

Placement authority:

- Court order
- Voluntary
- Voluntary for treatment

Current placement:

(Select one)

- Foster family home - relative
- Foster family home - non-relative
- Foster home - corporate/shift staff
- Group home
- Residential treatment center
- Supervised independent living
- Pre-Adoptive home - relative
- Pre-Adoptive home - non relative
- Unauthorized absence
- Juvenile correctional facility (non-secure, 12 or fewer children)
- Juvenile correctional facility (non-secure, 13 or more children)
- Correctional facility (locked)
- Non-custodial parent's home
- Child's reunification home
- ICF-DD
- Hospital

SOCIAL WORKER	met with	WHO	DATE / /
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to jointly make this plan. In the development of this plan,

SOCIAL WORKER

consulted with:

Family Needs

What are the safety concerns that make it unable for the child to be at home?

Family strengths that will support the plan and permanency goal:

Family needs: Assessment tools identify family needs to include:

(Select as many as apply)

Basic needs (food, clothing, shelter etc.)

Housing

Parenting skills

Counseling/therapy

Childcare

Transportation

Medical/dental care

Domestic violence

Employment

Adult vocational training

Homemaker/home management

Mental Health

Chemical health

Other:

DESCRIBE

Services for Parent

List the services for the parents and other caregivers, and identify the provider of the services:

(Select as many as apply)

Services	Provider
Basic needs (food, clothing, shelter etc.)	
Emergency shelter	
Help with rent/house payments	
Housing services	
Emergency food	
Energy assistance application	
Parenting education	
Counseling/therapy	
Child development services	
Child care services	
Mental health assessment	
Mental health services	
Chemical health assessment	
Chemical health services	
Recreational services	
Transportation	
Domestic violence services	

Services	Provider
Employment services	
Legal services	
Respite services	
Family Group Decision Making	
TANF/SSI and/or food support referral	
Adult vocational training/educational services	
Medical/dental care	
Homemaker/home management services	
Other Services Provided	
Further Explanation of Reasonable/Active Efforts	

Parent Services Detail

How will these services help the parent provide a safe home for the child?

What is the time frame for the services?

What does the parent need to accomplish or demonstrate for the child to return home?

Sibling Separation Detail

(This section would be added to the plan and services for siblings separated in placement.)

Siblings were separated on:

/ /

Describe the agency’s efforts to place the siblings in the same home for foster care, adoption, or transfer of permanent legal and physical custody to a relative:

Document why joint placement would be contrary to the safety or well-being of any of the siblings:

(Select one)

Children are not safe together

Reasonable efforts to recruit a home for the siblings together have not been successful

Relatives willing to care for siblings in separate groups

One or more of the siblings are under the commissioner’s guardianship through the court’s acceptance of a Consent Of Parent to Adoption pursuant to Minnesota Statutes, section 260C

Describe:

Permanency Plan

Length of time in foster care:

Statewide cumulative placement:

Days in current continuous placement:

Reasonable efforts to prevent placement:

Permanency Plan:

(Select one)

- Reunification
- Voluntary foster care for treatment
- Adoption
- Transfer of physical/legal custody
- Continued foster care
- Concurrent Permanency Plan: Reunification and adoption
- Concurrent Permanency Plan: Reunification and transfer of physical/legal custody

Plan to ensure the child's well-being will be reviewed on:

Child Functioning and Behaviors

Child's Needs and Strengths

Child's/youth's needs and strengths and individual plan for placement:

Select the needs and strengths, and assess how the selected foster home, pre-adoptive parent or facility attends to the child's/youth's individual needs. Select as many as apply under each category. Provide a specific description of the child's individual needs and strengths for each item selected.

Child's/youth's current functioning and behaviors:

Displays age-appropriate behavior most of the time and requires supervision that is consistent with the child's age.

