

Meeting 1 Handouts

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2. Criteria for Mutual Selection of Resource Parents
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11. Article 58: Foster Home Licensing Rules

Meeting 1: Welcome to the PS-MAPP Preparation and Selection Program

Agenda

Time	Topic
(40 Minutes)	<p>A-1. WELCOME AND GET ACQUAINTED</p> <p>Group leader introductions Purpose of the meetings Meeting 1 agenda Participant introductions/get-acquainted activity “Rules of the Road”</p>
(35 Minutes)	<p>A-2. INTRODUCTION TO THE PS-MAPP GROUP PREPARATION AND SELECTION PROGRAM</p> <p>Partnership as a foundation for the foster care/adoption program The PS-MAPP Group Preparation and Selection Program Criteria for selection The strengths/needs approach Information sharing Partnership Development Plan</p>
(10 Minutes)	<p>BREAK</p>
(45 Minutes)	<p>A-3. ADOPTION AND FOSTER CARE TODAY</p> <p>Important definitions Children and youth who need safety, well-being and permanence</p>
(40 Minutes)	<p>A-4. THE ROLES AND RESPONSIBILITIES OF RESOURCE PARENTS</p> <p>Review of reasons, feelings and behaviors Assuring safety, well-being and permanence for a child</p>
(10 Minutes)	<p>A-5. SUMMARY OF MEETING 1/PREVIEW OF MEETING 2</p> <p>Summary of Meeting 1 Preview of Meeting 2 Next step in the mutual selection process A Partnerships in Parenting Experience</p>

ROADWORK

- ◆ Read the handouts from Meeting 1 and bring any questions you have to the next meeting.
- ◆ Talk with someone about foster and adoptive parenting and the importance of partnership this week.
- ◆ Complete your Family Profile. If you have any questions, feel free to call during the week

Criteria for Mutual Selection of Resource Parents

The GOAL of the **PS-MAPP Group Preparation and Selection Program** is to prepare individuals and families to make an informed decision about becoming resource families. The decision is made with the child welfare agency and is based on the capability and willingness to take on the “role” and develop the skills needed to foster and/or adopt. Resource families who make good decisions and grow in their new roles work best with the agency, birth families and others. These partnerships help children and youth have stability and permanence with a family.\

The five core abilities are the foundation upon which the 12 Criteria rest. They are:

1. to meet the developmental and well-being needs of children and youth coming into foster care, or being adopted through foster care.
2. to meet the safety needs of children and youth coming into foster care, or being adopted through foster care.
3. to share parenting with a child’s family.
4. to support concurrent planning for permanency.
5. to meet their own family’s needs in ways that assure a child’s safety and well-being.

As successful foster and adoptive parents you must be able to:

1. Know your own family.
Assess your individual and family strengths and needs; build on strengths and meet needs.
2. Communicate effectively.
Use and develop communication skills needed to foster or adopt.
3. Know the children.
Identify the strengths and needs of children and youth who have been abused, neglected, abandoned, and/or emotionally maltreated.
4. Build strengths; meet needs.
Build on strengths and meet needs of children and youth who are placed with you.
5. Work in partnership.
Develop partnerships with children and youth, birth families, the agency, and the community to develop and carry out plans for permanency.
6. Be loss and attachment experts.
Help children and youth develop skills to manage loss and attachment.

7. Manage behaviors.
Help children and youth manage behaviors.
8. Build connections.
Help children and youth maintain and develop relationships that keep them connected to their pasts.
9. Build self-esteem.
Help children and youth build on positive self-concept and positive family, cultural and racial identity.
10. Assure health and safety.
Provide a healthy and safe environment for children and youth and keep them free from harm.
11. Assess impact.
Assess the ways fostering and/or adopting will affect your family.
12. Make an informed decision.
Make an informed decision to foster or adopt.

Description of the PS-MAPP Preparation and Selection Program Meetings and Steps

1. WELCOME TO THE PS-MAPP PREPARATION AND SELECTION PROGRAM

Acquaints leaders and participants with the PS-MAPP Program and each other. This meeting explains the process of becoming a resource parent and the legal foundation for child welfare services including important definitions such as safety, well-being and permanence.

Prior to or during Meeting 1, every family receives a copy of a **PROFILE**. The Profile gives prospective resource families an opportunity to describe themselves in their own words. The Profile becomes part of the information used to help in the decision about fostering or adopting. It also becomes part of the information kept by the agency to help children, birth families and child welfare workers get to know the resource family better.

The Profiles should be returned by Meeting 2 or 3, if possible. .

2. WHERE THE MAPP LEADS: A FOSTER CARE AND ADOPTION EXPERIENCE

This meeting provides an overview of a foster care and adoption experience from the perspectives of clients (children and parents), foster parents, adoptive parents, and child welfare workers and an introduction to the Alliance Model. You will meet several children and parents (in a video) who have been involved with foster care and adoption highlighting examples of shared parenting. Case examples of eight children will be used to help participants consider the safety, well-being and permanency needs of children who have been abused, neglected or maltreated.

FAMILY CONSULTATIONS are scheduled after Meeting 2 if the Profiles are returned. The consultations are meetings in the homes of prospective resource families. They are designed to help the families and the leaders jointly assess strengths and needs in a family setting. All family members participate and every family has at least two family consultations during the decision-making and learning process.

During the family consultation, the family and the leader will agree upon a **PARTNERSHIP DEVELOPMENT PLAN** which states who will do specific tasks and when the tasks will be done, in order to meet one or more needs in the preparation and decision making and mutual selection process.

3. LOSSES AND GAINS: THE NEED TO BE A LOSS EXPERT

Explores the impact of separation on the growth and development of children, and the impact of foster care and adoptive placement on the emotions and behaviors of children and parents. Examines personal losses (death, divorce, infertility, children leaving home) and how difficult life experiences affect success as resource parents. Emphasizes the partnership roles of foster parents, adoptive parents, and social workers in turning separation losses into gains.

4. HELPING CHILDREN WITH ATTACHMENTS

Explores the subject of attachment and child development. Focuses on how attachments are formed and the special needs of children in foster care and adoption (especially in the areas of building self-concept and appropriate behavior). Discusses the partnership roles of foster parents, adoptive parents and child welfare workers in helping children form new attachments.

5. HELPING CHILDREN LEARN TO MANAGE THEIR BEHAVIORS

Discusses techniques for managing behavior, with an emphasis on alternatives to physical punishment. Topics include special issues related to discipline for children who have been physically or sexually abused or neglected. Techniques to be discussed include being a “behavior detective,” reinforcement, time out, mutual problem solving, structuring and setting limits, negotiating, and contracting. Emphasizes the partnership among foster parents, adoptive parents and child welfare workers.

6. HELPING CHILDREN WITH BIRTH FAMILY CONNECTIONS

Examines the importance of helping children in care maintain and build upon their identity, self-concept, and connections. Considers issues such as how children’s cultures and ethnic backgrounds help shape their identity; the connections children risk losing when they enter care; and why visits and contacts with birth families and previous foster families are important.

7. GAINS AND LOSSES: HELPING CHILDREN LEAVE FOSTER CARE

Discusses family reunification as the primary case planning goal as well as permanency alternatives of adoption, and independent living. Discusses the differences between Safety Concerns and Risks with regard to visitation and reunification. Examines disruption and its impact on children, families, and agency staff. This meeting also focuses on the partnership role of child welfare workers, foster parents, and adoptive parents in helping children move home, into an adoptive home or into interdependent living. The meeting features a video of a mother, foster mother and worker planning the return of the mother’s children to her home.

8. UNDERSTANDING THE IMPACT OF FOSTERING OR ADOPTING

Previous meetings included discussions and experiential activities to find out what foster care and adoption are all about. Participants learned about separation and attachment, how to build and maintain relationships with children and how to support them in working out the emotions they have for the important people in their lives. In Meeting 8 prospective parents explore the impact of fostering and adopting on their own families. Discussions and activities examine how fostering and adopting can affect prospective parents' marriages, own children and relationships with extended family.

9. TEAMWORK AND PARTNERSHIP

This meeting continues the examination of the impact of foster and adopting on families by looking at the difficulties of navigating the complex systems of resource parenting through discussion, a panel or guest speaker. This meeting offers a simulation of a Concurrent Permanency Planning meeting where participants must play different team members. Lastly, this meeting launches a week-long roadwork assignment that challenges families to further understand the impact on their family.

10. ENDINGS AND BEGINNINGS

The important tasks of this meeting will be to assess group members' strengths and needs as resource parents. It includes a review of the week long roadwork and involvement in visitation between children and birth families. There also will be some time to say good-bye ... the ending. As the preparation/mutual selection process is coming to an end, so begins the transition into becoming a resource family ... the beginning.

After the last meeting there is at least one **FAMILY CONSULTATION** during which the leader and the parents agree about the family's future role as a foster family, as an adoptive family, or as another kind of child welfare advocate. A **PROFESSIONAL DEVELOPMENT PLAN**, developed by the leader and the parents, provides direction for support of the family during the next six months of partnership in the child welfare program.

Strengths/Needs Assessment

What is a strengths/needs assessment?

The strengths/needs assessment is a tool to help prospective resource families look at those qualities and skills that are important to successful resource parenting. No two families are alike. Every family has or can develop many skills that will be helpful in their new roles. Likewise, every family has a set of needs that must be fulfilled to take on their new roles.

What do we do with the strengths/needs assessments?

At the end of several of the meetings you will be asked to assess your strengths and your needs each of the skill areas that have been developed in the program. Come prepared to talk about your strengths and needs at the following meeting, as well as to hand in your written suggestions to the leaders about improving the meetings. The written statements will help your leaders plan the group meetings as well as the family consultation for your family.

What is an effective strength or need statement?

An effective strength or need statement does not need to be lengthy, fancy or complicated. It is best if written in words you use every day. Most importantly, your strengths and needs should be based upon what you learned in the meeting.

Following are examples of strength and need statements from other groups:

“During the meetings I saw that my wife and I have been good communicators for a long time. We listen very well to one another, and that can help when we have a child in our home.” (Strength in Criterion #2)

“As a result of Meeting 1, I have a better idea of the real reasons children need to be fostered or adopted. I think I have the beginning skills to identify strengths and needs of children who have been abused and neglected.” (Strength in Criterion #3)

“I began to realize during this meeting that I spend a lot of time meeting the needs of everyone in my family, but little time meeting my own needs. I need to figure out ways of meeting my own needs as well as the needs of children.” (Need in Criterion #1)

“I understand the need to build a relationship with a parent of a child in foster care, but I am uncomfortable with the idea. I need help in figuring out ways to safely develop those relationships.” (Need in Criteria #5 and 8)

Partnership Development Plan

As part of partnership building in the preparation and the mutual selection process, it is important to have a clear understanding of all the strengths and needs involved in your becoming a resource parent. Throughout the process you will discover things you may want to work on as an individual or as a family. Professional development as a resource family begins now and continues throughout the time you care for abused and neglected children. It is important for you to assess your own strengths and needs. Your program co-leaders will also openly share with you any concerns they have regarding your ability to become resource parents. It is hoped that, together, needs can be identified and met so you can make the best decision for your family. Every time you talk about your progress in making a decision about fostering and/or adopting and in developing new skills it will be helpful to write out what you plan to do next. The following steps are designed to help you document your discussions:

Steps

1. Describe the need clearly. _____

2. Explain why this is a need. _____

3. Develop an action plan including:
 - A. What tasks will be done to meet the need?

B. Who will do each task?

C. When will we evaluate progress?

D. How we will know whether the need is met.

E. What will happen if the need is met; if the need is not met?

A Brief Summary of Child Welfare Laws Important to Resource Parents

A Summary of The Adoption Assistance and Child Welfare Act, Public Law 96-272

The Adoption Assistance and Child Welfare Act, Public Law 96-272, was enacted by Congress in 1980. The law is a set of provisions aimed at redirecting federal fiscal incentives away from out-of-home placement and into preventive services to keep troubled families together. Where removal is necessary, Public Law 96-272 promotes family reunification or adoption, as appropriate. The law also provides for federal reimbursement of adoption subsidies for children with special needs.

Public Law 96-272 supports three important goals:

- ◆ that foster care is intended to ensure that children's needs for nurturance and protection are met in the foster care system.
- ◆ that the foster care program seeks to ensure that the parent-child attachment is strengthened and preserved to meet the child's needs for nurturance and protection.
- ◆ that the foster care program seeks to strengthen and preserve the child's ability to form attached relationships which meet the child's needs for nurturance and protection.

Public Law 96-272 emphasizes family reunification; requires regular and systematic judicial oversight of children in foster care; provides financial incentives for states to comply with the law; and requires that in order to receive federal money, "reasonable efforts" to prevent removal and to achieve reunification be made.

A Summary of The Adoption and Safe Families Act, Public Law 105-89¹

The Adoption and Safe Families Act (ASFA) was signed into law by the President as Public Law 105-89 on November 19, 1997. ASFA continues most of the structural components of PL 96-272, while shortening timetables and providing new definitions. ASFA did not displace the aspirations and goals of Public Law 96-272, but it did refocus attention on the child welfare system by causing states to balance family preservation and reunification with the health and safety of children, which the act declares of paramount importance.

The new law reflects a clear shift from and emphasis on protracted reunification efforts to permanency at the earliest possible time. This change in emphasis does not pit reunification against permanency, but is a shift from process and procedure to

¹ Developed for National Association of Foster Care Review and published in Heather Craig-Oldsen, **Foundation Training for New Foster Care Reviewers**, Atlanta, GA 1998 through funding from Administration on Children, Youth and Families, Children's Bureau.

outcomes. In addition to fiscal incentives, the act contains mandates, and requires that states come into conformity with its provisions on a carefully arranged timetable.

Key Provisions of the Law:

- ◆ Continues the requirement that “reasonable efforts” be made to prevent or eliminate the need for removing children from their homes or to make it possible for them to return home safely, but does not require “reasonable efforts” to be made in cases where there are aggravated circumstances. The act lists a number of aggravated circumstances and allows the state to exercise discretion in protecting the health and safety of children in cases other than those described in the act.
- ◆ Changes the term “dispositional hearing” to “permanency planning hearing” and requires that it be held 12 months after a child enters foster care, rather than 18 months as in Public Law 96-272. A child is considered to have entered foster care to the earlier of the date of the first judicial finding of deprivation (i.e. adjudication) or to the date 60 days after the date on which the child is removed from the home.
- ◆ States must initiate or join in termination proceedings for all children who have been in foster care for 15 out of the most recent 22 months, but provides for circumstances in which it is not necessary to file such proceedings.
- ◆ Re-authorized and expands the Family Preservation and Support Services program, renaming it “Promoting Safe and Stable Families.” Family reunification services are time limited to the 15- month period beginning on the date the child enters foster care.
- ◆ Provides for adoption incentive payments to states that increase the number of adoptions of children in foster care as compared with a base year.
- ◆ Requires that states provide health insurance coverage for all special needs children in subsidized adoptions, regardless of whether they are 4E adoptions.
- ◆ States must have procedures for criminal records checks for prospective resource parents before a child eligible for federal subsidies is placed with such prospective parents. States can avoid this requirement through passage of specific legislation or through written notification to the Governor and to the Secretary of Health and Human Services.
- ◆ States must develop plans for use of cross-jurisdictional adoption resources and may not deny or delay placement of a child for adoption when an approved family is available outside the jurisdiction responsible for handling the child’s case.
- ◆ States must develop standards to ensure that children in foster care are provided quality services.
- ◆ References to the safety of a child must be included in planning a case review for children in foster care.
- ◆ Foster parents, pre-adoptive parents, or relatives caring for children in foster care must be notified of and have the opportunity to be heard in any review process.
- ◆ There are new requirements for data reporting and there will be “State Report Cards.”

