finding hearing. (D.C. Code § 16-2312 (d)).

Confidential Information: Information acquired by a CFSA or contract agency staff member pertaining to a child reported or found to be abused or neglected, the child's family or other individuals associated with the case. Confidential information may be disclosed only for

purposes relating to investigating abuse or neglect or obtaining services for the child or family (D.C. Code § 6-2126). Unauthorized disclosure of confidential information is a misdemeanor with a fine not to exceed $1000. (D.C. Code § 6-2127).

Consent to Adoption: A written statement agreeing to a proposed adoption of a child. A consent to the specific adoption of the child must be filed along with an adoption petition unless a judge has determined that consent has been withheld contrary to the best interest of the child. To be valid, such a consent must be signed and acknowledged in the presence of:

1. a person authorized by law to accept acknowledgements, for example, a notary public;
2. a representative of a child-placing agency, for example, a CFSA social worker; or
3. The Mayor.

A consent to adoption must be voluntarily given and can only be rescinded or revoked if it can be shown that the consent was improperly obtained, or involuntary.

Consent to an adoption of a child must be obtained from:

The child, if the child is 14 years of age or older; and

1. both parents, if they are both alive, or the living parent if one is dead; or
2. the court-appointed guardian of the child; or
3. a licensed child-placing agency or the Mayor when there has been termination of parental rights (TPR) or a relinquishment to the agency or the Mayor; or
4. the Mayor in all other situations.

A minor parent may consent to the adoption of his or her child. Consent is not required from a parent who, after notice, cannot be located or one who has abandoned the child and voluntarily failed to contribute to the child's support for a period of at least six months prior to the filing of the adoption petition. (D.C. Code § 16-304) .

Contact: Any type of communication that comes through the Hotline. The types of communication is as follows:

1. Report or Compliant-document call and refer for Intake assessment/investigation.
2. Information and Referral-document call and refer to a community resource for services.
3. Receive Services-Caller is inquiring about a service and not a complaint or report-document call and refer to appropriate service.
4. Provider of Services Request-Caller wants to provide a service to agency-document name, telephone number, and type of services to be provided for persons wanting to provide services and refer to the appropriate resource component in CFSA for further assessment.

5. Out of Town Inquiries(OTI)-Caller wants assessment or monitoring of out of state children who are not in CFSA care-document receipt of request and send to appropriate CFSA service unit for assignment.
6. Interstate Compact- Caller wants Interstate Compact service provided by CFSA-document the call and forwarded to CFSA Interstate Coordinator.
7. Court Social Services-Caller is referring a Court Social Service case for placement services in CFSA-document call, create or re-open case, receive packet of information, request placement and forward to the appropriate CFSA service unit for assignment when related to reporting or investigating alleged child abuse or neglect, a child means a person under 18 years of age.

Conviction: Means a plea or verdict of guilty or plea of noto contendere.

Counseling Services: Services or activities that apply therapeutic processes to personal, family, situational or occupational problems in order to bring about a positive resolution of the problem or improved individual or family functioning or circumstances. (NCANDS) .

Court: Family Division of the District of Columbia Superior Court.

Court-Appointed Representative: A person appointed by the court to represent or advocate for a child in a neglect or abuse proceeding. May be an attorney or a Court-appointed Special Advocate (or both) and is often referred to as a Guardian ad Litem. Makes recommendations to the court concerning the best interests of the child.

Court Review: One of two types of periodic review that meet federal requirements pertaining to cases of children in foster care. The system of case reviews established by P.L. 96-272 the "Adoption Assistance and Child Welfare Act of 1980" is intended to: 1) assure that the child has a case plan which meets federal requirements; 2) review the status of the child; and 3) assure that certain procedural safeguards are applied in the case with respect to the legal rights of the child and the parents. P.L. 96-272 requires that a dispositional hearing be held to determine the future status of each foster child within 18 months of placement. Amendments to the Social Security Act passed in 1994 specify that a review or "subsequent dispositional hearing" be held "not less frequently than every 12 months". (P.L. 96-272 the "Adoption Assistance and Child Welfare Act of 1980" section 475(5) (C)) .In D.C., the case of any committed child under the age of 6 or not committed longer than 2 years must, by law, be reviewed every 6 months. The cases of all other children under the Court's jurisdiction must be reviewed at least every year. (D.C. Code §§ 16-2323) .See also, dispositional hearing, periodic review and P.L. 96-272. (P.L. 96-272, the "Adoption Assistance and Child Welfare Act of 1980" section 475(5) (C)) .

Criminal Records Check: A search of criminal records (local MPD and federal FBI) to determine whether an individual has a criminal conviction. The Federal Bureau of Investigation, the Metropolitan Police Department, or the state's law enforcement agency if the individual resides outside of the District of Columbia performs the search.

Criminal Records Check Offense: Means a conviction of one of the following offenses by the kinship caregiver applicant and any adult age 18 or older residing in the caregiver's home.

1. Child Abuse;
2. Child Neglect;
3. Spousal Abuse;
4. A crime against children, including child pornography; or
5. A crime involving violence, including, but not limited to,
6. Rape, sexual assault, homicide, assault or battery.

This definition also pertains to an individual who has a felony conviction for any of the following offenses or their equivalents committed within the past 5 years:

1. Fraud; or
2. A drug-related offense.

Custodian: Under D.C. law, a person or agency, other than a parent or legal guardian, to whom the legal custody of a child has been granted by the order of a court, who is acting in loco parentis (in place of a parent) , or who is a day care provider or an employee of a residential facility, in the case of the placement of an abused or neglected child. (D.C. Code § 16-2301 (12) .

Custody: A legal status pertaining to the day-to-day, ordinary care of a child. See also, legal custody.

D.C. Kids: The integrated health care system operated by CFSA to provide medical services to foster children.

Daycare Services: Activities provided to a child or children in a setting that meets applicable standards of State and local law, in a center or in a home, for a portion of a 24-hour day.

Denial of paternity: a document where the alleged (putative) birth father, denies that he is the birth father of the named child. This form needs to be notarized.

Diligent Search: a search done by investigators to locate a person. This is done at the Agency primarily to locate a birth mother and/or father to progress with the goal of adoption and to ascertain there intentions with regards to there child(ren).

Disability: Physical or mental impairment that may decrease a person's ability to do certain actions.

Disposition: A finding based upon credible evidence gathered in an investigation that a child reported to be abused or neglected is or has been an abused or neglected child.

Dispositional Hearing: In D.C. law, a hearing, after a finding of fact, in which the Court determines what disposition should be made in the case of an abused or neglected child (D.C. Code § 16-2301 (17)) .A predisposition study and report is furnished to the Court by the Agency or Court Social Services addressing the following issues:

1. harm that has occurred to the child and how it will be alleviated;

2. plans and timeframes for intervention, parental activities and specific services recommended, as well as criteria for determining when intervention may no longer be needed; and

3. when it is recommended that the child be removed from his or her home, the reasons that the child cannot be protected in the home, the type of placement that is recommended, the steps that will be taken to address any identified harm that is likely to occur to the child as a result of removal and plans for visitation, consistent with the child's well- being. (D.C. Code § 16-2319)

A dispositional order vesting legal custody of an abused or neglected child in a department, agency or institution or in an individual other than a parent is limited in duration to 2 years; however, such an order may be extended for additional periods of one year when a judge determines that it is necessary to do so in order to safeguard the well-being of the child or to protect the child's interest. (D.C. Code § 16-2322) .

Federal law currently requires that when a child is placed out- of-state, the initial and all subsequent dispositional (review) hearings specifically address the issue of whether an out-of- state placement is, at the time of the hearing, appropriate and in the best interests of the child. (P.L. 96-272, section 475(5)) .

Under federal law, when a child is in foster care, a dispositional hearing to address the future status of the child must be held within 18 months of the original foster care placement and not less frequently than every 12 months thereafter except when the child is residing with a specific caregiver in a permanent foster care placement. (P.L. 96-272 the "Adoption Assistance and Child Welfare Act of 1980" Section 475(5) (C)) .

Domestic Violence: Incidents of inter-spousal physical or emotional abuse perpetrated by one of the spouses or parent figures upon the other spouse or parent figure in the child's home environment.

Due Process Hearing: A formal session conducted by an impartial hearing officer to resolve special education disagreements between parents and school systems.

Early Intervention: Providing services and programs to infants and toddlers (under age three) with disabilities in order to minimize or eliminate the disability as they mature.

Ecstasy: Ecstasy is derived from speed and Methamphetamine. It can be found in capsule, tablet, powder or liquid forms.

Educational Advocate: An individual who speaks or acts knowledgeably for the educational needs of another.

Educational Diagnostician: A professional who is certified to conduct educational assessments and to design instructional programs for students.

Education and Training Services: Activities provided to improve knowledge of daily living skills and to enhance cultural opportunities.