Has a professionally diagnosed disability

Demonstrates problem behavior at home and/or in the community

Requires intensive structure and supervision that is atypical for the child's age

Can perform daily care needs at age-appropriate level

Requires assistance with daily care needs that is atypical for the child's age

Displays age-appropriate emotional coping skills

Displays difficulty in coping with stress and emotions that is atypical for the child's age

Specifically describe the child's/youth's current functioning and behaviors including information about the selected areas of needs and strengths:

To meet the child's current functioning and behaviors, the caregiver:

- Accepts/addresses the child's diagnosed disabilities
- Attends specialized training that addresses the child's specific disabilities or special needs
- Accepts/addresses the child's behavior and functioning
- Teaches the child to learn daily care needs to the extent of the child's ability and can provide for those needs that the child is incapable of performing
- Assists the child to learn effective coping skills and problem-solving strategies, and helps the child stabilize emotions
- Demonstrates patience to give the child adequate time to develop a trusting relationship
- Provides supervision and structure in the home/facility that is the least restrictive and consistent with the child's chronological age
- Provides increased supervision and structure in the home/facility that is atypical for the child's age in order to meet the child's needs

Specifically describe the caretaker's actions to learn about the child's/youth's behaviors and current functioning, and the care provided in the home or facility that meets their individual needs:

Medical Needs

Child's/youth's current medical and mental health needs:

- Is in good physical health and requires only routine medical and dental care
- Has physical health needs that require frequent medical appointments
- Has a chronic physical health condition or illness that requires medical care in the home
- Screening identified no need for mental health services
- Has mental health needs that require special intervention and/or professional therapy
- Has no known allergies
- Has allergies

Allergies or medical problems:

Other health considerations:

Special dental needs:

Specifically describe the child's/youth's medical and mental health needs including information about the selected areas of health needs, the frequency of medical care or required interventions:

To meet the child's/youth's current medical needs, the caregiver:

- Ensures that the child gets routine medical and dental care, including immunizations
- Adapts their home for a child's medical needs
- Ensures that the child receives the specialized medical or dental care required to address the child's health condition
- Ensures that the child receives mental health services to meet identified needs

Specifically describe how the caregiver meets the child's/youth's physical and mental health needs:

Educational Needs

Child's/youth's educational needs:

Is a preschool-age child who had an early childhood screening, but no services were recommended

Is a preschool-age child who had an early childhood screening and services were recommended

Is enrolled in school. Current school:

Has educational needs that require an Individual Education Plan, 504 plan, or other educational plan to address special education needs

Has educational needs that require an alternative educational setting

Is attending post-secondary education

Changed school due to this placement

Specifically describe the child's/youth's educational needs and strengths including information about the education strengths, attendance, accomplishments and support services or education setting required:

To meet the child's/youth's educational needs, the caregiver:

Actively participates in the child's routine education, including communicating with school, assisting with homework, and attending parent-teacher conferences as needed

Supports the child's special educational needs, including participating in planning meetings to assess and review the child's special educational goals

Supports the youth's post-secondary education needs, including assisting as needed with tasks such as arranging transportation, applying for financial aid and filling out post-secondary applications

Specifically describe the educational supports provided by the caregiver that meets the child's/youth's individual education needs:

Developmental Needs

Child's/youth's developmental needs:

Is at age-appropriate developmental level

Has developmental skills that are above expectations for chronological age

Has developmental delays

Specifically describe the child's/youth's developmental needs and strengths:

To meet the child's/youth's current developmental needs, the caretaker:

Accepts/addresses the child's developmental delays

Provides care and a home environment that is age and developmentally appropriate to promote healthy child development and growth

Assists youth to develop independent living skills at home and in the community

Specifically describe how the caregiver promotes the child's/youth's development in the home or facility:

History and Past Experiences

Child's/youth's history and past experiences:

- Has experienced abuse, neglect and/or prenatal exposure to drugs and/or alcohol
- Has experienced multiple placements while in foster care or pre-adoption placement disruption(s)
- Has re-entered foster care after reunification
- Has re-entered foster care after adoption (adoption dissolution) or after a transfer of permanent legal and physical custody to a relative

Specifically describe the child's/youth's history and past experiences, including the number of foster care placements and re-entries:

To honor the child's/youth's history and acknowledge past experiences, the caregiver:

- Has been informed about significant relationships and events in the child's past, including abuse and/or neglect history, as well as positive experiences
- Has received training about the effects of trauma, grief and loss
- Assists the child to deal with his/her past
- Understands how the child's past experiences may have life-long implications

Specifically describe how the caregiver helps the child/youth cope with and work out their past issues:

Religion and Culture

Child's/youth's religious and cultural needs:

- Preference by parent that the child be involved in a specific religious denomination
- Has regularly attended services and/or participated in spiritual rites/rituals of a specific religious denomination
- Has not regularly attended services of a spiritual community
- Speaks, writes, and understands a language other than English
- Has hair and/or skin care needs that require specific care instructions
- Has regularly participated in holidays, celebrations and traditions that need to continue
- Follows a culturally-specific diet

