

PROCESS FOR THE DESIGNATION OF LEVELS FOR FAMILY CARE HOMES

Note: This document outlines the process throughout the Okanagan, Shuswap and Similkameen, though there may be slight differences from office to office.

When the Resources Unit is making decisions regarding designating a home, the following information is to be considered:

1. Application for Assessment – the caregiver should fill this out completely and can provide supporting information such as certificates of courses attended, letters of reference, etc.
2. Feedback from social workers who have had children placed in this home, and Resource Workers, with an emphasis on the caregiver's ability to identify the child's needs and set up a program to meet those needs as well as the caregivers ability to work within a team.
3. The length of time the caregiver has been fostering. Generally we expect caregivers to have a minimum of one year experience with us before we designate them as a Level home. Exceptions can be made for those who come to fostering with other related experience, e.g. the primary caregiver is a child care worker, group home employee. We are looking for demonstrated ability to successfully care for children in their own homes.
4. Demonstrated involvement in ongoing enhancement of skills which may be through participation in foster parent training, local foster parents association, workshops, or other courses and readings.
5. Completion of mandatory training; ie New Foster Parent Orientation and the 53-Hour Foster Parent Training, Period of Purple Crying.
6. **If** the above information is present and meets requirements, the Assessment Tool will be completed with the caregivers.
7. Decisions are dependent on the availability of budgeted funds and based on the service priorities identified by the Resource Team, e.g. homes for teens, Aboriginal homes, Safe Babies trained homes, etc.
8. The Schedule A's outlining the Ministry's expectations of Levelled caregivers should be reviewed with the applicant to ensure that they are aware of and agree with their ability to meet the Ministry's expectations of them.
9. The designation of homes will take place in consultation with other team members. The resource workers will first review the file and home study before presenting to the team. Team meetings will be scheduled on a regular basis to review applications and current service needs.
10. The Resource Team Leader has the authority to designate a home. If the applicants are dissatisfied with the decision, there is an appeal process.

SERVICE EXPECTATIONS FOR LEVEL ONE HOMES

Further to the obligations outlined in the Agreement, a designated Level One caregiver is expected:

1. To be available when children are at home (may have outside regular employment, but must have an emergency care plan in place approved by a director, should a child return to the caregiver's home unexpectedly).
2. To consistently provide a physically and emotionally safe, nurturing family environment for the child who may a) present average to moderately challenging behaviour, developmental delay, and/or difficulty accepting care; b) occasionally behave in a manner which presents an average to moderate degree of risk to self, others, and/or property.
3. To encourage and support, as appropriate, the child's relationship with their parent(s), extended family or guardian, including demonstrating to the child a concern and respect for the child's family or guardian.
4. To work with the members of the child's plan of care team (as requested by a director) by: a) participating in assessment and the child's plan of care development meetings, b) following the directions for the caregiver's service plan as part of the child's plan of care seeking clarification as required, and c) ensuring the child's participation in specified community programs.
5. To maintain a daily log recording the child's daily living information, development, significant events and other information as defined in the child's plan of care.
6. To respond to the child's ethnic/cultural heritage in a respectful manner showing an awareness of and respect for ethnic and cultural differences.
7. To provide clear, reasonable, and safe behavioural expectations unique to the child's needs.
8. To attend workshops, training sessions, courses, or pursue independent study (e.g. reading) to maintain, update, or expand knowledge gained from Ministry for Children and Families orientation and family care experience.
9. To complete mandatory training; ie New Foster Parent Orientation and the 53-Hour Foster Parent Training.
10. To cooperate with requests to drive children to appointments and visits, etc.
11. To accept and engage in support services as required.

You may also agree to services specific to the child placed in your care.