Emergency Care: a short-term, urgent need for an initial placement in, or a replacement from, one family home, group home, or other facility to another. Emergency care is designed to be for thirty (30) days or less and to allow the social worker an opportunity to assess a child's newly identified needs as well as the propriety of continued placement.

Emergency Care Foster Homes: a short term, urgent need for an initial placement in, or a replacement from, one family home, group home or other facility to another. Emergency care is designed to be for thirty (30) days or less and to allow the social worker an opportunity to assess a child's newly-identified needs as well as the propriety of continued placement.

Emergency Placement: A placement precipitated by an imminent danger to the child (ren) or by abandonment. The placement may only be made after appropriate Child Protection Register and criminal background checks have been obtained for the potential relative/kinship caregiver; and, the worker has completed an on site interview and home assessment all of which must meet agency requirements for approval. The placement may be made prior to the completion of the full caregiver assessment and home evaluation, provided the conclusion of a preliminary assessment meets required safety standards. Emergency placements are designed to be for a period of thirty (30) days or less, this is to allow the social worker time to assess the child as well as to determine the needs of the triad (child, birth parent(s), and kinship caregiver) while determining the appropriateness of continued out-of-home placement. The decision to make any emergency placement must be made by the worker in conjunction with consultation and approval from his or her supervisor.

Emotionally Disturbed: A clinically diagnosed condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree: an inability to build or maintain satisfactory interpersonal relationships; inappropriate types of behavior or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms or fears associated with personal problems. The diagnosis is based on the Diagnostic and Statistical Manual of Mental Disorders (the most recent edition of DSM). The term includes schizophrenia and autism.

Employment Services: Activities provided to assist individuals in securing employment or the acquiring of skills that promote opportunities for employment.

Ethnicity: See Hispanic or Latino.

Expungement: The process by which the Agency erases all identifying information in a report from the Child Protection Register (CPR) .Information is expunged either upon the 18th birthday of a child found to have been abused or neglected (unless there is a younger sibling in the home who is known or suspected to be abused or neglected) ; 5 years after services provided to the family as a result of the abuse or neglect have been terminated, whichever occurs first; or when CPR material is successfully challenged. (D.C. Code § 6-2117) .

Extended School Year: Special education provided during summer months to students found to require year-round services to receive an appropriate education.

FACES.NET: FACES.NET is a child welfare information system use to collect information about clients and providers. It is also used as a tool to organize that information to enhance CFSA operations and service to families in the community.

Facility: a foster home where children reside 24 hours a day. Facilities specifically include those on contract, those in which the court has ordered children placed, those operated by the city or another government entity and those where CFSA has family or child care responsibility.

Fact-finding Hearing: A hearing to determine whether the allegations in a neglect petition are true, also known as adjudication, adjudicatory hearing or trial. (D.C. Code 16-2301(16)).

Families Together: is a family preservation program that provides intensive three-month home-based services to families, for whom the removal of a child is imminent due to risk of abuse or neglect. This program is operated by CFSA.

Family: Means one or more parents and children related by blood, marriage, or adoption residing in the same household; or a parent substitute, such as a related caregiver or legal guardian who has responsibility for the 24-hour care and supervision of a child.

Family Case: A documented instance of Agency activity or series of activities undertaken on behalf of a parent or family occurring in response to a report of abuse or neglect or a request for voluntary care. A family case is opened during an investigation and during the delivery of family preservation services, child protective services, foster care services or adoption services.

Family-Centered Services: An approach to working with families and children that focuses upon the families rather than upon individuals. Services are based upon an assessment of the entire family and a negotiated family plan designed to strengthen and maintain the family while protecting children and promoting their healthy, positive development.

Family Counseling: Under D.C. law, any psychological or psychiatric or other social service offered by a provider to the parent and one or more members of the extended family

of a child who has been adjudicated neglected or to the child's guardian or other caretaker. (D.C. Code § 16-2301 (27)).

Family Planning Services: Educational, comprehensive medical or social services or activities which enable individuals, including minors, to determine freely the number and spacing of their children and to select the means by which this may be achieved. (NCANDS)
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Family Preservation Services: Typically, strengths-based interventions designed to help families alleviate crises that might lead to out of home placement of children, maintain the safety of children in their own homes, support families reunifying or adopting, and assist families in obtaining skills, services, including respite care, and other supports necessary to address their multiple needs in a culturally sensitive manner. Family preservation services are not appropriate when a child cannot be protected from harm without placement or when a family has insufficient strengths upon which to build. (Title IV-B, Social Security Act, Subpart 2 and NCANDS) .

Family Responsibility: The duty of the CFSA worker assigned to the family case to provide coordination when two or more CFSA and/or Consortium agency social workers are providing services to members of a family.

Family Services: The general term use to refer to those CFSA intervention services that are offered to stabilize intact birth, foster, or adoptive families.

Family Support Services: Primarily community-based preventative activities designed to increase the strength and stability of families, alleviate stress and promote parental competencies and behaviors that will increase the ability of families to successfully nurture their children. Family support services are available to all families to facilitate use of resources and opportunities available in the community, promote healthy child development and create supportive networks to enhance child- rearing abilities of parents and help compensate for the increased social isolation and vulnerability of families" (Title IV-B, Social Security Act, Subpart 2 and NCANDS) .Family support services should be offered in a manner which is sensitive to the culture of the individuals served.

Fatality: See Maltreatment Death

Fatality Review: Formal review by an interdisciplinary, interagency committee of cases in which child abuse or neglect may have caused or be related to the death of a child.

Final Decree: establishes the legal parent-child relationship between the adopters and the child. This legal relationship assures that there are mutual rights of inheritance and succession, as if the child had been born to the adopters.

Final Report: This report includes a follow up of all recommendations from the internal and citywide Child Fatality Review Team meeting, and in these instances the required follow up shall be reported as an addendum to the initial report by the social worker. This information should be completed in accordance with the time frame set up by the CFSA

Internal CFRT Coordinator, between one (1) to three (3) months. The supervisor will insure that two (2) copies of the final Child Fatality Review report are forwarded to the CFSA Internal Child Fatality Coordinator.

Financial Problem: A risk factor related to the family's inability to provide sufficient financial resources to meet minimum needs.

Formal Kinship Care: Refers to situations where the Child and Family Services Agency and/or the Superior Court of the District of Columbia make or are directly involved in the decision to remove a child from his or her parent(s) or other legal guardian and place him or her with a family member.

Foster Care: 24 hour substitute care for all children placed away from their parents or guardians and for whom the Agency has placement and care responsibility. (45 CFR § 1355.20) .

The term "foster care" specifically refers to the status of a child who:

1. is in shelter care (pre-trial); or

2. has been committed to the Agency by the court and placed outside his or her own home (Post-trial) ;

3. is under the permanent care and guardianship of the Agency which may consent to the child's adoption following relinquishment of parental rights;

4. is removed from his or her home pursuant to a voluntary placement agreement; or

5. is on conditional release from shelter care or has run way or absconded from care or is at home on a trial basis while in care.

A child is not in foster care:

1. when the child residing at home is not under the jurisdiction of the court and his or her family is receiving family preservation or continuing child protective services;

2. when a judge has ordered protective supervision of the child;

3. when the child is in a third-party placement, whether or not the placement has been ordered by the court; or

4. when a child has been relinquished by his or her parent(s) and is under the jurisdiction of the D.C. Superior Court but is not committed to the Agency.

Foster Care Drift: The languishing of children in foster care due to the lack of permanency planning.

Foster Care Family: is a planned, goal-oriented care of a child in the home of a family, which is licensed to provide 24 our temporary, substitute care by the District's Department of Public Health, or the comparable authority in another jurisdiction. Foster families are committed, prepared, and trained to provide a welcoming, nurturing, and supportive home for a child who is undergoing the trauma of separation from her/his biological family. Foster families also help maintain bongs between the children and their birth parents. If the family foster home is located in a jurisdiction outside of the District, the child's placement must be approved by the Interstate Compact Office of that jurisdiction.

Foster Family Home (Relative): See relative foster care.

Foster Parent: An individual who is licensed or approved to provide a home for one or more related or non-related children who are orphaned, abused, neglected, delinquent, or disabled.

Foster Care Social Worker: Social worker who provides for the services needs of the child in the foster home and participates in the transitioning of the child to the adoptive home if different from the foster home. The foster care social worker is the case manager prior to placement.

Foster Care Treatment: is the service also known as "specialized" or "therapeutic foster care". It is temporary out-of-home care offered to a child with "special needs", by foster parents who are trained to provide specific treatment and who are both supervised and supported by agency staff as they do so.

Foster Parent Services Unit: The unit within CFSA that has responsibility for reassessing the foster parents on-going ability to continue in the role of a foster parent.

Foster Parent Services Worker: Workers who have responsibility for assessing and reassessing foster parent's ability to continue as a foster parent; and ensure the foster home is in compliance with regulations and guidelines established by the Department of Health.

Free Appropriate Public Education (FAPE): The words used in the federal law, the Individuals with Disabilities Education Act (IDEA), to describe a student's right to a special education program that will meet his or her individual special learning needs, at no cost to the family.