IMPORTANT DEFINITIONS FOR RESOURCE PARENTS AND CHILD WELFARE WORKERS -- Arizona Terminology

ABANDONMENT: When parents leave their children for a long period of time and do not tell anyone where they can be contacted and do not arrange for the care of the children. Examples include leaving a newborn child in a hospital or on a doorstep, or arranging for temporary care of a child through a friend or relative and not returning.

ADOPTION: a legal proceeding involving a child whose birth parents' rights have been relinquished or terminated by the court and the child is taken in by a family and raised as that family's child. The adoptive family assumes all parental rights and responsibilities for the child. (Per PS-MAPP: Adoption is a way of meeting the developmental needs of a child by legally transferring ongoing parental responsibilities for that child from the parents to adoptive parents; and, in the process, create a new kinship network that forever links the birth family and the adoptive family through the child who is shared by both. This new kinship network may also include significant foster families, both form and informal, that have been a part of the child's experience.)

ASSESSMENT: The process through which the agency gathers the information it needs to form a case plan to help preserve the family.

ATTACHMENT: The affectionate and emotional ties between two people that continue indefinitely over time and last even when people are geographically apart. Foster and adoptive parents should always be sensitive to children who become part of their families because these children often feel painfully separated from people to whom they feel attached.

BEST INTEREST OF THE CHILD: Best Interest includes concepts of a child's sense of time as well as a child's needs for safety, well-being and permanence (a family intended to last a lifetime).

BIRTH FAMILY: The family to whom the child was born. The birth family is the child's biological family. We do not call the birth family the "real" or "natural" family because there is nothing "fake" or "unnatural" about being a foster and adoptive family.

CASE MANAGER: The Case Manager is the team coordinator. Every child in a foster home has a case manager. The case manager works with the foster child's family, with the foster family, reports to the court and the Foster Care Review Board (FCRB), and other advocates, provides regular progress reports, authorizes services, and grants authorizations and approvals.

CASE PLAN: a written document which is a distinct part of a child's case record; it identifies the child's permanency goal and target date, desired outcomes, tasks, time frames and responsible parties.

CASE REVIEW: In Arizona the Review and Report (R & R) Hearings at the Juvenile Court and the semi-annual review conducted by the Foster Care Review Board comprise the case review. Law requires that every child in foster care have a review of his/her case, to confirm that policy and law are being assured. In AZ, this review is a judicial review as well as the review by the FCRB which makes recommendations to the court.

CHILD AND FAMILY TEAM (CFT): (From Department for Health Services *DHS* Behavioral Health Services definition) A group of selected people that meet with a child and family to set goals and develop a strengths-based plan of action to meet those goals. A typical CFT includes the family, members of the family's support system, professionals, and community members. Children who are old enough to attend the meetings and understand or participate (even if only on a limited basis) are included on the team. The family selects the team members, with the help of the CFT facilitator. (*NOTE:* when a child is in the legal custody of the State, the State's caseworker also helps select the team members.)

CHILD PROTECTIVE SERVICES (CPS): A Department of Economic Services (DES) program responsible for investigating reports of child maltreatment; which seeks to prevent, intervene in and treat abuse and neglect, to promote the well-being of the child in a permanent home and to coordinate services to strengthen the family. (Per PS-MAPP: The legal intervention of child welfare agencies, through the judicial (court) system, to protect children and families.)

CHILD PROTECTIVE SERVICES SPECIALIST: A DES Employee whose job it is to decide if a child has been abused or neglected and if there is risk of future abuse or neglect in the household where the child is living or may go to live.

CONCURRENT PLANNING: Involves identifying and actively working toward a child's primary permanency goal such as reunification while also identifying and actively working concurrent planning activities.

CONCURRENT (CASE) PERMANENCY PLANNING: Actively implementing a case plan goal of family reunification while also actively and pursuing simultaneously an alternative plan including adoption or legal guardianship for children in out of home care. [From the DCYF Children's Services Manual] Concurrent planning means that early in the process of serving the family the worker identifies possible caregivers who would be willing to care for the child on a permanent basis if the child is unable to be reunified with his/her birth family.

CONFIDENTIALITY: Various laws and rules which require that a foster parent must keep personally identifiable information about the child and the child's family confidential. Foster parents must protect and not discuss or release confidential information and records without authorization from the assigned Case Manager or other authorized DES representative. (Also see *Arizona Confidentiality Handbook*)

COURT APPOINTED SPECIAL ADVOCATE (CASA): A volunteer who provides advocacy for children involved in the juvenile court process. CASAs are screened and trained by the Court. They are appointed by a judge for the life of the case. CASAs have access to all documents and information about the child and the birth family history. CASAs provide information to the court to assist in making decisions concerning what is in the child's best interest.

CULTURE: A particular group's knowledge, beliefs and behaviors that members of the group learn and pass on through generations. For example, in the African-American (black) culture, family members, friends and neighbors will often foster or adopt children without going through formal procedures. This informal fostering and adopting is not something all African-American families do, but it occurs often enough that it is recognized as a cultural trend.

CUSTODY: Responsibility for a child's physical care, such as food, shelter and necessary transportation. Compare with *parental rights* in this glossary.

DEVELOPMENTAL GRIEVING: Repeated grieving for past losses. Children can be reminded of past losses at important steps in their growth or development and grieve those losses again. This is a natural process that continues as individuals mature and experience life.

DISRUPTION: When foster or adoptive parents decide they are unable to continue caring for a particular child and that the child must leave their home. The term *disruption* is also used when a child's behavior or circumstances lead to the child being moved from an institutional or group home.

DISSOLUTION: The legal termination of an adoption, much like divorce terminates a marriage.

EMOTIONAL MALTREATMENT: Emotional maltreatment is defined by state law and is usually indicated by a combination of behavioral indicators including speech disorder; lags in physical development; failure to thrive; hyperactive/disruptive behavior; sallow, empty facial appearance; habit disorders (sucking, biting, rocking); conduct/learning disorders; neurotic traits (sleep disorder, inhibition of play, unusual fearfulness); behavioral extremes; overly adaptive behavior (inappropriately adult or infantile); developmental lags; attempted suicide.

ETHNICITY: The shared racial, national, religious, linguistic or cultural background or origins of a large group of people. For example, Jewish people are an ethnic group made up of people who practice the same religion. African-Americans are an ethnic group made up of black people born in the United States. Hispanics are an ethnic group made up of people who share the Spanish language.

FAMILY CENTERED PRACTICE: CPS looks to the family to find solutions for their problems by following 5 “practice” statements: Engaging the family as a partner in the identification of needs, planning for services and assessment of service efficacy; Building on the strengths and capacities and resources of the family system; Honoring the importance of a child’s emotional and spiritual attachments to his/her culture; Honoring the importance of a child’s emotional and spiritual attachments to his/her birth family even if the permanent plan is not reunification; Seeking to meet the diverse needs of the family and not solely focusing on “diagnosis and treatment”.

FAMILY CONSULTATION: A meeting between a family and an agency worker. In family consultations, the agency worker and a prospective foster or adoptive family will take time to discuss progress, solve problems and meet the family’s needs so the family can make an informed decision as to whether they will foster or adopt.

FAMILY PORTFOLIO: The agency’s collection of all written information about a prospective foster or adoptive family. The family portfolio is available to the family.

FAMILY PRESERVATION: One of the primary goals of the child welfare field. Child welfare professionals work hard to keep birth families together because they believe that children do best when they can grow up with their own birth families. When children are in temporary care, for example, agency staff and foster parents work with both children and their birth families so that they can remain connected and eventually be reunited.

FAMILY TO FAMILY: A service model that recognizes the importance of the family and neighborhood connections in a child’s life and seeks to reduce the trauma to children entering foster care by recruiting foster parents from the child’s neighborhood. It focuses on target recruitment in areas where a large number of children come into care. It stresses the role of the foster parent in mentoring birth families and in working together for timely permanence for the child.

FETAL ALCOHOL SYNDROME (FAS) / FETAL ALCOHOL EFFECTS (FAE): A condition caused when a child is exposed to alcohol before being born because the pregnant mother uses alcohol. FAS retards a child’s intelligence, development and physical growth and affects facial features. The term Fetal Alcohol Effects (FAE) is used to describe a less severe form of this condition.

FINALIZATION: The final step of the adoption process. If all goes well for the child and the prospective adoptive family during post-placement, the agency, in mutual agreement with the prospective adoptive parents, files the appropriate legal documents to finalize the adoption. A court hearing is set. Following the court hearing, the custody of the child is legally transferred to the adoptive parents. The family will be given a new birth certificate for the child with his or her last name changed to that of the adoptive family.

FOSTER CARE: a social service which, for a planned period, provides substitute care for a child whose own family cannot care for him/her for a temporary period of time. (Per PS-MAPP: a protective service for families. Foster care usually means families helping families. Children who have been abused, sexually abused, neglected or emotionally maltreated are given a family life experience in an approved (licensed) home for a planned, temporary period of time. The primary goal of foster care is to reunite children with their families. Foster parents are often in a position to help children and their families reunify. Foster parents are also often in a position to emotionally support parents who cannot do the job of parenting and must make a plan for adoption or another permanent plan for their children.)

FOSTER CARE REVIEW BOARD (FCRB): Is composed of 5 individuals appointed by the Court. Board members are volunteers. The board is required by law to review every 6 months the child's specific case plan and progress toward a permanent placement. The FCRB issues a recommendation that goes to the juvenile court. Foster parents are notified of FCRB hearings and are encouraged to attend, send written comments or arrange to participate by telephone.

GUARDIAN AD LITEM (GAL): Is appointed by the court in any dependency case where the petition includes an allegation that the child was abused or neglected. The guardian ad litem may be an attorney, a volunteer special advocate or other qualified person. The GAL is required to represent the child's best interests, which is not necessarily the same as the child's wishes. This usually occurs when the child is of an age that he can assert his own opinion but the child's wishes are not in his best interest (e.g. return home when child's safety cannot be assured).

HERITAGE: The shared history of a group of people, usually of the same ethnicity. For example, Native Americans historically relied upon the land for survival; therefore, many Native Americans developed a heritage of deeply appreciating the earth's resources.

IDENTITY: Who an individual is. A person's identity is based on his or her connections. These connections include family, race, culture and occupation. A person's identity changes throughout his or her life.

INITIAL DEVELOPMENT PLAN: A written summary of the steps to be taken by the new foster or adoptive family during the first six months after they have been certified to foster or adopt.

INTERDEPENDENT LIVING: Older youth in foster care who do not return to their birth family or are not provided with a permanent family through adoption receive independent living preparation. Agency staff and foster parents prepare these youth to assume the rights and responsibilities of adults in society.

INTEGRATION OR PERMISSION: The process by which a child is clearly given permission to be in care, to live with new parents, to be loved by them and to love them. According to Kathryn S. Donley, there are five steps to help a child integrate into a new family: 1) accurately reconstruct the child's entire placement history, 2) identify the important attachment figures in the child's life, 3) gain the cooperation of the most significant of the attachment figures available, 4) clarify the permission message and 5) communicate the permission message to the child.

LICENSING SPECIALIST: Each foster family has an assigned licensing specialist. The licensing specialist has a dual role: He/She serves as the licensing agency's support person for the foster family and presents children needing placement to the foster parents. The Licensing Agency Specialist also monitors the foster home for compliance with licensing rules and DES policy. Licensing Specialists also investigate licensing concerns/complaints.

LIFE BOOK: A combination of a story, diary and scrapbook that has information about a child's life experiences. A Life Book can be started when children first come into care. Life Books are best developed in partnership by the foster parents, birth parents, agency staff and child. Children take their Life Books with them when they return home, are adopted or go into independent living. Life Books may include such items as pictures of birth family and foster families, report cards, souvenirs of special events and medical records.

MATURATIONAL LOSSES: Expected, predictable losses all people experience in the course of maturing and developing. These losses help people move forward in their development and, thus, help people experience new gains. For example, when a child learns to walk, he or she loses the security of being held constantly. When the child learns to talk, he or she loses the comfort of people anticipating his or her needs. When a child gains a foster family, he or she loses however temporarily the birth family. Compare with *situational losses*.

NEEDS: Underlying conditions that must be met before a person can achieve a goal. Needs are not the problem, they are usually the cause of the problem. For example, Tommy wets the bed. His foster parents have noticed that he usually wets the bed after visiting with his birth parents. So, one of Tommy's needs may be help in understanding why he cannot live with his birth parents. He also may need to know it's OK to talk with his foster parents about his feelings about being separated from his birth family.

NEGLECT: Neglect is defined by state law and is usually indicated by children who are underweight, have poor growth patterns, are consistently hungry, have poor hygiene, are inappropriately dressed, lack supervision, have unattended physical problems or medical needs, who are abandoned, who beg or steal food, have extended stays at school, or rarely attend school, are constantly fatigued, show delayed speech development, inappropriately seek affection, do not change expressions, assume adult responsibilities and concerns, exhibit abdominal distention, have bald patches on the scalp, abuse alcohol or other drugs, talk in a whisper or whine.

OFFICE OF LICENSING, CERTIFICATION AND REGULATION (OLCR): A Department of Economic Security agency formed in 2000 to serve as the Licensing Authority for most of the regulatory activities of DES. OLCR approves and issues regular foster home licenses, Child Developmental Foster Home licenses, Professional foster home licenses, Child Placing Agency licenses, Adoption Agency licenses and licenses for children's group homes (with the exception of DDD group homes). The Licensing Agency is a private agency that contracts with DES and performs the initial investigation of the home and submits an application package to OLCR. OLCR actually issues the license and would be the final authority regarding license denials, suspensions, and revocations.

PARENTAL RIGHTS: The right to make major decisions for a child, such as deciding a child's religion or providing permission to marry or serve in the military. Also includes the legal right to be in contact with the child. Compare with *custody* in this glossary.

PARTNERSHIP DEVELOPMENT PLAN: A planning tool agency workers use with prospective foster and adoptive parents. The Partnership Development Plan puts in writing what each person will do so a family can make the best decision as to whether to become a foster or adoptive family.

PERMANENCE: the assurance of a family for a child intended to last a lifetime. Permanence assures a child a family where he or she will be safe and nurtured.

PERMANENCY PLANNING: (*See also Case Plan and Service Plan*) the formulation of methods to provide services to children and their families to help keep children with their parents if at all possible. If children cannot live with their parents, permanency planning provides for temporary, short-term foster care placement with a plan to return to the parents. Finally, if return to the parents is not possible, permanency planning provides for adoption or independent living, depending upon the age, strengths and needs of the child and family.

PHYSICAL ABUSE: Physical abuse is defined by state law and is usually indicated by unexplained bruises, welts, burns, fractures/dislocations and lacerations or abrasions (must be signs of injury). Other behavioral indicators include a child who feels deserving of punishment, is wary of adult contact, is apprehensive when other children cry, is aggressive, withdraws, is frightened of his or her parent(s), is afraid to go home, reports injury by parent(s), often has vacant or frozen stares, lies very still while surveying surrounding (infant), responds to questions in monosyllables, demonstrates inappropriate or precocious maturity or indiscriminately seeks affection.

PRIVATE COUNSEL AND ATTORNEYS: There are often several attorneys involved in the case. The role of attorneys on the team is to investigate the facts and law of the case, to advise their clients, and to advocate their clients' position. (Assistant Attorney Generals: Provide legal representation to DES); (Birth Parent's Attorney: Serve as legal advisor and advocate for the birth parent's position); (Child's Attorney: Serves as legal advocate and advisor for the child.)