Specifically describe the child's/youth's religious and cultural experiences, including information about the selected areas of needs and strengths:

To meet the child's/youth's religious and cultural needs, the caregiver:

- Has a religious background similar to the child
- Supports the child to attend services and/or participate in spiritual rites/rituals
- Supports the child's decision to not attend religious services and/or participate in spiritual rites/rituals
- Is able to communicate in the child's primary language
- Ensures the child's unique hair and/or skin care needs are met
- Supports the child's participation in the holidays, celebrations and traditions that are important to the child
- Provides for the child's culturally-specific diet

Specifically describe how the caregiver meets the child's/youth's religious and cultural needs:

Community Connections

Child's/youth's connections with a community, school and faith community:

Has significant connections to a community and/or school, and those connections need to be preserved

Participates in services at a place of worship and is integrated into that particular faith community

Identifies as LGBTQ (Lesbian, Gay, Bisexual, Transgender or Questioning) and has or wants to develop connections with the LGBTQ community

Specifically describe how the child/youth is a part of the community, school or faith community:

To preserve the child's/youth's connections with a community, school and faith community, the caregiver:

Supports the child's connections to people and places important to the child

Encourages and facilitates the child's participation in activities through the school and/or community

Preserves education stability because the child is attending the same classroom or school program

Makes efforts to maintain the child's connections to previous community, school and faith community

Respects and supports the youth's sexual orientation and/or gender and connection to the LGBTQ community

Specifically describe the caregiver's efforts to preserve the child's/youth's connections:

Interests and Talents

Child's/youth's interests and talents:

- Participates in sports, recreational activities or hobbies
- Has a preferred activity for free time
- Excels in a specific area

Specify child's/youth's interests and talents:

To continue and encourage the child's/youth's interests and talents, the caregiver:

- Supports the development of the child's interests and talents

Specifically describe how the caregiver supports activities that meet child's/youth's interests, builds skills, and highlights talents:

Preserving Relationships

Child's/youth's relationships to current caretakers, parents, siblings, pre-adoptive parents and relatives:

- Has a positive relationship with their current foster care provider
- Has a relationship with a birth parent, where continuing contact is needed
- Has one or more siblings living in the same home
- Has one or more siblings living in a separate home, where continuing contact is needed
- Has one or more siblings living in a separate home, but it has been assessed that contact or visitation is not in the child's/youth's best interest
- Has a relationship with a birth relative, previous caregiver, kin or other important person where continuing contact is needed

Identify the child's/youth's important relationship that will be included in the visitation plan:

To preserve the child's relationships to current caretakers, parents, siblings and relatives, the caregiver:

- Lives in close proximity to the child's reunification home
- Is willing to mentor the child's parents to support reunification
- Is willing to help with visitation to preserve relationships
- Is willing to care for the child and his/her siblings
- Is open to contact with birth family and other people important to the child

Specifically describe how the provider supports contact with the birth family and other people important to the child/youth:

Additional Needs

Additional needs of the child/youth:

Services

List the services for the child/youth and identify the provider of the services:

(Select as many as apply)

Services	Provider
Agency visits child monthly	
Child development assessment	
Child development services	
Developmental disabilities case management services	
Waiver services	
Child mental health assessment	
Child mental health case management services	
Child care services	
Chemical health assessment	
Chemical health services	
Family Group Decision Making	
Employment services	
Vocational training/educational services	
Independent living services	
Recreational services	
Other Services Provided:	

Youth age 18 to 21

Youth is age 18 to 21 and the agency assessed that placement in a supervised independent living setting is in the youth's best interest. The independent living plan that is attached to the out of home placement plan specifically describes the services, support system and youth's responsibilities to maintain this living arrangement

Child/Youth Preferences

Child's/youth's reasonable preference for placement, if the court deems the child/youth to be of sufficient age to express preferences:

Child is not of sufficient age to express preference

Child is of sufficient age to express preference, but has not identified anyone

Child has identified a person with whom the child would like to be placed and the agency is in the process of assessing that person

Child has identified a person with whom the child would like to be placed, but the agency has determined that the person identified is not a safe and/or appropriate placement resource

Child is placed in the home or facility of their preference

Specify who the child/youth has identified and progress toward assessing this person for the child's/youth's placement:

--

Specify any child/youth input into the placement decision:

--

Placement Stability

What services and commitments are in place to support placement stability for the child until permanency is achieved?