General Assistance for Children (GC): A program under the Income Maintenance Administration (IMA) in the District of Columbia which provides benefits that are the same as those a child would receive under Aid to Families with Dependent Children (AFDC) . Benefits may be provided when a child is residing with a caretaker who is not a close relative

of the child as defined in federal AFDC regulations or who cannot prove close relationship. (D.C. Code § 3-205.5a.)

Generic recruitment: involves presenting to the public general information about the needs of waiting children.

Goals: See permanency goals.

Group Homes (Community Based): are facilities that house up to eight (8) children in a community setting. They offer the full range of community resources, including employment, health care, educational, and recreational opportunities. They are staffed on a rotating shift basis by live-in house persons, a teaching family, or some combination of the two. No child under age twelve (12) shall be placed in a group care setting, unless the child has special treatment needs that cannot be met in a home-like setting and the selected group home has a program to treat the child's specific needs.

Guardian Ad Litem (GAL) : An attorney appointed by the Superior Court of the District of Columbia Family Division to represent an abused or neglected child in Court proceedings, including termination of parental rights. It is the responsibility of the guardian ad litem to represent the child's best interests. (D.C. Code §§ 6--2101 (4) and 16-2304 (a).

Guardianship: "Guardianship of the person of a minor" involves concern with the general welfare of the minor and the right to make important decisions in matters having a permanent effect on the minor's life and development. It includes, but is not limited to:

1. the authority to consent to marriage, enlistment in the armed forces and major medical, surgical or psychiatric treatment;

2. the authority to represent the minor in legal actions and to make decisions of substantive legal significance concerning the minor;

3. the authority and duty of reasonable visitation (except as limited by court order);

4. the rights and responsibilities of legal custody when guardianship of the person is exercised by the child's birth or adoptive parent (except when legal custody has been vested in another person, agency or institution) ; and

5. the authority to exercise residual parental rights and responsibilities when the rights of the child's parents or only living parent have been judicially terminated or when both parents are dead. (D.C. Code § 16-2301 (20)) .

Handicapped Board Rate: is a rate paid for a child who needs foster parent intervention because he/she can not accomplish normal age appropriate life processes i.e.: eating, bathing, toileting, dressing, ambulating, emotional and or social control without adult intervention. Children who require foster parents who have special training to participate in the treatment plan and daily care of the child are classified as handicapped.

A request for the handicapped board rate must be accompanied by a professional diagnosis and a service plan, which will elaborate, on the need and type of required intervention.

Health-Related and Home Health Services: Activities provided to attain and maintain a favorable condition of health.

Hispanic Or Latino: A person from Cuba, Mexico, Puerto Rico, South or Central America, or other Spanish language culture, regardless of race.

Home-Based Services: In general, services provided to families in their homes, rather than in the Agency or other institutional settings. A narrower standard is found in the federal AFCARS definitions which state that home-based services include "services or activities provided to individuals or families to assist with household or personal care in order to improve or maintain adequate family well-being including homemaker services, chore services, home maintenance services and household management services". (AFCARS,45 CFR § 1355 App. A) .

Homestudy: a counseling and assessment process with the primary goal of providing secure nurturing and permanent families for children. The home study involves completion of MAPP training and extensive background checks on the applicants and their household members.

Household: A home and all individuals residing within the home.

Housing Services: Activities designed to assist individuals or families in locating, obtaining or retaining suitable housing.

Heroin: Heroin, a white-to-brownish tar-like substance or powder is a highly addictive drug derived from morphine.

Impartial Hearing Officer: Individual presiding over a due process hearing, appointed by the state education agency, and not connected in any way with either party in a dispute.

Inactive: Status of an open case in which no services are being provided. An inactive case is most likely to be a family case in which services are not being provided although a related child's case is being actively served. For example, when a foster child has a permanency plan of Independent Living and the child's parent is not receiving any services, the family case is considered to be inactive.

Inadequate Housing: A risk factor related to substandard, overcrowded, or unsafe housing conditions, including homelessness.

Incident Date: The month, day, and year of the most recent known incident of alleged child maltreatment.

Independent And Transitional Living Services: Activities designed to help older youth in foster care or homeless youth make the transition to independent living.

Indicated Or Reason To Suspect: An investigation disposition that concludes that maltreatment cannot be substantiated under State law or policy, but there is reason to suspect that the child may have been maltreated or was at risk of maltreatment. This is applicable only to States that distinguish between substantiated and indicated dispositions

Income Maintenance Administration: (IMA)- a DHS office, charged with the determination of eligibility under the Medicaid, TANF, and General Public Assistance for Children (GC).

Individual and Institutional Reports: If the mandated reporter is a staff member of a hospital, school, agency or similar institution, they must immediately notify the person in charge of the institution or that person's designated agent who shall then be required to make the report. The fact this notification does not relieve the person who was originally required to report of the responsibility to report.

Individualized Education Program (IEP): A written plan for each student in special education describing the student's present levels of performance, annual goals including short-term objectives, specific special education and related services, dates for beginning and duration of services, and how the IEP will be evaluated.

Individualized Family Service Plan (IFSP): A written statement for each infant or toddler receiving early intervention services that includes goals and outcomes for the child and family. It also includes a plan for making the transition to services for children over age 2.

Individuals with Disabilities Education Act (IDEA): The authorizing federal legislation, which mandates a free, appropriate public education for all children with disabilities. Formerly known as the Education for All Handicapped Children Act. Part B one. Part H refers to the early intervention program for infants and toddlers with disabilities from birth through age two and their families.

Information and Referral Services: Services or activities designed to provide information about services provided by public and private service providers and a brief assessment of client needs (but not a diagnosis and evaluation) to facilitate an appropriate referral to these community resources. (NCANDS) .

Inhalants: Inhalants include, typewriter correction fluid, felt tip markers, spray paint, air freshener, butane and cooking spray (there over 1,000 products).

Initial Child Fatality Review Summary Report: This summary includes a discussion of all information available regarding the circumstances of the child's death, a thorough report of the history of and reasons for CFSA involvement with the deceased child and his/her family and a description of service delivery and safety plans for the children remaining in the deceased child's home or foster care placement. The supervisor will ensure that two copies of the Initial Child Fatality Review Summary Report are forwarded to the CFSA Internal Child Fatality Review Team Coordinator.

Initial Investigation: A mandated process in which CFSA and/or the police gather, evaluate and act upon information received in a report of alleged child abuse or neglect. The purpose of an investigation is to determine, to the extent possible:

1. The nature, extent, and cause of any reported abuse or neglect;
2. The identify of the person responsible for the abuse or neglect;

3. The name, age, sex and condition of the abused or neglected child and of all other children in the home;

4. The conditions in the some at the time of the investigation;

5. Whether there is any child in the home whose health, safety or welfare is in jeopardy because of his or her treatment in the home or his or her home environment; and

6. Whether any child who is in jeopardy because of treatment in the home or his or her home environment should be removed from the home or can be protected by the provision of resources or services available in the community.

Institution: A child care facility operated by a public or private agency which provides 24-hour-care.and/or treatment for children who require separation from their own homes and group living experience. These facilities may include: child care institutions, residential treatment facilities, maternity homes, etc. (AFCARS, 45 CFR § 1355 App. A) D.C. law specifies that private institutions are those which provide care and maintenance for neglected and/or dependent children on a contractual basis with the City (D.C. Code § 3-203.1(3)) .D.C. children may be placed in child care institutions o11tside of the City so .long as they are licensed or approved by the state in which they are located. (D.C. Code § 3-217.2)

Intake: A 24-hour,7-day-a-week system to receive and screen information from the public about suspected child abuse and neglect. The function, located in CFSA's Child protective Services Administration, is the agency's single point of entry to receive all inquiries and request for services from the public.

By calling 202-671-SAFE, anyone can reach trained social workers to report suspected child abuse or neglect.

Intake Backlog: An Agency term describing a group of cases in which an intake investigation has not been completed more than 30 days after the receipt of a report. Any case that has not been investigated within the 30-day timeframe is described as "backlogged" or "in the backlog" .This backlog is to be eliminated under the LaShawn Implementation Plan. (LaShawn Revised Implementation Plan, Section A., August 1, 1994) .The 30 day timeframe begins at the time the report is received and ends when the supervisor of the worker conducting the investigation signs off on the completed investigative report and any accompanying casework materials.

Intensive Family Services: also known as Families Together, provides intensive counseling, education, and supportive services to families (including extended, foster, and adoptive families) in serious crisis, with the goal of protecting the child, strengthening and preserving the family, and preventing what would be an unnecessary out-of-home placement of children; or promoting the return home of children.

Intensive Services: is the level of out-of-home care provided to children who have mental health/emotional problems or medical conditions. This level of care requires professional intervention, behavior management skills, and close supervision from the caregiver.