PROFESSIONAL DEVELOPMENT PLAN: An annual written summary of the skills development and training needs for a resource family.

PROFILE: A written description of a family in the family's own words. You will complete a profile as you work with your agency in the *PS-Deciding Together* program.

PROTECTIVE CAPACITIES: Specific behavioral, cognitive and emotional abilities that control safety concerns for a child. These capabilities may be provided by family members, community supports, resource parents, etc.

RACE: A way of classifying groups of people based on common physical characteristics or appearance. These characteristics include skin color, shape and color of eyes, facial features and hair texture.

REASONABLE EFFORTS: Although defined by state law, this term simply means that the child welfare agency (CPS) has done everything reasonably possible to prevent removal and to achieve reunification.

RESOURCE PARENT: a term that describes a licensed foster care provider and includes a foster parent, an adoptive parent (adopting a foster child), or a kinship foster parent. It's easier to say "resource parent" and be all inclusive than to repeat each specific type of foster parent

RESPIRE CARE: Provides temporary care for children when the children's parents need a break from parenting responsibilities. Birth, foster and adoptive parents are encouraged to informally develop this resource among their friends, neighbors or relatives. Child welfare agencies can also sometimes arrange to provide this resource for foster parents.

REUNIFICATION: When a child returns from foster care to live with his or her birth family. The goal of most initial case plans formulated by CPS.

RISK: Is the likelihood of abuse or neglect (harm or maltreatment). It does not predict when the future harm might occur but rather the likelihood of the harm happening at all.

SAFETY CONCERN: When there are imminent threats of abuse or neglect present or when the "protective capacities" cannot manage those threats.

SAFETY PLAN: (DCYF) Safety Plans are actions taken to control and manage impending danger, have an immediate effect, be immediately accessible and available and contain safety services and actions only, not services designed to effect long-term change. It must be sufficient to ensure safety of the child. Indicate the timeframe for each specific safety action.

SELF-CONCEPT: How an individual feels about who he or she is. Children who have been sexually or physically abused or neglected often blame themselves for their families' problems. Sometimes it is hard for children who have been treated badly to feel good about who they are; their self-concept is poor. Foster and adoptive parents must help children and youth understand and their birth families and their cultural, racial, feel good about who they are and religious identities.

SELF-ESTEEM: The value that an individual places on his or her identity.

SERVICE PLAN: It is part of the case plan and is developed by the Service Team and identifies the services needed, the time frames, and team member responsibilities to achieve the permanency plan.

SEXUAL ABUSE: Child sexual abuse involves any interaction, contact or non-contact, between a child and any person – child or adult – in a power position in which the child is being used for the sexual stimulation of another person. Sexual abuse is defined by state law and is usually indicated by a child's disclosure and a combination of physical indicators including difficulty in walking or sitting; stained, or bloody underclothing; pain, swelling, or itching in genital areas; vaginal/penile discharge; venereal disease, especially in pre-teens; poor sphincter tone; pregnancy; bizarre, sophisticated or unusual sexual behavior or knowledge; poor peer relationships; delinquency; running away; change in school performance; withdrawal, fantasy or infantile behavior.

SHARED PARENTING: is the building of positive alliances between foster parents and birth parents on behalf of children in foster care. Shared Parenting may be a continuum of contact ranging from a note in the diaper bag to share information about the child – all the way to having the birth family over for dinner in the resource family's home. The amount and type of contact is based on the specifics of each case and includes an assessment of safety issues. Even with somewhat limited direct contact – the child, family and team sees the resource family and the birth family as having a positive alliance focusing on the needs and welfare of the child.

SITUATIONAL LOSSES: Unplanned losses arising from unusual circumstances that we do not expect to happen, such as losing one's job because of budget cuts. A child entering care encounters many situational losses, such as losing a home with his birth parents, losing a home with his brothers and sisters, losing his familiar neighborhood, losing his familiar room and losing his familiar family routines. Compare to *maturational losses* in this glossary.

SPECIAL NEEDS: In child welfare, this term is used to describe children who have conditions which will require special parenting. The range of special needs is broad and can be as simple as being a child of a minority race or a child with brothers and sisters. Children who have been hurt physically, sexually or emotionally have special needs. Other special needs include being disabled, being exposed prior to birth to drugs or alcohol, being exposed prior to birth to HIV and being emotionally disturbed.

STRENGTHS: The skills, resources, qualities and experiences that are part of each person. Foster and adoptive parents must look for and recognize strengths in themselves, children and birth parents. Identifying strengths helps us understand and appreciate each other more. Focusing on someone's strengths helps us gain insight into that person's life and behaviors. Part of seeing a person's strengths lies in seeing that person in a positive light. For example, Suzie spends most of her time alone in her room. She likes to read, write poetry and complete crossword puzzles. Thus, we can say that one of Suzie's strengths is she enjoys her own company.

STRENGTH MODEL: a model of providing care which focuses on strengths of foster children as well as resource families. A strength is a skill, ability, or characteristic that can be used to meet a need. Under the Strength Model approach, we start with a person's strengths because we can build on strengths; strengths are positive and build positive self-esteem.

SURROGATE PARENT: An individual appointed by the court and trained by the Department of Education to make educational decisions for children involved in Special Education Programs. A Surrogate would need to be appointed when the following situations are true: The child is in need of special education services; the child has no parent or relative willing or able to ensure his rights; and the child is a ward of the court. The surrogate parent's role is only to assure that the child's education needs are met.

TERMINATION OF PARENTAL RIGHTS (TPR) ALSO CALLED SEVERANCE OF PARENTAL RIGHTS: The legal ending of a parent's rights to his or her child. Most state statutes for TPR require that a child has been abandoned, the parent exhibits significant abuse of drugs/alcohol (and thus unable to care for and protect); the parents are mentally ill or mentally retarded; the child has suffered repeated maltreatment; or the child has been in foster care for a specific length of time and the parents have failed to work with the placement agency (and CPS) or to plan for the return of the child.

WELL-BEING: Well-being is not defined in federal law, but in the PS MAPP program; well-being includes the physical, emotional, social, mental and moral/spiritual healthy development of a child.

- Is the child or youth physically healthy? If not, does the child have the medical attention required to restore or optimize health, given the condition?
- Is the child or youth emotionally healthy? Does the child experience being lovable, capable and worthwhile?
- Is the child or youth socially healthy? Does the child interact in work and play activities at a level appropriate for age and abilities?
- Is the child or youth intellectually on target? If not, does the child have the educational resources required to optimize intellectual growth?
- Is the child or youth morally/spiritually healthy? Does the child have a sense of right and wrong and an ability to understand the feelings of others? Does the child have hope in the future? Does the child talk about a power greater than himself or herself?

DIVISION OF DEVELOPMENTAL DISABILITIES (DDD) TERMS

ABUSIVE TREATMENT (PER A.R.S. § 36-569):

- (a) Physical abuse by inflicting pain or injury to a client. This includes hitting, kicking, pinching, slapping, pulling hair or any sexual abuses;
- (b) Emotional abuse which includes ridiculing or demeaning a client, making derogatory remarks to a client or cursing directed toward a client;
- (c) Programmatic abuse which is the use of an aversive stimuli technique that has not been approved as a part of such person's individual program plan and which is not contained in the rules and regulations adopted pursuant to subsection B of section 36-561. This includes isolation or restraint of a client.

Abusive treatment is prohibited under A.R.S. § 36-569.

AHCCCS: means the Arizona Health Care Cost Containment System – Arizona's Medicaid equivalent.

ALTCS: means the Arizona Long-Term Care System. ALTCS service provider means those service providers through whom health care services are delivered to DD/ALTCS clients.

AUTISM: means a condition characterized by severe disorders in communication and behavior resulting in limited ability to communicate, understand, learn and participate in social relationships.

BEHAVIOR MANAGEMENT: means procedures designed to increase a client's appropriate behaviors and decrease inappropriate behaviors which are a problem to the client or others.

BEHAVIOR MODIFYING MEDICATIONS: means drugs which are prescribed, administered and directed for the purpose of reducing or eliminating certain behaviors.

CEREBRAL PALSY: means a permanently disabling condition resulting from damage to the developing brain which may occur before, after or during birth and results in loss or impairment of control over voluntary muscles.

CHILD DEVELOPMENTAL FOSTER HOME (CDH): means a residential setting in a family home in which the care, physical custody and supervision of the child are the responsibility, under a twenty-four hour care model, of the licensee who serves as the foster parent of the child in the home setting and who, in that capacity, is not an employee of the division or of a service provider and the home provides the following services for a group of siblings or up to three children with developmental disabilities: (a) Room and board; (b) Habilitation; (c) Appropriate personal care; (d) Appropriate supervision.

DEVELOPMENTAL DISABILITY: means either a strongly demonstrated potential that a child under the age of six years is developmentally disabled or will become developmentally disabled, as determined by a test performed pursuant to Arizona Revised Statutes (A.R.S.) Section 36-694 or by other appropriate tests, or a severe, chronic disability which: (a) is attributable to mental retardation, cerebral palsy, epilepsy or autism; (b) Is manifest before age eighteen; (c) Is likely to continue indefinitely; (d) Results in substantial functional limitations in three or more of the following areas of major life activity:

- i. Self-care;
- ii. Receptive and expressive language;
- iii. Learning;
- iv. Mobility;
- v. Self-direction;
- vi. Capacity for independent living;
- vii. Economic self-sufficiency.

(e) Reflects the need for a combination and sequence of individually planned or coordinated special, interdisciplinary or generic care, treatment or other services which are of lifelong or extended duration.

HABILITATION: the process by which a person is assisted to acquire and maintain those life skills that enable the person to cope more effectively with the personal and environmental demands and to raise the level of the person's physical, mental and social efficiency. A certified service under the Home and Community Based Services (HCBS) Certification program. Child Developmental Foster Homes are reimbursed from Title 19 money under the Habilitation Service. The individual provider or the licensing agency must be certified for payment purposes.

HUMAN RIGHTS COMMITTEE (HRC): means a committee established by the Director to provide independent oversight and review as described in A.A.C. R6-6-1701 et seq.

INDIVIDUALIZED EDUCATION PLAN (IEP): means a written statement for providing special education services to a child with a disability that includes the pupil's present levels of educational performance, the annual goals and the short-term measurable objectives for evaluating progress toward those goals and the specific special education and related services to be provided.

INDIVIDUAL PROGRAM PLAN (ISP): means a written statement of services to be provided to a person with developmental disabilities, including habilitation goals and objectives, which is developed following initial placement evaluation and revised after periodic evaluations.

LEAST RESTRICTIVE ALTERNATIVE: means an available program or facility that fosters independent living that is the least confining for the client's condition and where service and treatment are provided in the least intrusive manner reasonable and humanely appropriate to the individual's needs.

MENTAL RETARDATION: means a condition involving sub-average general intellectual functioning and existing concurrently with deficits in adaptive behavior manifested before age eighteen.

NEGLECT (PER A.R.S. §. 36-569):

- (a) Intentional lack of attention to physical needs of clients such as toileting, bathing, meals and safety.
- (b) Intentional failure to report client health problems or changes in health condition to immediate supervisor or nurse.
- (c) Intentional failure to carry out a prescribed treatment plan for a client.

Neglect is prohibited under A.R.S. § 36-569. A person who violates any provision of this section is guilty of a class 2 misdemeanor.

PROGRAM REVIEW COMMITTEE (PRC): means a group of persons designated by the District Program Manager to review and approve or disapprove all behavior management programs before such programs may be implemented or sent to the Human Rights Committee.

RESPIRE SERVICES: means services that provide a short-term or long-term interval of rest or relief to the care provider of a developmentally disabled person. This is a certified service under the Home and Community Based Services Certification program. Child Developmental Foster Home Licensees are entitled to a specific number of respite hours as determined by the licensing agency; the respite services are to be arranged and provided by the licensing agency.

RESPONSIBLE PERSON: means the parent or guardian of a developmentally disabled minor, the guardian of a developmentally disabled adult or a developmentally disabled adult who is a client or an applicant for whom no guardian has been appointed.

Case Example and Worksheet -- Lily

Lily has just turned 14 years old and has been in foster care for six months. Lily was originally placed in foster care because she was physically abused by her father. In this case, Lily was hit on the body and around the face. Her mother took her to the hospital because she was afraid that Lily's jaw had been broken.

During the investigation, which was begun at the hospital, the child protective services investigator learned that Lily had been sexually abused by her father's 34-year-old brother. Lily's father believed that Lily had encouraged his brother, and that is why he hit Lily. Lily's mother said she could not protect Lily in the home. During the course of the investigation, the child protective services worker learned that Lily's mother has encouraged Lily to drink alcohol and smoke marijuana with her. There are no family friends or relatives with whom Lily could stay, so Lily was placed in foster care.

Lily began therapy soon after entering foster care and her foster parents have worked closely with the therapist. Lily frequently dresses in clothing more appropriate for an older person. She also often wears brief tops that expose her shoulders and midriff, and she wears very short and tight skirts. During her first four months in care, Lily has often lied for no apparent reason and she has taken small amounts of money from her foster mother's purse on two occasions. When confronted with the lying and stealing, Lily responded by throwing a temper tantrum and then pouting. Lily is two years behind the grade level of other youth her age, and she is struggling in school. She is testing at about three years below her age level. During the first month in the foster home, Lily was often physically affectionate with her new foster father, seeming to enjoy long hugs, which she initiated whenever they were alone together in the same room. He and his wife talked with Lily about appropriate and comfortable ways to demonstrate affection in their home, and she responded well.

The foster parents have provided consistent consequences for Lily's behavior and have established a predictable family schedule and routine for Lily. Lily has responded well to consistency and predictability. She has recently talked with her foster mother about being sexually abused as a toddler and pre-schooler by her great-grandfather (her mother's grandfather). The foster parents contacted the child welfare worker and an investigation was begun. The investigator has confirmed that Lily's great-grandfather spent several years in prison when Lily's mother was a little girl. He was incarcerated for child molestation. Lily's parents used the grandparents as babysitters for Lily before Lily began going to school. The therapist believes Lily and thinks that Lily's early problems in school and with friends may have been affected by her very early sexual abuse.

Worksheet

Small Group Instructions:

1. Select a group facilitator and a recorder.
2. Answer the questions that are listed below about the role of foster parents in assuring safety, well-being and permanence.
3. Write your ideas on newsprint.
4. Be prepared to share your ideas with the large group in 10 minutes.

Thinking about Lily and her family, answer the following questions:

1. What is a safety issue for Lily?
2. What are the well-being needs of Lily?
3. What will have to happen for Lily to return home?
4. What might be the role of the foster parent(s) in helping Lily be safe and to be healthy?
5. What might be the role of the foster parent(s) in helping the agency work with this family for a timely decision about permanency?

Bill of Rights for Children in Foster Care

Ratified in Congress Hall, Philadelphia, Saturday, the Twenty-eighth of April, Nineteen Hundred and Seventy Three; Reaffirmed During the National Focus on Foster Care Conference, Norfolk, Virginia, Wednesday, the Fourth of May, Nineteen Hundred and Eighty Three

EVEN more than for other children, society has a responsibility along with parents for the well-being of children in foster care. Citizens are responsible for acting to ensure their welfare.

EVERY child is endowed with the rights inherently belonging to all children. In addition, because of the temporary or permanent separation from the loss of parents and other family members, the child requires special safeguards, resources and care.