(Select as many as apply)

Agency has assessed foster parent's need for support services

Foster parent understands the importance of placement stability and adapts their parenting style and family routine to meet the child's needs

Agency staff is making monthly contact with the foster parent to support placement stability

Foster parent is receiving monthly foster care payment to support the child's basic needs and supplemental needs

Agency will provide the foster parent with a copy of the completed out-of-home placement plan

Agency has provided Family Group Decision Making services to develop a support plan for the foster parent

Agency has provided foster parent with the phone number of an after-hours contact in case of an emergency

Foster parent is connected with a mentor

Agency has arranged respite care for the foster parent

Agency is providing in-home therapy or behavioral professionals to consult with the foster parent

Agency is providing the foster parent with services to help them parent a child with challenging behaviors

Agency is helping the foster parent with transportation

Child is receiving individual waived services in the home to care for a child with disabilities

Child is receiving personal care attendant (PCA) services to help with the daily needs of the child

A crisis plan has been developed with the foster parent that identifies crisis providers or services available after-hours and on weekends

Agency has arranged specific training for the foster parent

Agency provides a support group and foster parent is notified of the meetings or parent is referred to another agency's support group

Agency has helped the foster family find child care for the foster family

Child is placed with a relative that is willing to adopt or accept a transfer of legal and physical custody if the child cannot be reunified with their parent(s)

Foster parent is willing to be the child's legal parent if the child cannot be reunified with parent(s)

Other:

DESCRIBE

Health Care Providers

Child's health care providers

Medical Providers		
Clinic / Physician / Field	Address	Phone

Dental Providers		
Clinic / Physician / Field	Address	Phone

Mental Health Providers		
Clinic / Physician / Field	Address	Phone

Child's Medical Exams		
Exam Type	Exam Date	Provider
	/ /	
	/ /	
	/ /	
	/ /	
	/ /	
	/ /	

Healthcare Information

Immunization

Yes No

Agency has a copy of the child's immunization record?

Child's immunization record was provided to the foster parent or facility?

Medication

What are the child's/youth's medications?

Medication	Date prescribed	Reason prescribed	Prescribed by	Psychotropic medication
	/ /			
	/ /			
	/ /			
	/ /			
	/ /			
	/ /			
	/ /			
	/ /			
	/ /			
	/ /			

Medical Responsibilities

Expected roles and responsibilities for the child's/youth's medical care while in placement:

Parent/Guardian 1:

--

Parent/Guardian 2:

--

Foster Parent/Facility:

--

Social Worker:

--

Other:

--

Other
Social Worker
Foster P/F
Parent 2
Parent 1

Responsible to/for:

- consent to treatment and medication for the child
- oversight of the child's medications
- fill the child's prescription(s)
- coordinate, respond and monitor the child's daily health care needs
- report a change in the child's health needs or condition to the parent(s)
- report a change in the child's health needs or condition to the social worker
- ensure the child receives medical care
- make medical appointments
- transport the child to appointments
- attend child's medical appointments
- ensure the child's medical insurance or medical assistance
- maintain the child's medical records

No role and responsibility for the child's medical care while in placement

Education Detail
Child's Well-being: Education

Yes No

Is the child enrolled in school?

Current School:

Current Grade:

Does the child have an Individual Education Plan?

Did the child change school due to this placement?

If yes, list the agency efforts to find a placement in the child's school district:

If yes, list the agency efforts to ensure the new school received the child's educational records:

If yes, list the agency efforts to ensure immediate enrollment in the new school:

Final Issues

Describe services or concerns the parent/legal guardian, foster parent/facility or child/youth could not agree on:

Signature	Date	This plan was explained to me		I received a copy of this plan	
		Yes	No	Yes	No
		Yes	No	Yes	No
		Yes	No	Yes	No
		Yes	No	Yes	No
		Yes	No	Yes	No
		Yes	No	Yes	No
		Yes	No	Yes	No
		Yes	No	Yes	No
		Yes	No	Yes	No
		Yes	No	Yes	No
		Yes	No	Yes	No

This information is available in alternative formats to individuals with disabilities by calling your county worker. TTY users can call through Minnesota Relay at (800) 627-3529. For Speech-to-Speech, call (877) 627-3848. For additional assistance with legal rights and protections for equal access to human services programs, contact your agency's ADA coordinator.

Required to sign the out-of-home placement plan: the parent or parents or guardian of the child, the child's guardian ad litem, a representative of the child's tribe, the responsible social services agency and if possible, the child. [Minnesota Statutes, section 260C.212, subdivision 1(b)]