Interlocutory Decree: an interim decree of adoption. It has the same legal effect as a final decree while it is in effect. An interlocutory decree is generally entered when the Court or a party has some reservations about the adoption and wishes to give the pre-adoptive placement more time before a final decree is entered. An interlocutory decree will state that the adoption is to become a final decree on a specific date, usually between six months and one year from that date unless the decree is set aside for cause in the interim.

Interstate Compact on the Placement of Children (ICPC): A uniform law, which permits states to cooperate in the placement of children across jurisdictional lines. D.C. is a party to the Interstate Compact and all children placed in foster care and/or for adoption in another jurisdiction must be processed through the Agency Office of the Compact Administrator. (D.C. Code, Chapter 10A.) . As a party to the ICPC, the District and its employees are responsible for full compliance with its terms. The purpose of the ICPC is to ensure that:

1. each child who requires placement will receive the maximum opportunity to be placed in a suitable environment with qualified individual or institutional caregiver;

2. the appropriate authority, in a state where a child is to be placed, will have full opportunity to ascertain the circumstances of the proposed placement in order to promote full compliance with applicable child protection requirements;

3. the appropriate authority in the original state has access to the most complete information to evaluate a projected placement before it is made; and

4. appropriate jurisdictional arrangements for the care of the child are promoted.

Investigation: A mandated process in which CFSA and/or the police gather, evaluate and act upon information received in a report of alleged' child abuse or neglect. The purpose of an investigation is to determine, to the extent possible:

1. the nature, extent and cause of any reported abuse or neglect;

2. the identity of the person responsible for the abuse or neglect;

3. the name, age, sex and condition of the abused or neglected child and of all other children in the home;

4. the conditions in the home at the time of the investigation;

5. whether there is any child in the home whose health, safety or welfare is in jeopardy because of his or her treatment in the home or his or her home environment; and

6. whether any child-who is in jeopardy because of treatment in the home or his or her home environment should be removed from the home or can be protected by the provision of resources or services available in the community (D.C. Code § 6-2104 (b) (1)-(6)) .Such services include, but are not limited to:

    a. emergency financial aid;

    b. temporary third-party placement with responsible neighbors or relatives;

c. emergency in-home caretaker(s); .homemaker services;

d. daycare for any abused or neglected child and his or her siblings;

e. counseling services, and

f. medical evaluation and or treatment of any abused or neglected child by a physician.

(D .C .Code § 6 -2124 (a) (1) -(8)) .

Investigation Date: See Investigation Start Date.

Investigation Disposition: See Maltreatment Disposition Level

Investigation Disposition Date: See Maltreatment Disposition Date

Investigation Start Date: The date when CPS first had face-to-face contact with the alleged victim of child maltreatment or attempted to have face-to-face contact.

Juvenile Court Petition: A legal document requesting that the court take action regarding the child's status as a result of the CPS response; usually a petition requesting the child be declared a dependent and placed in an out-of-home setting.

Kin: Means an individual who is related by blood, marriage or adoption.

Kinship Adoption: an adoption where the petitioner is a relative and /or long-time family friend of a child.

Kinship Care: is full time parenting and protection by a person related by blood, marriage or adoption. For a person to be considered a kinship caregiver, he/she must be related within the 5th degree to the dependent child (i.e. the equivalent of a great-great-great grandmother or a first cousin once removed). Kinship is to be the first placement option considered when a child must be separated from his/her parents due to abuse, neglect, or special needs. Kinship care may be an option when the child's legal custody remains with the family or when it has been transferred to CFSA. See also, Third Party Placement and Relative Foster Care.

Kinship Caregiver: is an individual who meets the following criteria:

1. is approved by CFSA to provide kinship care services;
2. is at least 21 years of age;
3. is providing or willing to provide for the day-to-day care of a child; and
4. is a relative of the child by blood, marriage, or adoption.

Kinship Care Foster Home: is a relative family home licensed by the District of Columbia or a state to provide 24 hour substitute care for a child in foster care status. Relative foster care setting includes:

1. Licensed Relative Foster Family Home
2. Emergency Care Foster Homes

Kinship Foster Care: Means a situation in which a kin provides full time care to any child(ren) who is committed to CFSA custody as a result of an abuse or neglect procedure, voluntary placement, police hold, or the relinquishment of parental rights. Kinship foster homes shall be licensed in accordance with the requirements outlined in the Section of the Policy entitled Assessment Process of Kinship Foster Homes.

Kinship Foster Home Study: A kinship foster home study is a process that takes place following the placement of the child (ren) in the care of a potential kinship caregiver who has elected to become a kinship foster care provider for their kin and agrees to undergo the licensing requirements of a non-relative foster care provider.

Kinship Home Approval Process: The assessment process which takes place once a child(ren) has been placed with the kinship caregiver in order to determine the potential caregiver's ongoing appropriateness to care for their kin placed in their home by CFSA. This approval process applies to all kinship caregivers regardless of the source of financial support received for the child (ren) placed with the caregiver.

Kinship Triad: The kinship triad refers to those parties involved in the kinship care process/planning including the child, the child's birth parent, and the kinship caregiver(s).

Learning Disability: A disorder in one or more of the individual's basic psychological processes involved in understanding or using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or use mathematical calculations. The term includes conditions such as perceptual disability, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. (NCANDS).

Least Restrictive Environment (LRE): Placement of a student with disabilities in a setting that allows maximum contact with students who do not have disabilities, while appropriately meeting the student's special education needs.

Left-Alone: A colloquial Agency term describing a child found unaccompanied or in the care of someone unable or unwilling to supervise- the child properly. An Agency social worker encountering a left alone child is authorized to make a third- party placement. If a third-party placement cannot be made, the worker may temporarily take the child into custody and place the child. (D.C. code § 6-2124(b)). See also, temporary custodial placement.

Legal Custody: A court-ordered legal status pertaining to the day-to-day, ordinary care, discipline and protection of a child An order of legal custody entitles the custodian to determine: " where and with whom the child lives .The legal custodian is responsible for providing the child with food, clothing, shelter, education and routine medical care. When legal custody has been granted to the Agency or to an individual who is not the child's parent, the child's parents retain guardianship rights and the right to make major decisions affecting their child. Such rights include determination of the child's religious affiliation, the

right to consent to adoption and the right to visit the child. The parents remain obligated to provide financial support for the child even when the child is in the legal custody of another person or institution. (D.C. Code § 16-2301 (21) and (22)).

Legal Father: a man who is married to the birth mother at the time of conception, regardless of whether he actually fathered the child.

Legal Guardianship: A court-ordered legal status in which a relative or relative custodian is responsible for the general welfare a minor child placed in his/here care. The Guardian has the right to make important decisions in matters having a permanent effect on the minor's life and development. It includes, but is not limited to:

1. The authority to consent to marriage, enlistment in the armed forces and major medical, surgical or psychiatric treatment;
2. The authority to represent the minor in legal actions and to make decisions of substantive legal significance concerning the minor;
3. The authority and duty of reasonable visitation (except as limited by court order);
4. The rights and responsibilities of legal custody when Guardianship of the person is exercised by the child's birth or adoptive parent (except when legal custody has been vested in another person, agency or institution); and
5. The authority to exercise residual parental rights and responsibilities when the rights of the child's parents or only living parent have been judicially terminated or when both parents are dead.

Legal, Law Enforcement, Or Criminal Justice Personnel: People employed by a local, State, tribal, or Federal justice agency including law enforcement, courts, district attorney's office, probation or other community corrections agency, and correctional facilities.

Legal Services: Activities provided by a lawyer, or other person(s) under the supervision of a lawyer, to assist individuals in seeking or obtaining legal help in civil matters such as housing, divorce, child support, guardianship, paternity and legal separation.

License: Issued by the Department of Health to foster home located in the District of Columbia who have met the licensing standards for foster homes.

License Approval: Issued by CFSA to foster homes in Maryland who have met the licensing requirements governing the District of Columbia and the residing jurisdiction to operate foster homes.

Licensed Relative Foster Family Home: A home licensed or approved by D.C. or a state in which a relative of a child in foster care status is authorized to provide 24 hour substitute care for the child. In general, foster care maintenance payments are available for the support of foster children residing in currently licensed or approved relative foster family homes.

Living Arrangement: The type of home or placement situation in which a child resides.

LSD: LSD also called acid. It is a hallucinogen-a potent mood-changing drug, which is found in tablets, capsules or liquid form.

Mainstreaming: The concept that students with disabilities should be educated with nondisabled students to the maximum extent possible.

Maintenance: is a per diem payment that is what the child would have received but not greater than CFSA board and care payments.

Maltreatment: In general usage, this term often refers to any type of child abuse or neglect. Under District of Columbia law, the word "maltreatment" is specifically defined as "failure to provide adequate food, clothing, shelter, or medical care, which includes medical neglect, and the deprivation is not due to the lack of financial means of the child's parent, guardian or other custodian". (D.C. Code § 16-2301) (24) .See also, negligent treatment.