Every Child in Foster Care has the Inherent Right:

- | | |
|---------------------|---|
| Article the first | to be cherished by a family of his own, either his family helped by readily available services and supports to reassume his care, or an adoptive family or by plan, a continuing foster family. |
| Article the second | to be nurtured by foster parents who have been selected to meet his individual needs, and who are provided services and supports, including specialized education, so that they can grow in their ability to enable the child to reach his potential. |
| Article the third | to receive sensitive, continuing help in understanding and accepting the reasons for his own family's inability to take care of him, and in developing confidence in his own self-worth. |
| Article the fourth | to receive continuing loving care and respect as a unique human being...a child growing in trust in himself and others. |
| Article the fifth | to grow up in freedom and dignity in a neighborhood of people who accept him with understanding, respect and friendship. |
| Article the sixth | to receive help in overcoming deprivation or whatever distortion in his emotional, physical, intellectual, social and spiritual growth which may have resulted from his early experiences. |
| Article the seventh | to receive education, training and career guidance to prepare him for a useful and satisfying life. |
| Article the eighth | to receive preparation for citizenship and parenthood through interaction with foster parents and other adults who are consistent role models. |

Article the ninth to be represented by an attorney at law in administrative or judicial proceedings with access to fair hearings and court review of decisions, so that his best interests are safeguarded.

Article the tenth to receive a high quality of child welfare services, including involvement of the natural parents and his own involvement in major decisions that affect his life.

Additionally, the Multiethnic Placement Act of 1994 and its amendment of 1996 make it illegal to deny or delay placement of a child based upon race, ethnicity or national origin of the child or of the prospective foster or adoptive parents.

Rights of Parents of Children in Foster Care*

Parents of foster children shall have the following rights:

- A. To be treated as individuals who have all the rights guaranteed to them as citizens of the United States and their state.
- B. To maintain custody of their child unless it has been demonstrated that this would jeopardize the child's health and welfare.
- C. To be provided with opportunities to demonstrate their capacity to provide a suitable home for their child, and to regain custody of their child as quickly as possible, when regaining custody is consistent with the health and welfare needs of the child.
- D. To receive proper and adequate notice regarding any grievance or legal proceeding concerning their child.
- E. To participate in planning for their child, to receive a copy of the case plan and to receive notice of any formal review of their child's case plan.
- F. To receive a clear written description of their rights and responsibilities and the agency's rights and responsibilities, and to receive information about any recourse they may have to contest actions taken by the agency.
- G. To receive services, in accordance with the service plan, to assist them in overcoming the conditions which led to removal of their child, and if return of their child to their custody is not feasible, to help them adjust to an alternative permanent plan for their child.
- H. To visit and communicate with their child within reasonable guidelines as set by the service plan and by the court.
- I. To have their cultural, religious, ethnic or racial heritage respected as a plan for them and for their child is developed.
- J. To receive an explicit written description of the expectations they must meet in order to have their child returned home and of the services the agency will provide to help them meet those expectations.
- K. To have information maintained by the agency about them kept confidential.
- L. To have access to information maintained by the agency about them within a framework of agency guidelines which take into consideration others' rights to privacy, and to correct errors contained in those records.

* American Public Welfare Association. **Standards for Foster Family Services Systems for Public Agencies**. Children's Bureau, Administration for Children, Youth and Families, Department of Health, Education and Welfare. DHEW Publication No. (OHDS) 79-30231.

ARTICLE 58. FAMILY FOSTER PARENT LICENSING REQUIREMENTS

R6-5-5801. Definitions

In addition to the definitions contained in A.R.S. §§ 8-201, 8-501, and 8-531, the following definitions apply in this Article:

1. "Abandonment" has the same meaning ascribed to "abandoned" in A.R.S. § 8-546(A)(1).
2. "Abuse" means the infliction or allowing physical injury, impairment of bodily function or disfigurement, or the infliction of or allowing another person to cause serious emotional damage as evidenced by severe anxiety, depression, withdrawal or untoward aggressive behavior and which emotional damage is diagnosed by a medical doctor or psychologist pursuant to section 8-223 and which is caused by the acts or omissions of an individual having care, [physical] custody and control of a child. Abuse shall include inflicting or allowing sexual abuse pursuant to section 13-1404, sexual conduct with a minor pursuant to section 13-1405, sexual assault pursuant to section 13-1406, molestation of a child pursuant to section 13-1410, commercial sexual exploitation of a minor pursuant to section 13-3552, sexual exploitation of a minor pursuant to section 13-3553, incest pursuant to section 13-3608 or child prostitution pursuant to section 13-3212. A.R.S. § 8-546(A)(2).
3. "Adult" means a person age 18 years or older.
4. "Applicant" means a person who submits a written application to the Licensing Authority or a licensing agency to become licensed, or to renew a license as a foster parent. An applicant means both spouses if the adult household caregivers are married, except for a person seeking licensure solely as an in-home respite foster parent.
5. "Case plan" means a written document which is a distinct part of a child's case record, and which identifies the child's permanency goal and target date, desired outcomes, tasks, time-frames, and responsible parties.
6. "Child placing agency" or "placing agency" means:
 - a. The Department, a county probation Department, or the Administrative Office of the Arizona Supreme Court, which are all statutorily authorized to place children into out-of-home care; and
 - b. Any other person or entity authorized to receive children for care, maintenance, or placement in a foster home because the Department has licensed the person or entity as a child welfare agency pursuant to A.R.S. § 8-505.
7. "Corrective action" means a plan that describes steps a foster parent must take to remedy violations of foster care requirements within a specified period of time.
8. "CPS" means Child Protective Services, a Department program responsible for investigating reports of child maltreatment.
9. "CPSCR" means the Child Protective Services Central Registry, a computerized database, which CPS maintains pursuant to A.R.S. § 8-546.03.
10. "Department" or "DES" means the Department of Economic Security.
11. "Developmentally appropriate" means an action which takes into account:
 - a. A child's age and family background;
 - b. The predictable changes that occur in a child's physical, emotional, social, cultural, and cognitive development; and
 - c. A child's individual pattern and timing of growth, personality, and learning style.
12. "De-escalation" means a method of verbal communication or non-verbal signals and actions, or a combination of signals and actions, that interrupts a child's behavior crisis and calms the child.
13. "DHS" means the Department of Health Services.
14. "Discipline" means a teaching process through which a child learns to develop and maintain the self-control, self-reliance, self-esteem, and orderly conduct necessary to assume responsibilities, make daily living decisions, and live according to generally accepted levels of social behavior.
15. "Exploitation" means the act of taking advantage of, or making use of a child selfishly, unethically, or unjustly for one's own advantage or profit, in a manner contrary to the best

- interests of the child, such as having a child panhandle, steal, or perform other illegal activities.
16. "Foster care requirements" mean the standards for lawful operation of a foster home as prescribed in A.R.S. § 8-501 et seq. and 6 A.A.C. 5, Article 58.
 17. "Household" means a group of people who regularly occupy a single residence.
 18. "Household member" means a person who resides in an applicant's or foster parent's household for 21 consecutive days or longer, or who resides in the household periodically throughout the year for more than a total of 21 days.
 19. "In-home respite foster parent" means an individual licensed to provide respite care in a licensed family foster home that is not that individual's own home.
 20. "License" means a document issued by the Licensing Authority to a foster parent which authorizes the foster parent to operate a foster home in compliance with foster care requirements.
 21. "Licensed medical practitioner" means a person who holds a current license or certification as a physician, surgeon, nurse practitioner or physician's assistant pursuant to A.R.S. §§ 32-1401 et seq., Medicine and Surgery; §§ 32-1800 et seq., Osteopathic Physicians and Surgeons; §§ 32-2501 et seq., Physician's Assistant; and A.R.S. §§ 32-1601 et seq. Nursing and A.A.C. R4-19-503, Registered Nurse Practitioner.
 22. "Licensing agency" means a person who or an entity which performs an investigative family study of an applicant for an initial or renewal foster home license, as prescribed in R6-5-5803 and R6-5-5812, and which monitors the foster home, as prescribed in R6-5-5815. "Licensing agency" includes the Department and may include county probation departments.
 23. "Licensing Authority" means a DES administrative unit which makes foster home licensing determinations, including issuance, denial, suspension, revocation, and imposition of corrective action.
 24. "Maltreatment" means abuse, neglect, exploitation, or abandonment, of a child.
 25. "Mechanical restraint" means:
 - a. An article, device, or garment that:
 - i. Restricts a child's freedom of movement or a portion of a child's body;
 - ii. Cannot be removed by the child; and
 - iii. Is used for the purpose of limiting the child's mobility;
 - b. But does not include an orthopedic, surgical, or medical device which allows a child to heal from a medical condition or to participate in a treatment program.
 26. "Neglect" has the same meaning ascribed to it in A.R.S. § 8-546(A)(7).
 27. "*Parent or parents*" means *the natural or adoptive parents of the child*. A.R.S. § 8-501(A)(8).
 28. "Physical restraint" means the use of bodily force to restrict a child's freedom of movement, but does not include the firm but gentle holding of a child with no more force than necessary to protect the child or others from harm.
 29. "Professional foster care" means a foster family based model of care provided by an individual who has received specialized training to provide care and services within a support system of clinical and consultative services to special care children.
 30. "Professional foster home" means the licensed foster home of an individual or couple authorized to provide professional foster care.
 31. "*Receiving foster home*" means *a licensed foster home suitable for immediate placement of children when taken into custody or pending medical examination and court disposition*. A.R.S. § 8-501(A)(9).
 32. "Respite care" means the provision of short term care and supervision of a foster child to temporarily relieve a foster parent from the duty to care for the child.
 33. "Respite foster parent" means a licensed foster parent authorized to provide respite care.
 34. "Safeguard" means to take reasonable measures to eliminate the risk of harm to a foster child and to ensure that a foster child will not be harmed by a particular object, substance, or activity. Where a specific method is not otherwise prescribed in this Article, safeguarding may include:
 - a. Locking up a particular substance or item;
 - b. Putting a substance or item out of the reach of a child who is not mobile; or

- c. Erecting a barrier which prevents a child from reaching a particular place, item, or substance;
 - d. Mandating the use of protective safety devices; or
 - e. Providing supervision.
35. "Service team" means the group of persons listed in R6-5-5828(A) who participate in the development and review of a child's case plan.
 36. "Significant person" means a person who is important or influential in a child's life and may include a family member or close friend.
 37. "Sleeping area" means a single bedroom or a cluster of two or more bedrooms located in an adjacent area of a dwelling.
 38. "Special care child" means a foster child who has not achieved expected norms for the child's developmental stage in one or more of the following areas: physical, medical, mental, psychological, intellectual, emotional, and social. This includes a child who experiences difficulty in establishing or maintaining developmentally appropriate interpersonal relationships.
 39. "Swimming pool" means any natural or man-made body of water used for swimming, recreational, or decorative purposes, which is greater than 12 inches in depth, and includes spas and hot tubs.
 40. "Work day" means Monday through Friday between 8:00 a.m. and 5:00 p.m., excluding Arizona state holidays.

R6-5-5802. Application for Initial License

- A. A person who wishes to become licensed as a foster parent shall apply to a licensing agency on a form specified by the licensing agency.
- B. An applicant shall provide the licensing agency with at least the following information on each applicant:
 1. Personally identifying information, including:
 - a. Name,
 - b. Date of birth,
 - c. Social Security number,
 - d. Ethnicity,
 - e. Telephone number,
 - f. Current address,
 - g. Length of Arizona residency, and
 - h. Current marital status and marital history;
 2. Personally identifying information on the applicant's household members, including:
 - a. Name,
 - b. Date of birth,
 - c. Social Security number, and
 - d. Relationship to applicant;
 3. Personally identifying information on the applicant's children who do not live with the applicant, including emancipated children, as follows:
 - a. Name,
 - b. Current address,
 - c. Telephone number, and
 - d. Date of birth;
 4. The applicant's monthly or yearly household budget, showing assets, obligations, debts, and income;
 5. Medical statements for the applicant and any adult household member who will regularly care for foster children, showing that the applicant and household member meet the requirements prescribed in R6-5-5823(4); the statement shall:
 - a. Include a description of the person's general health, and identify any medical problem or physical condition that will prevent or limit the person from caring for a foster child, or that may negatively impact a foster child;

- b. Include a list of all regularly prescribed medications and the purpose of each medication; and
 - c. Be signed and dated by a licensed medical practitioner who shall have examined the person within six months prior to the date of application for licensure;
6. Immunization records for each child household member;
7. A current statement and history of physical and mental health and treatment on the applicant and the applicant's household members, to the extent that such information has not already been provided in response to subsections (B)(5) and (6); the statement and history may be a self-declaration of illness and treatment;
8. Employment information, including names and addresses of prior employers and positions held during the last 10 years;
9. Family relationship and support system information on the applicant's family and family of origin;
10. If the applicant is employed outside the home, the applicant shall provide a statement explaining the child care arrangements the applicant would make for a foster child during the applicant's working hours;
11. If the applicant is self employed, or conducts a business activity within the home, a statement explaining how the activities related to this business will not interfere with the care of a foster child;
12. A description of:
 - a. The applicant's daily routine and activities; and
 - b. The applicant's hobbies, and any education or volunteer activities in which the applicant regularly participates;
13. A description of any spiritual or religious beliefs and practices observed in the applicant's home;
14. Information on administrative or judicial proceedings in which the applicant has been or is a party, including:
 - a. Proceedings involving allegations of child maltreatment;
 - b. Dependency actions;
 - c. Actions involving severance or termination of parental rights;
 - d. Child support enforcement proceedings;
 - e. Adoption proceedings;
 - f. Criminal proceedings other than minor traffic violations;
 - g. Bankruptcy; and
 - h. Suspension, revocation, or denial of a license or certification;
15. The name, address, and telephone number of at least five references who can attest to the applicant's character and ability to care for children; no more than two of the references may be related to the applicant by blood or marriage; for married applicants, at least two of the five references shall know the applicants as a couple;
16. A description of the applicant's home and neighborhood;
17. A statement from the applicant as to:
 - a. The number of foster children the applicant would consider for placement; and
 - b. The characteristics of foster children the applicant would consider for placement; and
 - c. The characteristics of children, if any, for whom the applicant does not want to provide foster care;
18. A description of the applicant's prior experience, if any, as a foster parent, including:
 - a. The state in which the applicant provided foster care;
 - b. Whether the applicant was licensed, certified, or approved to provide care; and
 - c. Whether any disciplinary action was taken against the applicant;
19. A description of the applicant's prior history of adoption certification, if any, including prior applications for certification, and the location and date of any certification denials;
20. A description of the applicant's child care experience and child rearing practices;
21. A statement from the applicant regarding the applicant's motivation for becoming a foster parent;
22. A statement from the applicant describing how all other household members feel about the decision to foster children;

23. A statement authorizing the licensing agency and the Licensing Authority to:
 - a. Verify the information contained in or filed with the application;
 - b. Perform background checks on the applicant and the applicant's household members, as prescribed in R6-5-5803 and R6-5-5807; and
 - c. Arrange for DHS to conduct a health and safety inspection of the applicant's home, as prescribed in A.R.S. § 8-504 and R6-5-5804;
 24. A statement from the applicant attesting to the truth of the information contained in the application; and
 25. The applicant's signature and date of application.
- C.** The applicant and all adult household members shall also submit to fingerprinting and a criminal history check as prescribed in A.R.S. § 46-141 and this subsection.
1. On a form provided by the Department, the applicant and each adult household member shall certify whether he or she has ever committed, is awaiting trial for, or has ever been convicted of any of the following criminal offenses in this state or similar offenses in another state or jurisdiction:
 - a. Sexual abuse of a minor or vulnerable adult;
 - b. Incest;
 - c. First or second degree murder;
 - d. Kidnapping;
 - e. Arson;
 - f. Sexual assault;
 - g. Sexual exploitation of a minor or vulnerable adult;
 - h. Commercial sexual exploitation of a minor or vulnerable adult;
 - i. Felony offenses within the previous 10 years involving the manufacture or distribution of marijuana or dangerous or narcotic drugs;
 - j. Robbery;
 - k. A dangerous crime against children as defined in A.R.S. § 13-604.01;
 - l. Child abuse or abuse of a vulnerable adult;
 - m. Sexual conduct with a minor;
 - n. Molestation of a child or vulnerable adult;
 - o. Voluntary manslaughter; and
 - p. Aggravated assault.
 2. On a form provided by the Department, the applicant and each adult household member shall certify whether he or she has ever been convicted of, found by a court to have committed, or has committed, any of the following criminal offenses in this state or similar offenses in another state or jurisdiction:
 - a. A sex offense;
 - b. A drug-related offense;
 - c. A theft-related offense;
 - d. A violence-related offense;
 - e. Child neglect or neglect of a vulnerable adult; and
 - f. Contributing to the delinquency of a minor.
- D.** If an applicant applies to the Department as the licensing agency, the Department shall send the applicant a notice of administrative completeness or deficiencies, as prescribed by A.R.S. § 41-1074, indicating the additional information, if any, that the applicant must provide for a complete application package as described in R6-5-5806. The Department shall send the notice after receiving the application and before expiration of the administrative completeness review time-frame described in R6-5-5813(2)(a).
- E.** If the applicant does not supply the missing information, as prescribed in the notice, within 60 days of the notice date, the Department may close the file. An applicant whose file has been closed, who later wishes to become licensed, may reapply.