SERVICE EXPECTATIONS FOR LEVEL TWO HOMES

Further to the obligations outlined in the Agreement, a designated Level Two caregiver is expected:

1. To be available on a daily basis to provide close supervision and/or one to one time with child/ren as required.
2. If employed outside the home, must be available to attend to child's daily needs and have a plan in place to ensure child's needs are met.
3. To consistently provide a physically and emotionally safe, nurturing, family environment for the child who may: a) present moderate to severely challenging behaviour, developmental delay, and difficulty accepting care; and b) occasionally behave in a manner which presents a moderate to severe degree of risk to self, others, and/or property.
4. To encourage and support, as appropriate the child's relationship with their parent(s), extended family or guardian including: a) involving the child's parent(s), extended family or guardian in the child's life; and b) supervising the child's visits with their parent(s), extended family or guardian.
5. To actively work with members of the child's plan of care team (as directed by a director) by: a) providing suggestions for the child's assessment and the child's plan of care; b) accurately representing the child's needs/viewpoint to team members; c) following the direction of the caregiver's service plan as part of the child's plan of care appropriately recommending review; and d) ensuring the child's participation in specified community programs.
6. a) To maintain a daily log recording the child's daily living information, development, significant events and other information as defined in the child's plan of care.
b) To provide regular, written summary reports of daily log recording upon request related to the child's plan of care.
7. To maintain the child's ethnic/cultural heritage by supporting involvement with the child's parent(s), extended family or guardian, and/or with cultural communities and events.
8. To provide clear, reasonable, and safe behavioural expectations for the child unique to the child's needs; and
9. To attend workshops, training sessions, courses, or pursue independent study (e.g. reading) to maintain, update, or expand knowledge related to specialized family care and/or the care of the individual children.
10. To complete mandatory training; ie New Foster Parent Orientation and the 53-Hour Foster Parent Training.
11. To cooperate with requests to drive children to appointments and visits, etc.
12. To accept and engage in support services as required.

The caregiver may agree to other services specific to the child placed in care.

SERVICE EXPECTATIONS FOR LEVEL THREE HOMES

Further to the obligations outlined in the Agreement, a designated Level Three home is expected:

1. To be available on a full time basis to provide 24 hour supervision when required.
2. If employed outside the home, must be available or have a plan in place to ensure complete involvement in the child's daily care.
3. To consistently provide a physically and emotionally safe, nurturing family environment for the child who may: a) present extremely challenging behaviour, lack of developmental progress; and b) regularly behave in a manner which presents an extreme degree of risk to self, others, and/or property.
4. To develop and maintain an effective relationship with the child's parent(s), extended family or guardian including, as requested: a) involving a resistant family in a child's life; b) supervising the child's visits with the child's parent(s), extended family or guardian, and c) teaching the child's parent(s), extended family or guardian to provide care for the child by recognizing and meeting the child's special needs.
5. To work effectively with members of the child's plan of care team (as directed by a director) providing direct assistance with: a) developing, implementing, and modifying the child's caregiver service plan as part of the child's plan of care to meet the child's unique developmental, emotional and/or behavioural needs, b) identify needs for new or enhanced services, c) integrating the child into community programs; and d) developing at home or community programs to meet the child's specific needs.
6. a) To maintain a daily log recording the child's daily living information, development, significant events, and other information as defined in the child's plan of care, b) To provide regular written, comprehensive child assessment and progress reports related to the child's plan of care as requested.
7. To assess the child's need for knowledge and/or involvement with his/her ethnic cultural heritage.
8. To assist the child, as appropriate, to understand, develop and maintain a cultural identity and pride.
9. To assist the child, as appropriate, to understand the effect of his/her behaviour on self and others.
10. To teach the child strategies to modify his/her behaviour in order to live more successfully.
11. To assist the child to accept, develop and maintain relationships with the child's parent(s), extended family or guardian, or, in the case of no involvement, with the child's memory or perception of their parents and extended family.
12. To attend workshops, training sessions, courses, or pursue independent study (e.g. reading) to maintain update, or expand knowledge related to specialized family care, the needs of individual children and/or the support/training or other caregivers.

13. To complete mandatory training; ie New Foster Parent Orientation and the 53-hour Foster Parent Training.
14. To provide support/assistance to other specialized family care homes as requested by the director.
15. To assist with or lead specialized family care home workshops, training sessions or courses as requested by a director.
16. To cooperate with requests to drive children to appointments, visits, etc.
17. To accept and engage in support services as required.