Maltreatment Death: The child died as a result of abuse or neglect. The conclusion may be that the abuse or neglect was the cause of the death or that abuse or neglect was a contributing factor to the death.

Maltreatment Disposition Date: The point in time at the end of the CPS response when a worker determines a disposition to a report of child maltreatment.

Maltreatment Disposition Level: The determination resulting from the CPS response to a report of alleged child maltreatment.

Mandated Reporter: A person working in certain occupational categories who learns or suspects that a child known to him or her in his or her professional or official capacity has been, or is in danger of being, abused or neglected must report to CFSA or the police. Those who must report are:

1. physicians
2. psychologists
3. medical examiners
4. dentists
5. chiropractors
6. registered and licensed practical nurses
7. healthcare workers
8. law-enforcement officers
9. teachers and school officials
10. social service workers

11. day care workers

12. mental health professionals

When an individual is required as a employee of an agency or institution to make a report, he or she must immediately notify the person in charge of the agency or institution (or his or her designee) .The person in charge is then required to make the report; however, the fact that the mandated reporter has notified the person in charge of the agency or institution does not relieve the mandated reporter of his or her responsibility to report. (D.C. Code §§ 2-1352, 2-1353) .

Mandated Reports: In the District of Columbia, mandated reporters of suspected child abuse and neglect include any person who knows or has reasonable cause to suspect that a child known to them in their professional or official capacity has been or is in immediate danger of being a physically or mentally abused or neglected child. According to the law, they must immediately report or have a report made of their knowledge or suspicions either to the Metropolitan Police Department (MPD) for abuse reports or the Child and Family Services Agency of the District of Columbia for neglect reports.

Marijuana: Marijuana is the most frequently used illegal drug in the United States. Marijuana is a green, brown or grayish mixture of dried, shredded leaves, stems, seeds and flowers of the hemp plant.

Mediation: A formal intervention between parents and personnel of early intervention or school systems to achieve reconciliation, settlement, or compromise.

Medicaid: a program established by Title XIX of the Social Security Act ("Title XIX") and which provides medical services to needy persons, including families with children, the elderly, or the disabled; applicants must met certain eligibility requirements.

Medical: is a continuation of Medicaid eligibility

Medical Neglect: A type of maltreatment caused by failure by the caregiver to provide for the appropriate health care of the child although financially able to do so, or offered financial or other means to do so.

Medical Personnel: People employed by a medical facility or practice, including physicians, physician assistants, nurses, emergency medical technicians, dentists, dental assistants and technicians, chiropractors and coroners.

Mental Health Personnel: People employed by a mental health facility or practice, including psychologists, psychiatrists, therapists, etc.

Mental Health Services: Activities which aim to overcome issues involving emotional disturbance or maladaptive behavior adversely affecting socialization, learning, or development. Usually provided by public or private mental health agencies and includes both residential and non-residential activities.

Mental Injury: A conduct, cognitive, affective or other mental disorder caused by the acts or omissions of a parent, guardian or custodian. (NCANDS)

Mental Retardation: As clinically diagnosed, significantly sub-average general cognitive and motor functioning existing concurrently with deficits in adaptive behavior manifested during the developmental period that adversely affect socialization and learning. (AFCARS, CFR 45 § 1355 Apps.)

Methamphetamine: Methamphetamine, also known as "meth," "speed" or "crank" is a stimulant drug that affects the central nervous system.

Military Family Member: A legal dependent of a person on active duty in the Armed Services of the United States such as the Army, Navy, Air Force, Marine Corps, or Coast Guard.

Military Member: A person on active duty in the Armed Services of the United States such as the Army, Navy, Air Force, Marine Corps, or Coast Guard.

Minor: An individual under the age of 21 (D.C. Code § 16- 2301(4)).

Multidisciplinary Evaluation: The testing of a child by a group of professionals, including psychologists, teachers, social workers, speech therapists, nurses, etc.

Multiple-Handicapped Rate: is the rate paid for children who require adult intervention in more than one age appropriate daily living process i.e. Eating, bathing, toileting, dressing, ambulating, emotional and/or social control. The multiple-handicapped rate is reserved for the most severely handicapped children. Extensive training may be needed for a foster parent to provide an adequate level of care for the multiple-handicapped child.

A request for a multiple-handicapped rate must be accompanied by a professional diagnosis and treatment plan. There will be a complete discussion of the intervention to be provided by the foster parent.

Native Hawaiian or Other Pacific Islander: Having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

NCANDS: National Child Abuse and Neglect Data System. NCANDS is a national, voluntary system for collecting and analyzing data about child abuse and neglect established by the National Center for Child Abuse and Neglect (NCCAN) under the Child Abuse Prevention, Adoption and Family Services Act of 1988.

NCANDS Mapping Forms: The functional specification of transferring State data to NCANDS fields and values. This process is used for both Child and Agency data.

Neglect: Under D.C. law, a neglected child is one who:

1. has been abandoned or abused by his or her parent, guardian, or other custodian;

2. is without proper parental care or control, subsistence, education as required by law, or other care or control necessary for his or her physical, mental or emotional health, and the deprivation is not due to the lack of financial means of his or her parent, guardian or other custodian;

3. has a parent, guardian or other cust9dian who is unable to discharge his or her responsibilities to and for the child because of incarceration, hospitalization or other physical or mental incapacity;

4. has a parent, guardian or custodian who refuses or is unable to assume responsibility for the child's care, control or subsistence and the person or institution which is providing for the child states an intention to discontinue such care ;

5. is in imminent danger of being abused and whose sibling has been abused;

6. has received negligent treatment or maltreatment from his or her parent, guardian or other custodian; or

7. has resided in a hospital located in the District of Columbia for at least 10 calendar days following birth, despite a medical determination that he or she is ready for discharge, and the parent, guardian or custodian of the child has not taken any action or made any effort to maintain a relationship with the child or to contact him or I her. (D. C. Code § 16-2301 (9) (A) -(G) .

In federal regulation, neglect is defined as "alleged or substantiated negligent treatment or maltreatment, including failure to provide adequate food, clothing, shelter or care". (AFCARS 45 CFR § 1355 App. A) .

Neglect Petition: A legal document based upon a neglect complaint filed with the Superior Court of the District of Columbia Family Division by the Office of the Corporation Counsel (OCC) .The petition alleges that a child is an (abused or) neglected child. (D.C. Code § 16-2305).

Negligent Treatment: Failure to provide adequate food, clothing, shelter, or medical care, which includes medical neglect, and the deprivation, is not due to the lack of financial means of the child's parent, guardian or other custodian. (D.C. Code §16- 2301(24). See also, maltreatment and neglect.

Neighbor: A person living in close geographical proximity to the child or family.

Non-Caregiver: A person who is not responsible for the care and supervision of the child, including school personnel, friends, neighbors, etc.

Non-Recurring Cost: legal fees as dictated by policy and other one time costs related to a child's special need which is not funded by other eligibility programs, e.g. van conversion.

Normal Rate: is paid for the basic and routine care required by a child who comes from a neglecting or abusing family. It is expected that basic care will include bringing the child into the regular, daily life of the foster family, providing 24 hour/day adult supervision, and facilitating weekly visits with the natural parents by providing transportation to the agency or by permitting parental visitation in the foster parents are expected to participate in parent-teacher conferences and other school related activities; they are to provide routine recreational opportunities.

Not Substantiated: See Unsubstantiated.

Notifications: Mandated or courtesy contacting of other agencies with overlapping or potentially overlapping jurisdiction concerning a report of child maltreatment.

Objective: An objective is a short-term step taken to reach an annual goal. IEP objectives are the steps between a student's present level of performance and an annual goal.

Office of the Corporation Counsel (OCC): The Office which represents the interests of the City in legal matters pertaining to cases of abused and neglected children before the Superior Court of the District of Columbia. A staff attorney in the OCC is known as an Assistant Corporation Counsel (ACC).

One-Time Rental Assistance: financial assistance provided in order to assist families with payment of back rent due or current rent due but which families are not financially able to provide.

Open: Status of a case when an investigation is being conducted or services are being provided by CFSA and/or a contractual agency to a family or to any individual in a family. When an investigation or delivery of services has been concluded, a case remains in an open status) until appropriate closing paperwork has been prepared and processed.

Order of Reference: an order from the Court directing the Agency to make a report and recommendation regarding the petition to adopt a child.

Other Medical Condition: A medical condition other than mental retardation, visual or hearing impairment, physical disability, or being emotionally disturbed that significantly affects functioning or development or requires special medical care such as chronic illnesses. Included are children or caregivers diagnosed as HIV positive or with AIDS.

Other Services: Activities that have been provided to the child and/or family, but which are not included in the services listed in the Child File record layout.

Out-Of-Court Contact: Contact, which is not part of the actual judicial hearing, between the court-appointed representative and the child victim. Such contacts enable the court-appointed representative to obtain a first-hand understanding of the situation and needs of the child victim, and to make recommendations to the court concerning the best interests of the child.