R6-5-5803. Investigation of the Applicant

- A.** The licensing agency to which the applicant has applied shall investigate the applicant. Except as otherwise provided in subsection (E) for an in-home respite foster parent, the investigation shall include the measures listed in this Section.
1. A representative of the licensing agency shall personally interview the applicant and the applicant's household members; the interviews shall:
 - a. Occur on at least two separate occasions, at least one of which shall take place at the applicant's residence;
 - b. Comprise no less than four hours of face-to-face contact, at least one hour of which shall be at the applicant's residence;
 - c. Include at least one separate interview with each member of the applicant's household who is age 5 or older; and
 - d. Include at least one joint interview with both applicants if the applicants are married.
 2. During the interviews described in subsection (A)(1), the investigator shall explore any instances of family problems and how the applicant has overcome problems in the applicant's current family and family of origin.
 3. The licensing agency shall obtain written statements from at least three of the applicant's personal references listed under R6-5-5802(B)(15) and shall personally contact (either in a face-to-face meeting or a telephone call) at least one of the references.
 4. The licensing agency shall verify the applicant's financial condition through a review of one or more of the documents listed in subsection (B)(8).
 5. The licensing agency shall investigate and evaluate the applicant's past experiences, if any, serving as a foster parent.
 6. The licensing agency shall assess the applicant and the family's commitment to providing foster care, and the time available to devote to the care of a foster child.
- B.** The licensing agency shall request, and the applicant shall provide, supporting documentation the licensing agency deems necessary to determine an applicant's fitness to serve as a foster parent and ability to comply with foster care requirements. The documentation may include the following:
1. A physician's statement regarding the physical health or immunization record of the applicant's household members;
 2. A statement from a psychiatrist or psychologist regarding the mental health of the applicant or the applicant's household members;
 3. Birth certificate;
 4. Marriage license;
 5. Driver's license and automobile registration;
 6. Dissolution or divorce papers and orders, including child support documentation;
 7. Military discharge papers;
 8. Tax returns, pay stubs, W-2 statements, and existing financial statements;
 9. Bankruptcy papers;
 10. Insurance policy information;
 11. Immigration or legal residency registration papers; and
 12. Documents related to or filed in judicial or administrative proceedings listed under R6-5-5802(B)(14).
- C.** Except as otherwise provided in subsection (E), the licensing agency shall verify that the applicant and adult household members have submitted a fingerprinting and criminal background form as prescribed in R6-5-5802(C).
- D.** The licensing agency shall document all personal contacts made, and all information obtained during the investigation.
- E.** When a person is seeking licensure solely as an in-home respite foster parent, the licensing agency is not required to:
1. Interview the applicant's spouse and other household members;
 2. Conduct the applicant's interview at the applicant's home;
 3. Verify the applicant's financial condition as required by subsection (A)(4) and R6-5-5805(B)(7);

4. Obtain supporting documentation for the applicant's spouse or other household members as required by this Section; or
5. Document information on the applicant's spouse and household members in the investigative report or application package as required by R6-5-5805 and R6-5-5806.

R6-5-5804. Inspection of the Foster Home; DHS Inspection Report

- A.** The licensing agency shall contact the Department of Health Services (DHS) to request that a DHS representative:
 1. Inspect the foster home, as prescribed in A.R.S. § 8-504 and this Section; and
 2. Issue a report describing whether the foster home satisfies foster care requirements.
- B.** The applicant shall cooperate with the DHS representative by making the home available for inspection and allowing the DHS representative unrestricted access to the entire foster home and the surrounding premises to perform the following checks on the systems, equipment, and conditions:
 1. Check the home's heating, cooling, ventilation and lighting systems, and major appliances;
 2. Look at furniture, fixtures, and equipment for evidence of loose hardware, rusting parts, and other damage;
 3. Check walls, ceilings, and floors for evidence of flaking paint or plaster, loose tiles, boards, and panels, and exposed or unsafe wiring that may pose a danger or health risk to a child;
 4. Check the home and surrounding premises for evidence of dirt, animal waste, and vermin;
 5. Check whether the sewage disposal system functions and is in good repair;
 6. Check the system, method, and timing for refuse and waste storage and removal;
 7. Check whether dangerous objects, materials, or conditions, have been locked, safeguarded, or removed as prescribed in this Article;
 8. Determine whether the home has the equipment and space prescribed in R6-5-5838 through R6-5-5846.
- C.** The DHS representative shall prepare a written report of the inspection and send a copy to the licensing agency.
- D.** To determine if a foster home and its surrounding premises are safe, sanitary, and in good repair, the licensing agency or Licensing Authority shall evaluate the DHS written report to determine whether the home has any natural or man-made conditions that pose a risk of harm to a foster child, and whether a foster parent has taken or can take reasonable measures to eliminate that risk of harm and ensure that a foster child will not be harmed by a particular object, substance, or activity.
- E.** This Section does not apply to a person seeking licensure solely as an in-home respite foster parent.

R6-5-5805. Investigative Report and Licensing Recommendation

- A.** The licensing agency shall summarize the results of the investigation in a written report, which shall include:
 1. A recommendation to grant or deny a license;
 2. Any recommendations for terms, conditions, or limitations to be placed on the license.
- B.** In determining whether to recommend that a license be granted or denied, the licensing agency and Licensing Authority shall consider all information acquired during the investigation, and all factors bearing on the applicant's fitness to foster a child and comply with foster care requirements including:
 1. Instances of family problems in the applicant's current family or family of origin, including whether the applicant was maltreated as a child, and the applicant's success in overcoming those problems;
 2. The applicant's past history of parenting or caring for children;
 3. The length and stability of the applicant's marital relationship, if applicable;
 4. The applicant's age and health;

5. Past, significant disturbances or events in the applicant's immediate family, such as involuntary job separation, bankruptcy, divorce, or death of spouse, child, or parent;
 6. Past criminal history or record of child maltreatment for the applicant or the applicant's household members;
 7. The applicant's financial stability, exclusive of anticipated foster care maintenance payments, and ability to financially provide for a foster child;
 8. The applicant's history of providing financial support to the applicant's other children, including compliance with court ordered child support obligations; and
 9. The DHS report on the foster home and whether the applicant has corrected any deficiencies or problems noted in the report.
- C.** The investigative summary shall specifically note any instances where an applicant has been:
1. Charged with, been convicted of, pled no contest to, or is awaiting trial on charges of an offense listed in R6-5-5802(C); and
 2. A party to an action for dependency or termination of parental rights.
- D.** R6-5-5805(B)(3), (7), and (9) do not apply to a person seeking licensure solely as an in-home respite foster parent.

R6-5-5806. Complete Application Package: Contents

- A.** The licensing agency shall send a complete application package to the Licensing Authority for consideration.
- B.** A complete application package includes the following:
1. A copy of the applicant's completed application form and criminal history certification form containing the information prescribed in R6-5-5802(B) and (C);
 2. The investigative report, as prescribed in R6-5-5805;
 3. Evidence that the applicant and adult household members have been fingerprinted and their fingerprints subjected to a criminal history check;
 4. Evidence that the applicant has completed the training prescribed by A.R.S. § 8-509(B) and R6-5-5825(A), or a statement of hardship as prescribed in R6-5-5810; and
 5. Evidence that the applicant's dwelling has passed the health and safety inspection prescribed by A.R.S. § 8-504 and R6-5-5804.
- C.** Upon receipt of an application package from a licensing agency other than the Department, the Licensing Authority shall:
1. Determine whether the application is complete; and
 2. Send the applicant and the licensing agency a notice of administrative completeness or deficiencies, as prescribed by A.R.S. § 41-1074, within the administrative completeness review time-frame described in R6-5-5813(1)(a).
- D.** If the applicant does not supply the missing information, as prescribed in the notice, within 60 days of the notice date, the licensing agency may close the file. An applicant whose file has been closed, who later wishes to become licensed, may reapply.

R6-5-5807. CPSCR Check; Additional Investigation by Licensing Authority

- A.** The Licensing Authority shall conduct a CPSCR check on the applicant and, with the exception of an in-home respite foster parent applicant, on all household members for reports of child maltreatment.
- B.** Upon receipt of a complete application package, as prescribed in R6-5-5806, the Licensing Authority may do additional investigation, as prescribed in this Section, if the Licensing Authority needs additional information in order to determine the applicant's fitness to serve as a foster parent, and ability to comply with foster care requirements.
1. The Licensing Authority may directly obtain information by:
 - a. Interviewing the applicant, either in-person or telephonically;
 - b. Contacting additional references;
 - c. Verifying information provided in the application package, including past history of licensure as a foster parent;

- d. Visiting the applicant's home; and
 - e. Requesting additional supporting documentation as prescribed in R6-5-5803(B).
2. The Licensing Authority may contact the licensing agency and request that the licensing agency obtain additional information, as prescribed in subsection (B)(1).

R6-5-5808. License: Form; Issuance; Denial; Term; Termination

- A. Within 30 days of receiving a complete application, the Licensing Authority shall issue a written licensing decision.
 1. If the Licensing Authority grants the license, the Licensing Authority shall send the license with the notification letter. The license shall be in the name of the applicant and the foster home location as identified in the application. The license shall specify the number, age, and gender of children the foster home may accept.
 2. The Licensing Authority may place terms on the license as to the type of child the foster home may accept for placement. Such terms may include the following:
 - a. A restriction that the foster home can accept only a specifically named child or specifically named children; and
 - b. A provision that the home can provide a particular service, or accept children with particular behavior problems or physical conditions.
 3. A license for a person being licensed solely as an in-home respite foster parent shall include only the licensee's name and the type of care, but no specific location or other terms.
 4. If the Licensing Authority denies the license, the notice shall include the reasons for the denial, with a statement of the applicant's right to appeal the licensing decision, as prescribed in R6-5-5821.
- B. A license expires one year from the date of issuance. If a foster parent receives a provisional license as prescribed in R6-5-5810, and the provisional license is converted to a regular license during the licensing year, the regular license shall expire one year from the date the provisional license was issued.
- C. A foster parent shall not transfer or assign a license. A license expires if the foster parent moves to a different dwelling unless the licensing agency has first notified the Licensing Authority of the planned move or a foster parent has requested an amendment to the license as prescribed in R6-5-5814. This requirement does not apply to a person licensed solely as an in-home respite foster parent.
- D. Issuance of a license does not guarantee placement of a foster child.
- E. A license terminates when:
 1. The license expires by its own terms and is not renewed;
 2. The Licensing Authority revokes the license pursuant to disciplinary proceedings as prescribed in R6-5-5819;
 3. The foster parent moves out of state; or
 4. The foster parent voluntarily surrenders the license.

R6-5-5809. Provisional License

Notwithstanding any other provision of this Article, the Licensing Authority may issue a provisional license to a foster parent who has not completed training, when the Licensing Authority makes a finding of hardship as prescribed in A.R.S. § 8-509(D). The Licensing Authority may find a condition of hardship when failure to issue a provisional license would result in displacement of a child or the inability to place a particular child.

1. The term of a provisional license shall not exceed six months,
2. A provisional license is not renewable.

R6-5-5810. Application for License Renewal

- A. At least 60 days before the expiration date of a license, the licensing agency shall send a foster parent a notice of license expiration.

- B. A foster parent may apply to a licensing agency for license renewal by submitting a complete renewal application to the licensing agency at least 30 days before the expiration of the current license.
- C. A complete renewal application shall contain the following information:
 1. A description of any changes to the information provided in the original application or last renewal application, including changes in personal, family, social, medical, or financial circumstances;
 2. At least once every third year following original licensure, a licensed medical practitioner's statement on the physical health of the foster parent and any household members who regularly care for children;
 3. Evidence that the foster parent has obtained the annual training required by A.R.S. § 8-509(C); and
 4. The statements, signature, and date prescribed in R6-5-5802(B)(23) through (25).
- D. A foster parent shall submit copies of the supporting documents listed in R6-5-5803(B) if so requested by the licensing agency.
- E. The foster parent and adult household members shall comply with any investigative requirement for fingerprint clearance.

R6-5-5811. Renewal Investigation; Licensing Report and Recommendation

- A. A licensing agency that receives a renewal application shall conduct a face-to-face interview with the foster parent at the foster parent's residence. The licensing agency is not required to conduct the interview of a person licensed solely as an in-home respite foster parent at the person's residence. During the interview, the licensing agency shall discuss the following:
 1. The foster parent's experiences in serving as a foster parent during the expiring licensing year;
 2. Any changes identified in the renewal application; and
 3. Any complaints made against the foster parent during the expiring licensing year.
- B. The licensing agency shall obtain any supplemental information the agency needs to determine the foster parent's continuing fitness to serve as a foster parent.
- C. The licensing agency shall request a statewide criminal history records information check every year for the foster parent and, with the exception of an in-home respite foster parent, all adult household members.
- D. The licensing agency shall request that DHS perform a health and safety inspection of the foster parent's home, as prescribed in R6-5-5804, at least once every third year following original licensure. This inspection is not required of a person licensed solely as an in-home respite foster parent.
- E. The licensing agency shall summarize the results of the renewal investigation in a report and make a licensing recommendation as prescribed in R6-5-5805. The report shall explain any complaints, as described in R6-5-5816, R6-5-5817, and R6-5-5818, made against the foster parent during the expiring license period.
- F. No less than 15 working days before the date that the applicant's current license expires, the licensing agency shall provide the Licensing Authority with a complete renewal application as prescribed in R6-5-5810, and the agency's renewal investigation report as prescribed in R6-5-5811.

R6-5-5812. Renewal License

- A. The Licensing Authority shall process a renewal application package following the procedures described in R6-5-5806(C), R6-5-5807, and R6-5-5808.
- B. In determining whether to renew a license, the Licensing Authority shall consider the renewal application package, and the foster parent's past record of service, including conduct during all prior licensing periods.
- C. The Licensing Authority may renew a foster parent's license when the foster parent:
 1. Demonstrates the ability to fulfill foster care requirements,

2. Has complied with foster care requirements during prior licensing periods, and
3. Has cooperated with the licensing agency in providing the information required for license renewal.