Papering a Case: a: colloquial term denoting the collaborative process which occurs between CFSA staff and staff of the Office of the Corporation Council (OCC) and between Metropolitan Police Department Staff and The OCC in determining whether to file a neglect petition in a case and drafting the petition.

Parent: The birth mother/father, adoptive mother/father or step mother/father of a child. (NCANDS).

Periodic Review: The administrative or court review of a foster care case required by P.L. 96-272 the "Adoption Assistance and Child Welfare Act of 1980". P.L. 96-272 set up a case review system for assuring that the status of each child is reviewed periodically but no less frequently than once every six months by either a court or by administrative review in order to:

1. determine the continuing necessity for and appropriateness of the placement;
2. determine the extent of compliance with the case-plan;
3. determine the extent of progress made toward alleviating or mitigating the causes necessitating placement in foster care; and
4. project a likely date by which the child may be returned home or placed for adoption or legal guardianship.

(P.L. 96-272 the "Adoption Assistance and Child Welfare Act of 1980" Section 475(5)(B)) .

Permanent Freeze: A foster home where a determination has been made not to place additional children in the home. The foster children currently residing in the home are not in any kind of danger and it would be in their best interest to remain in the home, once the last child is removed the foster home is officially closed.

Permanency Goals: Permanency goals for children in foster care in D.C. are based upon federal requirements found in P.L. 96-272 the "Adoption Assistance and Child Welfare Act of 1980". They are:

1. Reunification with a parent (or legal guardian) ;
2. Reunification with a relative;
3. Adoption;
4. Long-Term Foster Care; and
5. Independent Living.

(P.L. 96-272 the "Adoption Assistance and Child Welfare Act of 1980" § 475(5) (C). See also, permanency planning.

Permanency Planning: The process established under P..L. 96-272, the "Child Welfare and Adoption Assistance Act of 1980", through which a child in foster care benefits from case planning, periodic reviews and other procedural safeguards to ensure that the child enters care only when necessary and is appropriately placed and is returned home or to a permanent living situation in a timely fashion.

Perpetrator: An individual who is determined to have abused or neglected a child. Under the child abuse and neglect definitions in D.C. law, a parent, guardian or custodian are those who may be found to have abused or neglected a child. (D.C. Code § 2301 (9) and (23)) .

Petition/Petitioner: a petitioner is one who had decided to request through the legal system permanent care of a child(ren) through adoption. This request is known as the petition.

Petition Date: The month, day, and year that a juvenile court petition was filed.

Physical Abuse: Type of maltreatment that refers to physical acts that caused or could have caused physical injury to the child.

Physically Disabled: A clinically diagnosed physical condition that adversely affects day-to-day motor functioning, such as cerebral palsy, spina bifida, multiple sclerosis, orthopedic impairments, and other physical disabilities.

P.L. 96-272: The "Adoption Assistance and Child Welfare Act of 1980" which established current standards for federal financial participation in the maintenance of children in foster care and adoptive placements in the United States.

Placement Conference: a meeting to discuss the transition plan of a child(ren) into a home of a foster/adoptive parent.

Police or Prosecutor: Police refers to the department of government charged with prevention, detection, and prosecution of public nuisances and crimes such as child maltreatment. Prosecutor refers to a legally trained person with responsibility to represent the State in court proceedings.

Post-Adoptive Services: Services provided to meet the ongoing needs of the family once an adoption has been finalized. (29 DCMR 1645.1) .

Pre-Adoptive Home: A home in which the family intends to adopt a child residing in the household. The family may or may not be receiving a foster care payment or an adoption subsidy on behalf of the child. (AFCARS, 45 CFR § 1355 App. A).

Pregnancy and Parenting Services for Young Parents: Activities for married or unmarried adolescent parents and their families to assist them in coping with social, emotional, and economic problems related to pregnancy and to plan for the future.

Prevention Services/Services to Families with Children: are services designed to support and improve the functioning of the family. Such services can include mentoring,

tutoring, educational/job training, housing assistance, advocacy and legal assistance. The law requires the agency to either provide for, or contract for, any of several child abuse and neglect prevention services. Prevention services shall be provided and funded through the use of local and federal funds. Preventive services are provided directly to children and their families through a network of public and private partnerships including community-based services.

Primary Prevention: Provision of information and/or services designed to reduce the likelihood that abuse or neglect of children will occur.

Prior Abuser: A person with a previous determination of substantiated, indicated, or alternative response – victim in the State information system.

Prior Victim: A child with a previous determination of substantiated, indicated, or alternative response – victim in the State information system.

Promoting Safe And Stable Families Program: Program that provides grants to the States under Section 430, Title IV-B, subpart 2 of the Social Security Act, as amended, to develop and expand four types of services: 1) community-based family support services; 2) Innovative child welfare services, including family preservation services; 3) time-limited reunification services; and 4) adoption promotion and support services.

Private Kinship Care Provider: A relative providing full time care for a child (ren) when custody remains within the family. For purposes of this policy, this includes only those formal kinship care arrangements that require protective services involvement.

Private Placement: See Third-Party Placement and Private Kinship Care Provider.

Protective Supervision: A legal status in which a judge orders that a child who has been adjudicated neglected by the Superior Court of the District of Columbia Family Division remain in his or her home. (D.C. Code § 16-2320) .Such an order may remain in effect for up to one year; however, the Agency may terminate supervision earlier if it appears that the purpose of the order has been achieved. An order of protective supervision can be extended by the court for additional periods of one year. (D.C. Code §§ 16-2301(19) and 16-2322) .

During a period of protective supervision, parents retain all legal rights and responsibilities including guardianship, legal-custody and physical custody. When protective supervision is ordered, the Agency must continue to assess the safety of the child and provide services as appropriate to reduce or eliminate risk of future harm. A judge may require that the child return to court at any time during the period of protective supervision, which may only be terminated by a rescindment order.

Public Assistance: Participation in any of the following social service programs such as TANF, General Assistance, Medicaid, SSI, Food Stamps, etc.

Public Law: Public Law 96-272 (The Adoption Assistance and Child Welfare Act of 1980) which established current standards for federal financial participation in the maintenance of children in foster care and adoptive placements in the United States.

Putative Father: a man who is assumed to be a child's biological father. A man that was not married to the birth mother at the time of conception is considered to be the putative father until a paternity test confirms or disputes his paternity or until he signs an affidavit of paternity or a denial of paternity.

Quality Assurance: The process for identifying gaps in services, evaluating and tracking the completeness and accuracy of service delivery based on compliance with statutory and regulatory requirements, and examining and monitoring the performance of staff.

Race: The primary racial group with which an individual identifies or is identified by others. In the case of a young child, parents determine the child's race. (AFCARS 45 CF'R § 1355 Apps.

RACE - Unable To Determine: See Unable To Determine (Race).

Reasonable Accommodation: The modification of programs in ways that permit students with disabilities to participate in educational programs that receive federal funding. The concept also applies to the modification of job requirements and equipment for workers with disabilities.

Reasonable Efforts: P.L. 96-272 "The Adoption Assistance and Child Welfare Act of 1980" requires that "reasonable efforts" be made to prevent the placement of children in foster care and/or to reunify them with their families. To meet this requirement, services must be available to children and families, which may include:

1. 24-hour emergency caretaker;
2. homemaker services;
3. day care;
4. crisis counseling;
5. counseling, including mental health and substance abuse counseling, vocational counseling or vocational rehabilitation;
6. emergency shelters;
7. emergency financial assistance;
8. respite care;
9. home-based family services;
10. self-help groups;
11. services to unmarried parents; and
12. post-adoption services.

When a child is in foster care, the child's case plan must describe reasonable efforts made to prevent placement and/or to reunify the child with his or her family. (45 CFR §§ 1356 .21 (d) (4) and 1357 .15 (e) (2)) .

Receipt Of Report: The log-in of a call to the agency from a reporter alleging child maltreatment.

Referral: The direction of a person by a CFSA staff member or other professional to aid, information or services.

Related Services: Those services a student must receive to benefit from special education; for example, transportation, counseling, speech therapy, crisis intervention, etc.

Relative: A person connected to the child by blood, such as parents, siblings, grandparents, etc.

Relative Foster Care: 24 hour substitute care by a relative for a child in foster care status. Third-party placement of a child with a relative does not constitute relative foster care. Relative shelter care settings includes :

1. Licensed or Approved Relative Foster Family Home: A home licensed or approved by D.C. or a state in which a relative of a child in foster care status is authorized to provide 24 hour substitute care for the child. (AFCARS, 45 CFR § 1355 App. A) .In general, foster care maintenance payments are available for the support of foster children residing in currently licensed or approved relative foster family homes. See also, Foster Care.

2. Unlicensed Relative Foster Family Home: A home in which a closely related caregiver not licensed or approved as a foster parent by D.C. or a state is providing 24 hour substitute care for a child in foster care status. See also, foster care. (AFCARS, 45 CFR § 1355 App. A) .In general, AFDC payments are available for the support of foster children residing in unlicensed relative foster family homes.