R6-5-5813. Licensing Time-frames

For the purpose of A.R.S. § 41-1073, the Department has adopted the licensing time-frames listed in this Section.

1. Initial applications submitted to a licensing agency other than the Department: When a person applies for foster parent licensure through a licensing agency other than the Department, and the licensing agency submits the completed application package to the Licensing Authority on behalf of the applicant, the licensing time-frames are:
 - a. Administrative completeness review time-frame: 30 days;
 - b. Substantive review time-frame: 30 days; and
 - c. Overall time-frame: 60 days.
2. Initial application submitted to the Department as the licensing agency: When a person applies directly to the Department for foster parent licensure, and the Department performs the activities described in R6-5-5803 through R6-5-5806, the licensing time-frames are:
 - a. Administrative completeness review time-frame: 90 days;
 - b. Substantive review time-frame: 30 days; and
 - c. Overall time-frame: 120 days.
3. Renewal applications submitted to a licensing agency other than the Department: When a person applies for renewal of a foster parent license through a licensing agency other than the Department, and the licensing agency submits the completed renewal application package to the Licensing Authority on behalf of the applicant, the licensing time-frames are:
 - a. Administrative completeness review time-frame: 21 days;
 - b. Substantive review time-frame: 21 days; and
 - c. Overall time-frame: 42 days.
4. Renewal applications submitted to the Department as the licensing agency: When a person applies directly to the Department for renewal of a foster parent license, and the Department performs the activities described in R6-5-5812, the licensing time-frames are:
 - a. Administrative completeness review time-frame: 40 days;
 - b. Substantive review time-frame: 20 days; and
 - c. Overall time-frame: 60 days.

R6-5-5814. Amended License; Change in Household Members

- A. The following changes require a license amendment:
 1. A change in any circumstances or conditions placed on the license, as prescribed in R6-5-5808(A)(2);
 2. Expanded or reduced capacity of the foster home;
 3. A move to a different residence;
 4. The divorce of the foster parent, if the divorce changes any circumstance or condition placed on the license;
 5. Marriage of the foster parent;
 6. The death of the foster parent's spouse if the death changes any circumstance or condition placed on the license; and
 7. A change of name.
- B. The foster parent may request a license amendment or the licensing agency may initiate the amendment in response to an observed change. The Licensing Authority may issue an amended license to reflect a change in circumstances when the change does not cause the foster parent or foster home to fall out of compliance with foster care requirements.
- C. If the foster parent has moved to a different residence or remodeled an existing residence, the Licensing Authority shall not issue an amended license until the different or remodeled residence has passed a health and safety inspection as prescribed in R6-5-5804.

- D. An amended license expires at the end of the foster parent's current licensing year.
- E. If the foster parent adds a household member during the course of a licensing year, the foster parent shall:
 1. Obtain prior approval from the licensing agency;
 2. Ensure that a new adult household member submits a criminal history certification and submits to fingerprinting as prescribed in R6-5-5802(C), within 10 work days of the member's arrival;
 3. Ensure that a new child household member obtains any missing, routine immunizations within 30 calendar days of the member's arrival; and
 4. Cooperate in additional interviews and submit additional documentation that the licensing agency or Licensing Authority may require to determine whether the addition of the new member will cause the foster parent to fall out of compliance with foster care requirements.
- F. In determining whether to approve the addition of the new household member, the licensing agency shall consider:
 1. The relationship of the new household member to the foster parent;
 2. The length of time the foster parent has known the new household member;
 3. The background of the new household member including any criminal history;
 4. The financial arrangements, if any, between the foster parent and the new household member;
 5. What, if any, child care responsibilities the new household member may have;
 6. Whether the new household member has any physical or emotional conditions that present a risk to foster children and current household members; and
 7. Whether the home will still meet the equipment and space requirements prescribed in R6-5-5838 through R6-5-5846 with the additional of the new household member.
- G. If the foster parent marries during the course of a licensing year:
 1. The foster parent's spouse shall submit an application for a license as prescribed in R6-5-5802 and R6-5-5803;
 2. The foster parent's spouse shall be investigated in accordance with R6-5-5803, R6-5-5805, R6-5-5806, R6-5-5807, R6-5-5823, and R6-5-5824; and
 3. The foster parent shall comply with subsection (E) and with subsection (C) if the foster parent moves.
- H. A person licensed solely as an in-home respite foster parent is exempt from the requirements of subsections (B)(2) and (3), (C), (E), (F), and (G).

R6-5-5815. Monitoring the Foster Home and Family

- A. A licensing agency shall monitor its foster homes.
- B. Monitoring activities may include the following:
 1. Announced and unannounced visits to the foster home;
 2. Interviews with the foster parent and household members over age 5;
 3. Interviews with foster children placed with a foster parent, if developmentally appropriate; any interviews with a foster child may occur with the foster child separated from the foster parent; and
 4. A review of any records a foster parent is required to maintain.
- C. A foster parent shall cooperate with monitoring requirements by:
 1. Making the foster home available for inspection, and
 2. Participating in interviews and permitting interviews with household members.
- D. When a licensing agency finds a violation of a foster home requirement, the licensing agency shall orally notify the Licensing Authority of the violation, and shall follow the oral report with a written report that shall include a recommendation for any licensing action or a corrective action plan, as prescribed in R6-5-5818 and R6-5-5819.

R6-5-5816. Investigation of Complaints About a Foster Home

- A. When a licensing agency receives a complaint about a foster home or licensee, the licensing agency shall:
 1. Immediately report allegations of child abuse, neglect, or maltreatment to Child Protective Services Central Intake as prescribed in A.R.S. § 13-3620; and
 2. Report all complaints to the Licensing Authority within five days and investigate all complaints, not reported to CPS, as prescribed in this Section.
- B. An investigation may include:
 1. Interviews with the complaining party and members of the foster home;
 2. Inspections of the foster parent's records and documents related to the issues raised in the complaint;
 3. Interviews of witnesses to the matters at issue; and
 4. Any other activities necessary to substantiate or refute the complaint.
- C. The licensing agency shall complete the investigation within 60 days. If the investigation cannot be completed within 60 days, the licensing agency shall notify the Licensing Authority and provide a date for completion of the investigation.
- D. When the investigation is completed, the licensing agency shall send the Licensing Authority a written summary of the results.

R6-5-5817. Licensing Authority Action On Complaints

After the licensing agency reports the results of its investigation, the Licensing Authority shall determine what action to take against a licensee, as prescribed in this Section.

1. If the licensee did not violate foster care requirements, the Licensing Authority shall take no further action.
2. If the licensee violated a foster care requirement, but has corrected the problem giving rise to the violation, the Licensing Authority shall record the incident in the licensing file, and may take no further action.
3. If the licensee violated a foster care requirement and there is reasonable cause to believe that the licensing violation is continuing or may reoccur, the Licensing Authority shall take licensing action as prescribed in R6-5-5819, or require corrective action as prescribed in R6-5-5818.

R6-5-5818. Corrective Action

- A. If a deficiency giving rise to a substantiated complaint is correctable within a specified period of time and does not jeopardize the health or safety of a foster child, the Licensing Authority, in consultation with the licensing agency, may place the foster parent on a corrective action plan to remedy the deficiency.
- B. In determining whether to require corrective action, the Licensing Authority shall consider the following criteria:
 1. The nature of the violation;
 2. Whether the violation can be corrected;
 3. Whether the foster parent understands the violation and shows a willingness and ability to participate in corrective action;
 4. The length of time required to implement corrective action;
 5. Whether the same or similar violations have occurred on prior occasions;
 6. Whether the foster parent has had prior corrective action plans, and, if so, the foster parent's success in achieving the goals of the plan;
 7. The foster parent's history as a foster parent; and
 8. Other similar or comparable factors demonstrating the foster parent's ability and willingness to follow through with a corrective action plan and avoid future violations.

R6-5-5819. License Denial, Suspension, and Revocation

- A.** The Licensing Authority may deny, suspend, or revoke a license when:
1. An applicant or licensee has violated or is not in compliance with foster care requirements, Arizona state or federal statutes, or city or county ordinances or codes;
 2. An applicant or licensee refuses or fails to cooperate with the Licensing Authority in providing information required by these rules or any information required to determine compliance with these rules;
 3. An applicant or licensee misrepresents or fails to disclose material information to the Licensing Authority, the licensing agency, or a placing agency regarding qualifications, experience, or performance of duties;
 4. An applicant or licensee is unable to meet the physical, emotional, social, educational, or psychological needs of children; or
 5. A licensee fails to comply with a corrective action plan.
- B.** In determining whether to take disciplinary action against a licensee, or to grant or renew a license, the Licensing Authority may consider the applicant or licensee's past history from other licensing periods, and shall consider a repetitive pattern of violations of applicable child welfare or foster care rules or statutes, as evidence that a license applicant or licensee is unable or unwilling to meet the needs of children.
- C.** The Licensing Authority shall deny a license when an applicant, licensee, or household member has been convicted of or is awaiting trial on the criminal offenses listed in R6-5-5802(C)(1) in Arizona or the same or similar offenses in other jurisdictions.
- D.** The Licensing Authority may deny a license when an applicant, licensee, or household member has been convicted of, found by a court to have committed, or is reasonably believed to have committed any criminal offense, other than those listed in R6-5-5802(C)(1). To determine whether the criminal history of an applicant, licensee, or household member affects a person's fitness to be a licensee, the Licensing Authority shall consider all relevant factors, including the following:
1. The extent of the person's criminal record;
 2. The length of time which has elapsed since the offense was committed;
 3. The nature of the offense;
 4. The mitigating circumstances surrounding the offense;
 5. The degree of participation by the person in the offense;
 6. The extent of the person's rehabilitation, including:
 - a. Completion of probation or parole;
 - b. Whether the person has made restitution or paid compensation for the offense;
 - c. Evidence of positive action to change criminal behavior, such as completion of a drug treatment program or counseling; and
 - d. Personal references attesting to the person's rehabilitation.
- E.** The Licensing Authority may deny, suspend, or revoke a license if the applicant, licensee, or household member is, or resides with, a person who has a record of substantiated or undetermined child maltreatment in this state or any other jurisdiction. To determine whether an applicant, licensee, or household member's history of child maltreatment affects a person's fitness to serve as a foster parent, the Licensing Authority shall consider all relevant factors, including, but not limited to, the following:
1. Whether the person was subjected to child maltreatment in his or her family of origin;
 2. The extent of the person's child maltreatment record;
 3. The length of time which has elapsed since the maltreatment occurred;
 4. The nature of the maltreatment;
 5. The circumstances surrounding the maltreatment;
 6. The degree to which the person participated in the maltreatment;
 7. The extent of the person's rehabilitation;
 8. Whether the person is on probation or parole; and
 9. Whether legal proceedings were initiated as a result of the maltreatment.
- F.** The person seeking to establish fitness to be a licensee under subsection (D) has the burden of proving mitigating circumstances, indirect involvement, and the completion of probation or parole.

- G.** The Licensing Authority shall not deny, suspend, or revoke the license of an in-home respite foster parent based on the actions of the foster parent's household members as identified in (C), (D), and (E) unless such actions interfere with the foster parent's ability to comply with this Article or relate to any child for whom the foster parent provides respite care.

R6-5-5820. Adverse Action; Notice; Effective Date

- A.** When the Licensing Authority denies, suspends, or revokes a license, the Licensing Authority shall send a written, dated notice of the action by certified mail to:
1. The applicant or licensee;
 2. The licensing agency; and
 3. The placing agency for any child placed with the licensee at the time of the action.
- B.** The notice shall specify:
1. The action taken and the date the action will be effective;
 2. A citation to the legal authority, and a description of the reasons supporting the action; and
 3. The procedures by which the applicant or licensee may contest the action taken, and the time periods in which to do so.
- C.** A revocation is effective:
1. Twenty-one days after the postmark date of the revocation notice; or
 2. If the licensee appeals the revocation, on the date that an administrative hearing officer issues a written decision affirming the revocation.

R6-5-5821. Appeals

- A.** An applicant or licensee may appeal the denial, suspension, or revocation of a license as prescribed in 6 A.A.C. 5, Article 75. Imposition of a provisional license or a corrective action plan is not appealable.
- B.** To appeal, an applicant or licensee shall file a written notice of appeal with the Licensing Authority no later than 20 days from the date of the notice prescribed in R6-5-5820(A) and (B).
- C.** The notice of appeal shall specify the action being appealed and a statement of why the Licensing Authority's action was wrong.
- D.** Appeals from the decision of a hearing officer are governed by A.R.S. §§ 41-1992(D) and 41-1993 and A.A.C. R6-5-7518 through R6-5-7520.

R6-5-5822. Alternative Methods of Compliance

- A.** The Licensing Authority, in consultation with the Attorney General's office, may substitute an alternative method of compliance for a foster care requirement contained in this Article and not otherwise required by law if the following conditions are met:
1. The Licensing Authority, in consultation with the licensing or placing agency, determines that placement in the foster home requesting an alternative method of compliance is in the best interests of a particular foster child; and
 2. The purpose of the requirement being replaced is fulfilled through the alternative method of compliance.
- B.** If the Licensing Authority approves an alternative method of compliance for a foster care requirement contained in this Article, the Licensing Authority shall make written findings of fact and conclusions explaining how the requirements of subsection (A) are met.
- C.** The Licensing Authority has no obligation to approve an alternative method of compliance and shall consider the particular facts and circumstances of each case when making such a determination.

R6-5-5823. Foster Parent: General Qualifications

To qualify for and maintain licensure as a foster parent, a person shall meet the criteria listed in this Section.

1. The person shall be at least 21 years old at the time of application.
2. The person shall have sufficient income, exclusive of the foster care maintenance payment, to meet the needs of the foster parent and the foster parent's own children and household members.
3. The applicant, foster parent, and adult household members shall be free of conviction or indictment for, or involvement in the criminal offenses listed in R6-5-5802(C).
4. The applicant, foster parent, and household members shall not have any physical or mental health conditions which preclude compliance with foster care requirements.
5. Each child residing in the foster home shall have all childhood immunizations appropriate to the child's age and health.
6. An applicant or foster parent shall not:
 - a. Conduct home business activities which prevent the applicant or foster parent from caring for a foster child in accordance with foster care requirements; or
 - b. Provide foster care for adults.
7. An applicant's or foster parent's household members shall agree to and support the decision to provide foster care.
8. An applicant or foster parent shall:
 - a. Cooperate with the licensing agency, the placing agency, and the Licensing Authority regarding any inspections or investigative activities; and
 - b. Provide information as prescribed in this Article.

R6-5-5824. Foster Parent: Personal Characteristics

To qualify for and maintain licensure as a foster parent, a person shall be a responsible, stable, emotionally mature individual who can exercise sound judgment. A person meets this requirement by demonstrating the following characteristics on the person's application and during the interview and investigation process:

1. The ability to realistically determine which foster children the person can accept, work with, and successfully integrate into the person's family;
2. Knowledge of child development, nutrition, health, and the various experiences a child may have, with which the foster parent may need assistance and guidance;
3. The willingness and ability to protect children from harm;
4. Knowledge and understanding of child discipline and ways of helping a child build positive personal relationships;
5. The following personal attributes:
 - a. The capacity to give and receive affection;
 - b. Enjoyment in being a parent or foster parent;
 - c. Flexibility in expectations, attitudes, behavior, and use of help when it is needed;
 - d. The ability to deal with separation, loss, frustration, and conflict;
6. The capacity to respect persons with differing life styles and philosophies, and persons of different races, cultures, and religious beliefs;
7. The ability to accept a foster child's relationship with the child's parent and birth family; and
8. The willingness and ability to commit the time necessary to provide a foster child with supervision and guidance in accordance with foster care requirements and a foster child's individual needs.