Relative Placement: Any placement of a child within the child's extended; family system rather than with a parent. See also, Third-Party Placement and Relative Foster Care.

Religious Exemption: According to current D.C. law, "no child who in good faith is under treatment solely by spiritual means through prayer in accordance with the tenets and practices of a recognized church or religious denomination by a duly accredited practitioner thereof shall for that reason alone be considered a neglected child". (D.C. Code § 16-2301) .

Relinquishment: When a child's parent, executes a written document assigning physical and legal custody of the child to the Agency for the purpose of having the child adopted. (AFCARS, 45 CFR § 1355 App. A).

Under D.C. law, parental rights may be not be relinquished for 72 hours following the birth of a child. Prior to accepting a relinquishment, the Agency must provide counseling by a professional social worker to the parent regarding alternative services available and, to both the parent and, if appropriate, the child, regarding psychological and emotional issues. A relinquishment is executed voluntarily in writing by the parent in the presence of an Agency representative and a witness. A parent may automatically revoke a relinquishment in writing within 10 days of executing it. If the 10th day falls on a week- end or holiday, the time

allowed for revocation is extended to the next working day. After exercising an automatic revocation, a parent may not execute a second relinquishment until 30 days have elapsed. A second relinquishment is irrevocable unless a court finds that it was not voluntary. (D.C. Code § 32-1007).

Removal Date: The month, day, and year that the child was removed from the care and supervision of his or her parents or parental substitutes, during or as a result of the CPS response. If a child has been removed more than once, the removal date is the first removal resulting from the CPS response.

Removal from the Home: An action taken when an investigation indicates that a child is abused or neglected and cannot be adequately protected by services offered in the home, or pursuant to a voluntary placement agreement, or when a child is relinquished. CFSA may remove a child only in the case of a boarder baby or with consent of the child's parent, guardian or custodian. Under D.C. law, in all other situations, a court order must be obtained or the removal must be effected by a law enforcement officer when the officer believes that removal is necessary because:

1. the officer has reasonable grounds to believe that the child is in immediate danger from his or her surroundings; or

2. after consultation with an authorized individual at CFSA, he or she has reasonable grounds to believe that the child is suffering from illness or injury; or

3. is otherwise endangered and cannot be protected by the provision of services or resources.

When a child removed from the home is placed in shelter care, a shelter care hearing must be held in the Superior Court of the District of Columbia no later than the next day, excluding Sundays, after the child has been taken into custody. (D.C. Code §§ 6-2105, 6-2124, 16-2310 and 16-2312).

Report: An allegation that a child is known or suspected to have been abused or neglected and/or is in immediate danger of abuse or neglect. A report is investigated in order to determine whether it is supported or unsupported by credible evidence. Any individual may report child abuse or neglect to the police or to CFSA (generally via the Intake Hotline at (202) 223-2255) .Those employed in certain occupations are mandated to make an immediate report, which should include the following information:

1. the name, age, sex and address of the child who is the subject of the report and each of the child's siblings, parents or other persons responsible for the care of the child;

2. the nature and extent of any current and/or, if known, past abuse or neglect;

3. all other information, which the reporter believes, may be helpful in establishing the cause of any abuse or neglect and the identity of the perpetrator(s) .

4. name, occupation and means of contacting the report as well as information regarding any actions the reporter has taken with respect to the child.

Anyone making a report in good faith is immune from civil or criminal liability pertaining to the report (D.C. Code §§ 2- 1352,2-1353,2-1354,6-2101(6)-(9)). See also, mandated reporter.

Report Date: The month, day, and year that the responsible agency was notified of the suspected child maltreatment.

Report Disposition: The determination that results from the CPS response pertaining to a report of child maltreatment.

Report Disposition Date: The month, day, and year that a decision was made by CPS or by a court regarding the disposition of a CPS response.

Report ID: See Report Identifier.

Report Identifier: A unique identification assigned to each report of child maltreatment.

Report Source: The category or role of the person who makes a report of alleged maltreatment.

Residential Facility Staff: Employees of a public or private group residential facility, including emergency shelters, group homes, and institutions.

Respite Care: Temporary care of a child to provide relief to the caretaker. May involve care of the child outside o-f his or her own home for a brief period of time, such as overnight or for a weekend. Respite care is not considered to be foster care or other type of placement. (AFCARS, 45 CFR § 1355 App. A).

Response Time With Respect To The Initial CPS Response: The time between the log-in of a call to the State Agency from a reporter alleging child maltreatment and the face-to-face contact with the alleged victim, where this is appropriate, or to contact with another person who can provide information.

Response Time With Respect To The Provision Of Services: The time from the log-in of a call to the agency from a reporter alleging child maltreatment to the provision of post-investigative services, often requiring the opening of a case for ongoing services.

RFP: Request for Proposal

SACWIS: See Statewide Automated Child Welfare Information Systems.

Scope of Services: This policy is intended for all CFSA and contract agency staff with responsibility for children who have been removed from their home due to abuse or neglect.

Screened-In Referrals: Reports of child maltreatment that met the State's standards for acceptance and were referred for CPS investigation or assessment.

Screened-Out Referrals: Reports of child maltreatment that did not meet the State's standards for acceptance and were screened out prior to CPS investigation or assessment.

Screening: is the preliminary evaluation process for prospective caregivers.

Self-Sufficiency: the family is no longer in need of financial assistance from CFSA.

Service Date: The date activities began as a result of needs discovered during the CPS response.

Services: Non-investigative public or private non-profit activities provided or continued as a result of a CPS response. In general, only activities that occur within 90 days of the report are included in NCANDS.

Services, Opened: Services for which an individual or family has been formally enrolled.

Services, Planned: Services for which an individual or family is intended to be enrolled.

Sexual Abuse: A type of maltreatment that refers to the involvement of the child in sexual activity to provide sexual gratification or financial benefit to the perpetrator, including contacts for sexual purposes, molestation, statutory rape, prostitution, pornography, exposure, incest, or other sexually exploitative activities.

Sexual Exploitation: When a parent, guardian or other custodian allows a child to engage in prostitution as defined by law, or allows a child to engage in obscene or pornographic photography, filming or other forms of illustrating or promoting sexual conduct as defined by law. (D.C. Code § 16-2301 (25)) .

Shelter Care: Temporary care of a child in physically unrestricting facilities, designated by the Court, pending a final disposition of a neglect petition. (D.C. Code § 16- 2301(14)).

Short-Term Rental Subsidy: short-term, up to one year, financial assistance from CFSA.

Social Services Block Grant: Funds provided by title XX of the Social Security Act that are used for services to the States that may include child care, child protection, child and foster care services, and daycare.

Social Services Personnel: Employees of a public or private social service or social welfare agency, or other social worker or counselor who provides similar services.

Social Worker: Worker assigned to the child(ren) and who has responsibility for the safety and well being of a child.

Special Board Rate: is paid for a child who has a regularly reoccurring special need that requires extra ordinary time or expense on the part of a foster parent. A special need would be a reoccurring or ongoing professionally diagnosed medical, psychiatric, educational or social need, which can not be met by normal levels of parent involvement.

A request for a special board rate must be accompanied by a diagnosis and treatment plan. The foster parent must be able to provide a verifiable account of that need for expenditure of time and money.

Special Needs: A categorization which pertains to the eligibility of a child for an adoption subsidy under Title IV-E of the Social Security Act as specifically defined under State law. D.C. law defines a child with special needs as "any child who is difficult to place in adoption because of age, race, or ethnic background, physical or mental condition, or membership in a sibling group which should be placed together. A child for whom an adoptive placement has not been made within 6 months after he [or she] is legally available for adoptive placement shall be considered a child with special needs within the meaning of [the statute] ". (AFCARS, 45 CFR § 1355 App. A and D.C. Code § 3-115 (2) (A)).

Special services: are specific, time-limited services based on a child's specific special needs.

Special Services-Disabled: Activities for persons with developmental, physical, emotional, visual or auditory impairments that are intended to help maximize their potential, alleviate the effects of their disabilities, and to enable these persons to live in the least restrictive environment possible.

Special Services-Juvenile Delinquent: Activities for youth (and their families) who are, or who may become, involved with the juvenile justice system.

Standardized Tests: In a vocational assessment, standardized tests are used to predict how a student is likely to perform in jobs calling for certain interests and skills.

State Agency: The agency in a State that is responsible for child protection and child welfare.

State Child Welfare Programmatic Staff: Personnel whose focus is the definition and operation of the State's child welfare program.

State Data System: Any number of State computer systems which are focused on supporting the child welfare efforts of the State.

State/Territory: The primary geopolitical unit from which child maltreatment data are collected. Washington, DC and U.S. territories have the same status as States.

Statewide Automated Child Welfare Information Systems (SACWIS): Any of a variety of automated systems designed to process child welfare information on a state-wide basis.