R6-5-5825. Training and Development

- A. Before receiving an initial license, an applicant shall complete at least 12 clock hours of initial foster parent training as prescribed in A.R.S. § 8-509(B). The training shall cover at least the following subjects:
 1. Characteristics and needs of children who may be placed in the foster home;
 2. The role of the foster parent as a member of the care and treatment team;
 3. The importance of birth parent and family involvement in a child's life;

4. Methods for appropriately addressing the cultural, ethnic, and religious needs of a child in care;
 5. Attachment, separation, and loss issues for children and families;
 6. Behavior management policies and practices as prescribed in R6-5-5833;
 7. Confidentiality;
 8. Emergency procedures;
 9. Resources and supportive services available to foster children and foster parents;
 10. Foster care payment procedures;
 11. Placing agency and Licensing Authority contact persons and procedures;
 12. The impact of fostering on the foster parent and the foster parent's own family;
 13. Addressing and coping with the impacts described in subsection (A)(12);
 14. Specialized topics related to child welfare, health, growth, or development; and
 15. The Indian Child Welfare Act of 1978 (PL 95-608).
- B.** Each licensing year, prior to license renewal, a foster parent shall attend and complete at least six clock hours of ongoing training as prescribed in A.R.S. § 8-509(C). Annual training may include:
1. Advanced training in the subjects listed in subsection (A);
 2. Special subjects relating to child health, growth, or development, including:
 - a. Child management techniques based on the developmental needs of children in care;
 - b. Discipline, crisis intervention, and behavior management techniques; and
 3. Review of placing agency policies.
- C.** An applicant or licensee shall also complete any additional training required by the Licensing Authority, or the foster parent's licensing agency or placing agency to develop specialized skills and to meet or maintain compliance with foster care requirements.

R6-5-5826. Compliance With Licensing Limitations; Adult - Child Ratios

- A.** A foster parent shall limit the number of children in the home as prescribed in subsections (A)(1) and (2). As used in this Section, "children in the home" means any child in the foster home, including children placed for respite care, child care services, or baby-sitting, the foster parent's own children, and children residing in the foster home.
1. At all times, the total number of children in the home who are 5 years old or under shall not exceed more than four in the care of one adult.
 2. At all times, the total number of children in the home who are less than 1 year old, shall not exceed more than two in the care of one adult.
- B.** A foster parent shall not care for more foster children than allowed and identified on the foster parent's license, and shall not exceed five foster children in addition to other children in the home.
- C.** A foster parent shall abide by any terms or conditions placed on the foster parent's license when accepting a child for placement.

R6-5-5827. Placement Agreement

- A.** For each child placed with a foster parent the foster parent shall have a written placement agreement meeting the requirements of subsection (B) with the foster child's placing agency.
- B.** The placement agreement shall set forth the responsibilities of both the placing agency and the foster parent regarding:
1. Provision of services for the foster child, including medical care, dental care, mental health care, other social services or treatment, and transportation;
 2. Requirements for interaction with the foster child's birth family.
- C.** If a foster parent does not receive a copy of a placement agreement at the time of placement, the foster parent shall obtain an agreement within five work days following the date of placement. If the placing agency refuses to provide an agreement, the foster parent shall notify the Licensing Authority.

R6-5-5828. Participation in Case Planning

- A.** A foster parent is a member of the service team for a foster child in the care of the foster parent. The service team includes the case manager, the foster parent, the licensing agency representative, and persons providing services, such as attorneys, physicians, psychologists, therapists, Court Appointed Special Advocates, and school, law enforcement, and probation personnel.
- B.** A foster parent shall participate as a team member by:
 - 1. Attending team meetings when:
 - a. The foster parent receives reasonable advance notice of the date, time, and place of the meeting; and
 - b. The meetings are held at a time and place which is accessible to the foster parent, and compatible with the foster parent's work schedule and child care schedule;
 - 2. Participating in team meetings through alternative methods, which may include:
 - a. Telephonic conference calls,
 - b. Submission of oral comments, and
 - c. Expressing concerns and comments to other team members who will attend the meeting;
 - 3. Reporting to the team on the foster child's progress and problems;
 - 4. Assisting in development of the case plan; and
 - 5. Assisting in case plan reviews.
- C.** A foster parent shall implement the case plan by:
 - 1. Performing the tasks assigned to the foster parent in the case plan,
 - 2. Helping a foster child to attain any goals identified in the case plan,
 - 3. Assisting a foster child to obtain any services specified in the case plan, and
 - 4. Observing any limitations or conditions contained in the case plan.

R6-5-5829. Daily Care and Treatment of a Foster Child; Foster Child Rights

- A.** Non-exploitation and equitable treatment
 - 1. A foster parent shall not exploit a foster child or permit a child to be exploited.
 - 2. A foster parent shall permit a foster child to exercise the rights, freedoms, and responsibilities of family life in a manner that is comparable to those exercised by foster family members, subject to:
 - a. Reasonable and developmentally appropriate household rules, and
 - b. Restrictions prescribed in a foster child's case plan and foster care requirements.
 - 3. As used in this Section, "reasonable" means conduct which takes into account:
 - a. The foster family's physical environment,
 - b. The chores and responsibilities assigned to other household members,
 - c. The foster child's school schedule and educational needs, and
 - d. The foster child's social and recreational needs.
- B.** Religious and ethnic heritage
 - 1. A foster parent shall recognize, encourage, and support the religious beliefs, cultural and ethnic heritage, and language of a foster child and the child's birth family.
 - 2. A foster parent shall coordinate with the placing agency to provide opportunities for each foster child to participate in religious, cultural, and ethnic activities.
 - 3. A foster parent shall not directly or indirectly compel a foster child to participate in religious activities or cultural and ethnic events against the child's will or the wishes of the child's birth parent.
- C.** Interaction with parents and birth family. A foster parent shall maintain a working relationship with a foster child's parent, birth family, and other significant persons, in accordance with the child's case plan and in cooperation with the placing agency staff.
- D.** Food and nutrition
 - 1. A foster parent shall provide a foster child with well-balanced daily meals and sufficient food to meet the child's nutritional needs.

2. The foster parent shall provide for a foster child's special dietary needs as prescribed in the child's case plan, or the orders of a licensed medical practitioner.
- E. Education**
1. A foster parent shall send a foster child to public school unless alternative educational arrangements, such as private, charter, or home schooling, have been approved in the child's case plan.
 2. A foster parent shall help the child in obtaining other educational services as prescribed in the child's case plan.
- F. Clothing**
1. A foster parent shall provide a foster child with clean, seasonal clothing appropriate to the child's age, sex, size, and individual needs.
 2. A foster parent shall permit a foster child to participate in making decisions about clothing choices to the extent developmentally appropriate for the child.
- G. Funds**
1. A foster parent shall use monies provided by the placing agency for designated purposes only.
 2. A foster parent shall retain receipts to document the use of designated monies except monies designated for room and board.

R6-5-5830. Medical and Dental Care

- A.** A foster parent shall arrange for a foster child to have routine medical and dental care which shall include an annual medical exam, semi-annual dental exams, immunizations, and standard medical tests.
- B.** When a foster child is placed with a foster parent, the foster parent shall determine whether the child has had a comprehensive medical exam within the past two months, and, for a child age 3 or older, a dental exam within the past six months.
- C.** If a foster child has not had the medical or dental exam, the foster parent shall schedule the child for an exam within two weeks after the foster child is placed with the foster parent.
- D.** As used in subsection (B), a comprehensive medical exam shall include:
 1. Screening for communicable disease,
 2. Screening for vision and hearing,
 3. A general physical examination by a licensed physician,
 4. Provision of any routine immunizations or immunization boosters, and
 5. Tests appropriate for the child's age and history.

R6-5-5831. Child Care

- A.** A foster parent shall have a plan for supervision and care of a foster child placed with the foster parent.
- B.** The plan shall be consistent with the foster child's case plan, and with the child's developmental, emotional, and physical needs, and the needs of the foster parent.
- C.** A foster parent shall inform the placing agency and obtain approval for use of any person given the responsibility for care of a foster child, unless otherwise provided for in the child's case plan. The case plan may include the name of a specific child care agency or provider, and may give the foster parent discretion to allow the child to go on overnight visits with specifically named persons.

R6-5-5832. Transportation

- A.** A foster parent shall provide or arrange appropriate local transportation to meet the routine educational, medical, recreational, social, spiritual, and therapeutic needs of a foster child, in accordance with the child's case plan, or, if not specified in the case plan, as provided in the placement agreement.
- B.** A foster parent transporting foster children shall have a valid driver's license.

- C. A foster parent shall provide for the safety of a foster child when the child is transported in a motor vehicle by:
 1. Providing and using safety restraints appropriate to the age and weight of each child transported; and
 2. Prohibiting the number of persons in any vehicle from exceeding the number of available seats and seat belts in the vehicle.

R6-5-5833. Behavior Management; Discipline; Prohibitions

- A. A foster parent shall set limits and rules for children in care. The foster parent shall tell the children about the foster parent's expectations regarding child behavior, including forbidden conduct, and the foster parent's methods for disciplining children who violate expectations, limitations, and rules.
 1. A foster parent shall use discipline which is reasonable, developmentally appropriate, related to the infraction, and consistent with any guidelines in the child's case plan.
 2. A foster parent shall use disciplinary methods which help a foster child to build self-control, self-reliance, and self-esteem.
 3. A foster parent shall communicate rules, consequences, and disciplinary methods to a foster child in a manner appropriate to the child's age, developmental capacity, and ability to understand.
 4. A foster parent shall explain the foster parent's limits, rules, and expectations to any placing agency or person that places a child with the foster parent.
- B. A foster parent shall not delegate the responsibility for imposing discipline on a foster child to any person other than an adult assigned responsibility for the foster child, as prescribed in R6-5-5831(C), and made known to the child. If a foster parent delegates supervisory responsibility to another person, the foster parent shall instruct the person in the foster home limits, rules, and expectations, disciplinary methods specific to the foster child, and the limitations prescribed in this Article.
- C. A foster parent shall not punish or maltreat a foster child, and shall not allow any other person to do so. As used in this Section, "punishment or maltreatment" include, but are not limited to, the following actions:
 1. Any type or threat of physical hitting or striking inflicted in any manner upon the body;
 2. Verbal abuse, including arbitrary threats of removal from the foster home;
 3. Disparaging remarks about a foster child or a foster child's birth family members or significant persons;
 4. Deprivation of meals, clothing, bedding, shelter, or sleep;
 5. Denial of visitation or communication with a foster child's birth family members and significant persons when such denial is inconsistent with the foster child's case plan;
 6. Cruel, severe, deprived, or humiliating actions;
 7. Locking a foster child in a room or confined area inside or outside of the foster home; and
 8. Requiring a foster child to remain silent or be isolated for time periods that are not developmentally appropriate.
- D. A foster parent shall not use mechanical restraints.
- E. A foster parent shall not use physical restraint unless:
 1. Permission to use physical restraint is specified in the child's case plan; and
 2. The foster parent has been trained in the proper use of the physical restraint to be used with a particular foster child.

R6-5-5834. Notification of Foster Child Death, Illness, Accident, Unauthorized Absence, or Other Unusual Events

- A. Within two hours after a foster child suffers any of the following events, a foster parent shall notify the child's placing agency:
 1. Death;
 2. Serious illness or injury requiring hospitalization or emergency room treatment;

3. Any non-accidental injury or sign of maltreatment;
 4. Unexplained absence;
 5. Severe psychiatric episode;
 6. Fire or other emergency requiring evacuation of the foster home;
 7. Removal of a foster child from the foster home by any person or agency other than the placing agency, or attempts at such removal; and
 8. Any other unusual circumstance or incident which might seriously affect the health, safety, or the physical or emotional well-being of a foster child.
- B.** Within 48 hours of occurrence, a foster parent shall notify the placing agency of any other events likely to affect the well-being of a foster child in the foster parent's care, including the following circumstances:
1. Involvement of a foster child with law enforcement authorities;
 2. Serious illness or death involving a member of the foster family's household or a significant person;
 3. Change in foster family or household composition; and
 4. Absence of one foster parent from a two-parent household for more than seven continuous days.
- C.** Within 24 hours of giving notice as prescribed in subsection (A) or (B), a foster parent shall send the placing agency and licensing agency a written report on the event. The report shall include the following information:
1. A description of the event, with the date and time of occurrence;
 2. The names and telephone numbers of any persons involved in the event;
 3. Any measures taken to address, correct, or resolve the event, including treatment obtained, and persons notified.
- D.** Within two days of receipt of the written report prescribed in subsection (C), the licensing agency shall send the written report to the Licensing Authority.

R6-5-5835. Notification of Events or Changes Involving the Foster Family or the Foster Home

- A.** A foster parent shall notify the licensing agency of any changes in the foster family's composition including, but not limited to the following events:
1. Marriage;
 2. Divorce;
 3. Addition of a new household member, including a temporary visitor expected to stay one month or longer; and
 4. Death or departure of a current household member.
- B.** A foster parent shall notify the Licensing Authority of any substantial changes to the foster home, including:
1. Fire or emergency requiring evacuation of the foster home;
 2. Moving to a new residence; and
 3. Remodeling the foster home.
- C.** When a foster parent has advance knowledge of an event or change listed in subsection (A) or (B), the foster parent shall give reasonable advance notice of the anticipated event or change. Reasonable advance notice means notice which permits the licensing agency time to conduct an inspection, and the Licensing Authority time to issue an amended license, as prescribed in R6-5-5814, without disruption of a placement.
- D.** If the event or change is unexpected, a foster parent shall give notice as soon as the event occurs or change is known.
- E.** For events or persons not specifically listed in subsection (A) or (B), the foster parent shall give notice within five work days of the event or change.

R6-5-5836. Maintenance of a Foster Child's Records

- A.** A foster parent shall maintain records for each foster child placed with the foster parent in accordance with the placing agency's requirements and this Section.

- B.** The foster parent shall ensure that the records include at least the following:
1. Information on a foster child, the foster child's birth family, and any other significant persons in the foster child's life, if the placing agency has provided such information to the foster parent, as follows:
 - a. Name,
 - b. Address,
 - c. Telephone number, and
 - d. A description of the person's relationship to the child.
 2. A record of the foster child's contacts with birth family members and other significant persons, including the person contacted, and the date and method of contact (visit, telephone call, or written communication);
 3. Medical and health information provided by the placing agency;
 4. A consent form or notice from the foster child's guardian authorizing the foster parent to obtain routine, nonsurgical medical care, and emergency medical and surgical treatment for the foster child;
 5. A record of the medical and dental care provided to the foster child during the placement, including:
 - a. Date of appointment;
 - b. Description of any illness, injury, or health problem;
 - c. Name, address, and telephone number of the medical practitioner who treated the child; and
 - d. Resulting diagnosis and treatment, any prescribed medications, and any hospitalization;
 6. Reports of any medical tests, information, or counseling received regarding routine, emergency, chronic, or handicapping conditions;
 7. A copy of the child's current case plan;
 8. Any progress notes the foster parent may record;
 9. Notations or records of significant incidents, events, and activities;
 10. Identification of any schools attended with dates of attendance, any school reports;
 11. Memorabilia to help the foster child retain a memory of placement and a life record; the memorabilia may include photographs, diaries, journals, souvenirs, scrapbooks, and art projects;
 12. Placement agreement with the placing agency;
 13. A clothing inventory (clothing brought with the foster child at the time of placement) and a record of clothing purchased for the child during placement; and
 14. At the time of the child's departure from the foster home, a description of the foster child's daily routine and personal preferences and habits such as favorite foods, fears, and bedtime routines.
- C.** A foster parent shall provide the record to the placing agency upon termination of the foster child's placement.