Stepparent: The husband or wife, by a subsequent marriage, of the child's mother or father.

Steroids: Steroids are synthetic compounds related to the male sex hormone testosterone. They come in tablets or liquid forms.

Subsidy: See Adoption Subsidy.

Substance Abuse Services: Activities designed to deter, reduce, or eliminate substance abuse or chemical dependency.

Substantiated: Disposition of reported child abuse or neglect which concludes by a preponderance of credible evidence gathered that the report is supported, founded or validated according to the law of the District of Columbia. See also, Supported Report.

Supervisor: Staff person assigned to supervise a social worker at the time of the report disposition.

Supervisor ID: See Supervisor Identifier.

Supervisor Identifier: A unique identification of a supervisor who is assigned to the child at the time of the report disposition.

Supplemental Security Income (SSI): A program established by Title XVI of the Social Security Act (Title XVI) that provides federal assistance to the elderly, the disabled, children, and the poor who meet certain eligibility requirements; these payments are supplemental to any funding received from the District and are calculated on that basis.

Supported: Defined in statute as a report made by a mandated reporter which is supported by credible evidence (D. C. Code § 6-2101(8)) .See substantiated.

Temporary Assistance to Needy Families (TANF): The Block Grant program that replaced Aid to Families with Dependent Children (AFDC) in providing financial assistance to families to meet the needs of the child, living with a parent or relative, and meeting certain eligibility standards.

Temporary Custodial Placement: Under D.C. law, placement by CFSA in an Agency facility for a period up to 5 days when a child has been left alone or with inadequate supervision and a third-party placement cannot be made, provided that :

1. notice is left for the child's parent or custodian explaining the procedure for reclaiming the child;

2. efforts continue to locate the child's parent;

3. the child is returned forthwith upon the request of the parent or custodian, unless there is additional evidence of immediate danger to the child.

If CFSA finds that a child would be in immediate danger if returned to the home, the Agency contacts the police who may legally "remove" the child. A complaint is filed with the Superior Court of the District of Columbia if the' police remove the child or if, at the end of 5 days, the parent or custodian fails to claim the child. (D.C. Code § 6-2124).

Termination of Parental Rights (TPR): Under D.C. law, a judicial proceeding in which a motion is filed by the Office of the Corporation Counsel (OCC) or by the guardian ad litem (GAL) for the child. This motion seeks to have the parent's parental rights terminated, so that the child is free for adoption. If the child has been adjudicated neglected due" to, abandonment (D.C. Code 16-2301(9) (A)) or as a boarder baby (16-2301(9) (G)), the TPR motion may be filed immediately after the adjudication. If the child was adjudicated

neglected under any of the other provisions of 16-2301(9), such as abuse, lack of care, etc., the TPR may not be filed until 6 months after the adjudication of neglect. A TPR motion must contain at least the following information, if it is known, or a statement declaring that it is not known, if that is the case:

1. identifying information about the child and his or her current placement;
2. name and title of the petitioner;
3. name and address of the child's parent;
4. a plain and concise statement of the facts and opinions on which the termination is sought;
5. a specification as to the health of the child;
6. a statement as to the general prospects for, or barriers, if any, to the adoption of the child; and
7. a statement pertaining to efforts to locate any absent parent of the child.

An order terminating parental rights divests the parent and the child of all legal rights, powers, privileges, immunities, duties and obligations with respect to each other, except the right of the child to inherit from his or her parent. The child's right of inheritance is only terminated by a final order of adoption. (D.C. Code §§ 16-2354 and 16-2361) .

Title IV-E: a reference to Title IV- E of the Social Security Act and the program established thereunder that provides a mechanism for the jurisdiction to receive federal funding for foster care maintenance costs, traditional independent living programs, and adoption assistance for children within the foster care system who meet certain eligibility requirements.

Tobacco: Tobacco can be found in cigarettes, cigars, pipes tobacco and smokeless tobacco.

Third-Party Placement: A term which describes temporary or long term placement of a child with responsible neighbors, relatives or another individual who is found to be qualified to receive and care for the child. This type of placement may occur with or without involvement of the Court. For example, CFSA may effect a third-party placement as a service when an investigation indicates that an abused or neglected child is in need of services, or the Court may place a child with a third-party when it finds that the child cannot be protected in his or her own home and the placement selected is likely to be less damaging to the child than the child's own home. (D.C. Code §§ 6-2124(a) (2) and 16-2320(a) (3) (c)). When in a third-party placement, a child is not in foster care.

Three-Seventy-Nine (379): The complaint form used by the Metropolitan Police Department to initiate court proceedings in cases of abused or neglected children.

Time-limited Family Reunification Services: Services and activities for a child and the child's parent(s), guardian or custodian in order to facilitate the safe, appropriate, reunification within 12 months of a child out-of-home placement.

Transition Plan: Plan of action detailing individualized procedures to facilitate and expedite placing a child in an adoptive home placement. Steps include pre-placement visits and consultation and incorporation of the foster family in the transitioning planning. The foster care and adoption social workers jointly develop this plan.

Transition Services: A coordinated set of activities for a student that promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living, or community participation.

Transportation Services: Activities that provide or arrange for travel, including travel costs of individuals, in order to access services, or obtain medical care or employment.

Three-Seventy-Nine (379): The complaint form used by the Metropolitan Police Department to initiate court proceedings in cases of abused or neglected children.

Title IV-A: The federal program under which Aid to Families with Dependent Children (AFDC), also known as welfare, is provided to certain needy families. AFDC is available for the support of children living with closely related family members as well as with parents.

Title IV-D: The federal program under which a parent receiving child support assigns those benefits to the Agency when a child is residing in foster care. Title IV-D also regulates the establishment and enforcement of child support orders in cases where the custodial parent is receiving AFDC and where there is no foster care involvement.

Title IV-E: The federal program under which maintenance payments may be made on behalf of low income, eligible and reimbursable children placed in foster care or with adoption subsidies.

Title XIX: The federal program under which medical assistance is provided for eligible low income children in foster care or adoptive placements.

Trial: see, fact-finding hearing.

Triennial Review: Every three years, a student in special education must be given a completely new evaluation/assessment to determine the student's progress and to make a new determination of eligibility for continued special education services.

Unable to Determine (Race): The inability to determine race because a child is very young or severely disabled and no one is available to identify the child's race.

Unborn: The child abuse victim was not yet born.

Under One Year: The child abuse victim was under one year old.

Uniform Crime Report: A descriptive summary of crimes committed in the United States compiled by the Federal Bureau of Investigation.

Unknown: The State collects data on this variable, but the data for this particular report or child were not captured or are missing.

Unknown Father: either the birth mother has indicated that she does not know the identity of the birth father or she refuses to name the father. The father is also unknown if the birth mother's whereabouts are unknown or if the birth mother is deceased and she never named a father.

Unsubstantiated: Disposition of reported child abuse or neglect which concludes by a preponderance of evidence gathered that the report is not supported, founded or validated according to the law of the District of Columbia. See also, unsupported report.
Unsupported Report: Defined in statute as a report made by a mandated reporter which is not supported by credible evidence. (D.C. Code § 6-2101). See unsubstantiated.

Unusual Incident Report: These reports refer to incidents that occur that require special attention, such as accidents or physical or mental health problems that result in the child needing medical attention, reports of abuse and/or neglect, abscondance, etc.

Victim: A child having a maltreatment disposition of "substantiated," "indicated," or "alternative response victim."

Visitation: In general, visits between a child in placement and a family member or other individual close to the child. Under D.C. law, when a child is in shelter care, weekly visitation with the child's parent, guardian or custodian occur unless a Judge prescribes a schedule of visitation or orders that visitation not be allowed. (D.C. Code § 16-2310(d)).

Visually Or Hearing Impaired: A clinically diagnosed condition related to a visual impairment or permanent or fluctuating hearing or speech impairment that may significantly affect functioning or development.

Voluntary Placement Agreement: A written agreement between a child's caretaker and the agency under which the child is removed from his or her home and placed in foster care for a limited time. Under LaShawn, a voluntary placement may not exceed 21 days unless it is extended to 42 days with appropriate, official permission. (LaShawn Revised Implementation Plan Section A. August 1, 1994) .

In order to receive federal funds for a voluntary placement, P.L. 96-272 protections must be provided to the child. If the placement lasts more than 180 days, a court must make a determination that continued voluntary placement is in the best interests of the child. The placement is still considered voluntary even if a subsequent court order is issued to keep the child in care. (AFCARS, 45 CFR § 1356.30) .

Ward: See committed child.

Waiver of Parental Rights: The power that the Court can exercise to waive the rights of the birth parents when all efforts to locate the birth parents have been exhausted.

White: Having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Worker: The worker assigned to the foster parent and has responsibility for assessing the on-going ability of the foster parent to provide a safe, loving and nurturing home environment for foster children.

Worker ID: See Worker Identifier.

Worker Identifier: A unique identification of the worker who is assigned to the child at the time of the report disposition.