R6-5-5837. Confidentiality

- A.** A foster parent shall maintain the confidentiality of all personally identifiable information about a foster child and a foster child's birth family. A foster parent may release information when so authorized by a foster child's placing agency, and, in an emergency, when release is necessary to protect the health or safety of the child.
- B.** A foster parent shall safeguard a foster child's records in a manner that prevents loss, tampering, or unauthorized use.

R6-5-5838. Foster Home: General Requirements

- A.** The foster home parent shall:
1. Keep the foster home safe, in good repair, and sanitary, as described in R6-5-5804(C) through (E) and R6-5-5838 through R6-5-5846; and

2. Keep the outside area around the foster home free from objects, materials, and conditions which constitute a danger to the occupants.
- B.** If the foster parent accepts and provides care to a child with special physical needs, the foster parent shall equip the foster home with any equipment needed to accommodate the particular child's special needs.

R6-5-5839. Foster Home: General Safety Measures

- A.** The foster home shall have a telephone or other mechanical device allowing two-way communication with the outside community.
- B.** A foster parent shall safeguard all hazardous chemicals, cleaning materials, toxic substances, and hazardous materials, objects, and equipment.
- C.** A foster parent shall safeguard medical equipment and lock medications, except that the foster parent shall safeguard those medications that must be immediately and readily available for a family member or foster child.
- D.** When a foster home has a private source of water, the foster parent shall have evidence that a state or local health authority has approved the water as potable water.
- E.** The foster parent shall maintain the warm water in the foster home at a temperature that does not exceed 120° F.
- F.** A foster parent shall store firearms and ammunition in locked storage which is inaccessible to children.
1. A firearm shall be trigger-locked or fully inoperable while in storage.
 2. Ammunition shall be stored in a location separate from firearms.
- G.** A foster parent shall not maintain any animal that poses a danger to a foster child.
- H.** A foster parent shall provide evidence that dogs belonging to the foster family or routinely present on the foster home premises, have current vaccinations against rabies.

R6-5-5840. Exterior Environment; Play Area; Play Equipment

- A.** The foster parent shall keep the outside play areas clean and safe. The play area shall be fenced if there are conditions which may pose a danger to a child playing outside. The age and developmental abilities of the child are considerations for determining risk to the child.
- B.** The foster parent shall provide a variety of safe play equipment, toys, and supplies for each child. The age and developmental abilities of the child and standards in the community are considerations for determining the variety of play equipment, toys, and supplies required.

R6-5-5841. Swimming Pools and Pool Safety

- A.** A foster home's swimming pool shall meet the requirements of this Section and the "swimming pool/spa" and "swimming pool guidelines" Section in the Sanitation Inspection Guidelines published by the Department of Health Services (DHS) (January 1996), and not including any later amendments or editions, which are incorporated by reference. Copies of these sections from the guidelines are available for inspection at the Secretary of State's Office, Public Services Department, 1700 West Washington, Phoenix, Arizona 85007, and for inspection and copying at the Department of Economic Security, Authority Library, 1789 West Washington, Phoenix, Arizona 85007, and the DHS, Office of Child Care Licensure, 1647 East Morten, Suite 230, Phoenix, Arizona 85020.
- B.** If the foster parent cares for a foster child who is age 5 or under, the swimming pool shall be fenced so that the pool is separated from the house, or, otherwise made physically inaccessible to a foster child.
- C.** A foster parent shall supervise a child who is in the swimming pool or surrounding area, in accordance with the child's age, capabilities, and developmental level.
- D.** A foster parent shall have at least one person currently certified in cardiopulmonary resuscitation (CPR) present in the foster home's swimming pool area when a foster child age 13 and under is swimming in the foster home swimming pool.

R6-5-5842. Bedrooms; Bedding; Sleeping Arrangements

A foster parent shall provide safe sleeping arrangements which accommodate the privacy needs of a foster child, as prescribed in this Section.

1. The foster family and a foster child shall sleep in bedrooms. An unfinished attic, a basement area, or a space normally and primarily used for passageways and purposes other than sleeping are not bedrooms.
2. A bedroom in the foster home shall have a finished ceiling, floor-to-ceiling permanently affixed walls, a door, finished flooring, light, ventilation, and a usable exit to the outdoors.
3. A foster parent shall provide each foster child with a bed.
 - a. The bed shall be appropriate to a child's age and needs.
 - b. For the purpose of this Section, "bed" does not include a cot, couch, convertible couch, portable bed, sleeping bag or mat, except as approved by the Licensing Authority.
 - c. No foster child shall sleep in a bunk bed of more than two tiers.
 - d. A foster child under age 8 shall not sleep in the top bunk of a two tier bunk bed.
4. A foster parent shall provide the following for each foster child:
 - a. A sanitary mattress;
 - b. A clean pillow;
 - c. Clean bed linens;
 - d. Blankets or covers, as appropriate to the weather;
 - e. A waterproof protective mattress cover, as needed; and
 - f. Furniture or shelving near the bed to store clothing and personal belongings.
5. A foster parent shall not allow a foster child to share a bedroom with an adult except as specified in this subsection.
 - a. A foster child under age 3 may share a bedroom with the foster parent.
 - b. A foster child who is age 3 or older may share a bedroom with the foster parent when:
 - i. The sleeping arrangement and the reason for it are described in a foster child's case plan; or
 - ii. The foster child temporarily requires the foster parent's attention during sleeping hours.
 - c. A foster child who has regularly shared a bedroom with another child in the foster home who has turned 18 may continue to share the bedroom with the child who has turned 18 unless the placing agency determines that the arrangement is contrary to the best interests of the foster child.
6. A foster parent shall not allow a foster child who is age 6 or over to share a bedroom with a child of the opposite gender.
7. Notwithstanding any other provision of this Section, a foster child who is a minor parent may share a room with her own child.

R6-5-5843. Bathrooms

- A. A foster home shall have at least one toilet, one wash basin, and one bathtub or shower.
- B. A foster parent shall:
 1. Maintain the foster home's toilets, washbasins, bathtubs, and showers in good working order; and
 2. Have slip resistant flooring for bathtubs and showers.
- C. A foster home bathroom shall have interior plumbing with both warm and cold water.

R6-5-5844. Kitchen

- A. A foster home shall have a kitchen that is equipped for safe and sanitary preparation, serving, and storage of food.
- B. The kitchen shall have interior plumbing with both warm and cold water.
- C. The kitchen shall have an operable refrigerator, stove, and oven.

R6-5-5845. Fire Safety and Prevention

- A. The foster parent shall install and maintain at least 1, single-station smoke detector approved by a nationally recognized testing laboratory in the following areas of the foster home:
 - 1. On each floor in a multi-story dwelling;
 - 2. In each separate sleeping area.
- B. A foster parent shall install and maintain at least one ABC-type fire extinguisher on each floor of the foster home; except if the foster home is a manufactured home, the foster parent shall have at least two fire extinguishers placed at opposite ends of the home.
- C. A foster parent shall not use portable space heaters during sleeping hours.
- D. A foster home shall not rely on portable space heaters as the sole source of heat.

R6-5-5846. Emergencies, Exits, and Evacuation

- A. A foster parent shall have a plan for emergency evacuation of the foster home.
- B. All household members and persons who care for a foster child in the foster home shall be knowledgeable about the emergency and evacuation plans and procedures.
- C. Within 48 hours after a foster child is placed in a foster home, a foster parent shall give the foster child a developmentally appropriate explanation of the emergency and evacuation plan, and ensure that the foster child can follow the plan in the event of a fire or emergency.
- D. A foster home shall have the following exits:
 - 1. On each floor used by a foster child, two exits which are remote from one another;
 - 2. On each floor, at least one exit with a direct, unobstructed and safe means of travel to the outdoors, and a safe method to reach street or ground level;
 - 3. A window serving as a second exit only if:
 - a. It is accessible to children and care-givers;
 - b. It can be readily opened; and
 - c. It is of a size and design to permit a child or care-giver to pass through it; and
 - 4. On windows with security bars or devices, an emergency release mechanism maintained in good repair.

R6-5-5847. Special Provisions for a Receiving Foster Home

A foster parent who operates a receiving foster home shall comply with all foster home requirements, in addition to the following:

- 1. A receiving foster parent shall be prepared to accept a foster child, according to the capacity and terms of the foster home license, 24 hours per day, seven days per week, unless the foster parent has made other arrangements with the placing and licensing agency.
- 2. A receiving foster parent may simultaneously provide receiving care, family foster care, and respite care so long as the total number of children in the foster home at any one time does not exceed the ratios prescribed in R6-5-5826 and the terms of the foster home license.

R6-5-5848. Special Provisions for a Respite Foster Home

- A. A foster parent who operates a respite foster home shall comply with all foster home requirements, except as provided in this Section.
 - 1. A respite foster parent may simultaneously provide respite care, family foster care, and receiving care so long as the total number of children in the foster home at any one time does not exceed the ratios prescribed in R6-5-5826 and the terms of the foster home license.
 - 2. A respite foster parent may use sleeper sofas, rollaway beds, couches, cots, and sleeping bags or mats as acceptable sleeping accommodations for a child receiving respite care, provided the respite care does not exceed six consecutive days.
- B. A respite foster parent shall request and receive information and instruction from the regular foster home licensee on at least the following:
 - 1. Information and instruction about the specific personal care of a child in respite care;

2. Information and instruction about the provision of medications required by a child in respite care;
3. Behavior management policies and practices and specific instructions for a child in respite care; and
4. Emergency contacts and telephone numbers for a child in respite care.

R6-5-5849. Special Provisions for an In-home Respite Foster Parent

- A. A person applying for licensure solely as an in-home respite foster parent shall comply with all foster home requirements except as otherwise provided in this Section.
- B. An in-home respite foster parent applicant shall comply with R6-5-5802 and R6-5-5823 except the applicant is not required to provide the following:
 1. Immunization records for each child in the applicant's household as required by R6-5-5802(B)(6) and R6-5-5823(5);
 2. Documentation of sufficient income as required by R6-5-5823(2);
 3. A statement explaining the child care arrangements the applicant would make for a foster child, or the applicant's own children, during the applicant's working hours as required by R6-5-5802(B)(10);
 4. A statement explaining how activities related to a business activity will not interfere with the care of a foster child as required by R6-5-5802(B)(11);
 5. A description of the applicant's home and neighborhood as required by R6-5-5802(B)(16);
 6. A statement authorizing the licensing agency or the Licensing Authority to arrange for DHS to conduct a health and safety inspection of the applicant's home as required by R6-5-5802(B)(23)(c).
 7. Household members are not required to submit to fingerprinting or a criminal history check as required by R6-5-5802(C) and R6-5-5823(3).
- C. The following rules do not apply to a person seeking licensure solely as an in-home respite foster parent:
 1. R6-5-5827. Placement Agreements;
 2. R6-5-5828. Participation in Case Planning, unless requested to do so;
 3. R6-5-5830. Medical and Dental Care;
 4. R6-5-5834. Notification of Foster Child Death, Illness, Accident, Unauthorized Absence, or Other Unusual Events, subsections (B)(3) and (4), unless the change or event directly affects the licensee's ability to provide respite care and comply with these rules;
 5. R6-5-5835. Notification of Events or Changes Involving the Foster Family or the Foster Home, subsection (A), unless the change or event directly affects the licensee's ability to provide respite care and comply with these rules, and subsection (B), except a fire or emergency requiring evacuation of the foster home;
 6. R6-5-5836. Maintenance of a Foster Child's Records, except to document any behavioral incidents, medical care, provision of medication, and any other event or service required by the case plan or which may be requested by the regular foster parent while the in-home respite foster parent has responsibility for the foster child in care;
 7. R6-5-5838. Foster Home: General Requirements;
 8. R6-5-5839. Foster Home: General Safety Measures;
 9. R6-5-5840. Exterior Environment; Play Area; Play Equipment
 10. R6-5-5841. Swimming Pools, subsections (A) and (B);
 11. R6-5-5842. Bedrooms; Bedding; Sleeping Arrangements;
 12. R6-5-5843. Bathrooms;
 13. R6-5-5844. Kitchen;
 14. R6-5-5845. Fire Safety and Prevention, subsections (A) and (B); and
 15. R6-5-5846. Emergencies, Exits, and Evacuation, subsections (A), (C), and (D).
- D. An in-home respite foster parent shall request and receive information and instruction from the regular foster home licensee on at least the following:
 1. The behavior management policies and practices of the home as required by R5-5-5833 and specific instructions which apply to a child in respite care;

2. Household policies and practices for emergency situations;
 3. Routine household management practices which will provide for continuity in operation of the foster home for the comfort and support of a foster child in care.
- E. An in-home foster parent shall not permit any unlicensed person to accompany or assist the in-home foster parent while providing respite care.

R6-5-5850. Special Provisions for a Professional Foster Home

- A. A professional foster home shall comply with all foster home requirements except as otherwise provided in this Section.
- B. A professional foster parent applicant shall provide to the licensing agency or the Licensing Authority documentation or demonstration of:
1. Verified, successful foster parenting experience; or
 2. Verified experience working with or the ability to care for special care children.
- C. A professional foster parent shall complete the following training:
1. At least 12 clock hours of pre-service training and six clock hours of ongoing training in addition to the requirements of R6-5-5825(A) and (B);
 2. Training in cardiopulmonary resuscitation (CPR) and first aid; and
 3. Pre-service training related to the type of care and services required by a child to be placed into the professional foster parent's care, which may include the following:
 - a. Training in de-escalation;
 - b. Training in physical restraint practices, as needed; and
 - c. Training in medical and health care issues, procedures, and techniques including:
 - i. The purpose, use, and administration of medications;
 - ii. Medication interactions; and
 - iii. Potential medication reactions.
- D. Notwithstanding any other provisions of this Article, a professional foster home is subject to the licensing limitations in this subsection.
1. A professional foster home shall have no more than two special care foster children.
 2. The licensing agency may recommend an exception to allow the professional foster parent to care for up to five special care foster children when the foster parent has demonstrated the ability to provide care for more than two special care children.
 3. In deciding whether to recommend increased capacity as allowed by subsection (D)(2), the licensing agency shall assess:
 - a. The professional foster parent's motivation for fostering more than two special care children;
 - b. Any CPS reports involving the professional foster parent; and
 - c. Whether the professional foster parent has demonstrated:
 - i. Verified, successful professional foster parenting experience with two special care children;
 - ii. A minimum of one year of verified, successful work experience with special care children; or
 - iii. Verified specialized skills and training in the care of special care children.
 4. The Licensing Authority shall evaluate the recommendation and determine whether to approve the exception.
- E. Except when temporarily replaced by an approved alternative care provider, a professional foster parent shall serve as the foster child's primary caregiver and be available to provide direct physical and specialized professional services as required in the foster child's case plan.
- F. A professional foster parent shall use best efforts to participate as a member of the service team as prescribed in R6-5-5828(B), through at least one of the following methods:
1. Personal attendance at team meetings,
 2. Telephonic conference calls,
 3. Provision of a written report on a foster child's progress and problems including any recommendations for service.

- G.** A professional foster parent shall maintain at least a weekly record of a special care child's progress and problems, unless more frequent documentation is required, in addition to maintaining the records required by R6-5-5836.
- H.** Within the license renewal application, a professional foster parent shall include evidence of current CPR and first aid certification.