



Policies and Procedures Manual

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M Note: The Department of Human Development is hereafter referred to as “DHD”
Human Development Office is hereafter referred to as “HDO”
The King’s Children Home is hereafter referred to as “KCH”

PART 1 - INTRODUCTION

1.1 Background History

The King's Children Home had its early beginnings as a small family home headed by Leonie Herrera Gillham, the present Director at KCH. Mrs. Gillham had one child of her own and was fostering two children whose father had been murdered and whose mother was mentally ill. Through her work as a teacher in one of the rural areas of the Cayo District, Mrs. Gillham came into contact with children who had been abandoned by their parents, children who were being neglected, and families with various difficulties who were unable to care for their children. Mrs. Gillham saw that she could provide a home for some of these children. Soon she became known in the Cayo District as someone who would provide a home for children in difficult circumstances.

In 1990, Mrs. Gillham began working for the Belize Council of Churches, as Director of the Refugee Program. This work brought her into contact with refugee families, some of whom were experiencing family difficulties partly due to their refugee status and the lack of extended family to support them. Once again Mrs. Gillham began to provide a home for these children when needed and the number of children in her household started to increase. It was around this time that Mrs. Gillham moved into 38/40 Unity Blvd, which Ms Gillham and the children occupied for over 20 years.

At that time she decided to name the building "The King's Children Home." The idea behind the name was to give the children the feeling of being special despite their difficult backgrounds, and that although they were unable to be with their own families they could consider themselves as children of a King. At this time also the home became endorsed by the Ministry of Human Development and began to admit children who had been removed from their parents for reasons of neglect, abuse, or abandonment. At that time, KCH was primarily funded by Mrs. Gilliam's salary at the Belize Council of Churches.

In the coming years, the KCH would see the addition of a Board of Directors and the formation of supporting partnerships with sponsoring churches and Christian organizations. The KCH is now funded mostly by donations from sponsoring organizations and individuals.

On December 24th, 2013 the Kings Children's Home was able to move into its new facility in the village of Cotton Tree. At present the home caring for 70+ children on a day to day basis and the staff are working harder than ever to ensure a safe, healthy, and loving environment for the children to grow in. The Lord began a good work in planting seeds that have been cultivated into the ministry that is King's Children Home.

We anticipate His continued blessing and pruning of this ministry as the one true Head of the Household of the King's Children Home.

(For annual statistics 1985-1999 see ANNEX 7)

1.2 Mission Statement

The King's Children Home is a non-profit Private organization committed to assisting children in Belize who have lost their parent(s) through death, have been abandoned, abused and/or neglected and to help them to become healthy, upright and productive citizens.

1.3 Philosophy

- The King's Children Home is a Christian home and teaches by example and instruction following Biblical principles. In development of the children's own personal relationship with God emphasizing Love, Mercy and Grace over judgment. We understand that we are all created in God's image and as a result the children are treated with respect, worth and dignity.
- The King's Children Home operates on the belief that each child should have the opportunity to live a meaningful life in a loving, caring environment.

1.4 Goals

The King's Children Home as a private organization was established primarily to meet the needs of children in Belize in difficult situations. KCH therefore has established primary and annual goals so as to meet this purpose.

▪ Primary goals

- Maintain a family type setting where children can develop emotionally sound and secure.
- Promote family preservation through facilitating the speedy return of children to their natural family whenever it is possible.
- Enable siblings within the organization to form bonds with each other and look out for the welfare of one another.
- Provide children with increased capacity for meaningful relationships with peers, family and adults.
- To help each resident in acquiring the highest goal that they can while at KCH in education.
- To help each resident to grow educationally, socially and spiritually, in order for them to experience and have healthy relationship with other of their peers.
- To maintain a healthy working relationship with the local community and to establish and maintain linkages and collaborative with other private and public agencies in order to enhance the quality of service provided by KCH.

- Establish and maintain an array of quality assessment, treatment, counseling and social work service to meet the need of each child, regardless of age or behavior.
- Establish and maintain a system to continually improve the skill, knowledge, morale and efficacy of KCH staff.

▪ **Annuals goals**

On an annual basis, the KCH staff and Board of Directors will independently establish annual goals and objectives. These goals and objectives are then routinely evaluated throughout the year and serve as a basis for measuring KCH's performance.

These goals are generally categorized as:

- a. Child related
- b. Staff related
- c. Social services related
- d. Facility related

1.5 The Board of Directors and Its role

A. Mission Statement

The Board of Directors of the Kings Children Home is committed to the children of Belize and its capacity of oversight to ensure that every child in the King's Children Home, by reason of abandonment, neglect, abuse or exploitation, is provided with care, protection and that their safety and security needs are met regardless of their social status.

B. Membership

- The Board of Directors of the King's Children Home shall consist of 7 members and not more than nine.
- One seat is reserved for a person from HDO should they choose to or, whenever someone is available.
- Five (4 seats will be filled from the following organizations and institutions:
 1. King's Children Home
 2. Seventh Day Adventist Church
 3. El Shaddai Primary School
 4. Jaguar Creek / Target Earth whenever someone is available.
- 2 seat fill by community members elected by those filling the first six seats.
- The Word at Work, Brenda Mandelis & Jim Pinkerton when a representative is here or they are here in person and there is a board meeting, will be expected to attend board meeting if desire to.

- Once all seats have been filled, the Chairperson, Vice Chairperson, Secretary, and Treasurer will be elected.
- Each Board member may serve a term of 2 years before the seat is up for reappointment or re-election.
- In the event that a member chooses to step down before their term ends, a letter stating their intentions must be submitted for distribution to the entire Board. Sufficient notice must be given in order to fill the impending vacancy.
- King's Children Home is duly registered with the Government of Belize and is operated and funded by private organizations and individuals; however the Government of Belize does provide a small subvention. Therefore KCH reserves the right to closely monitor and censure the constitution of its Board.

C. Role of the Board of Directors

The Board of Directors of the King’s Children Home shall:

- Promote public awareness and facilitate effective and efficient planning and coordination of effort among service clubs, churches, and non-governmental organization involved with the home.
- Recommend and advocate for the care, protection, safety and security of all residents of the home.
- Monitor, inspect, and report upon the performance of staff, administrative record keeping, and the general maintenance and upkeep of the home.
- Initiate and coordinate fund raising activities designed with the expressed purpose of:
 1. Educational training/scholarship funds for residents of KCH.
 2. Maintenance and repair of the facility.
 3. Upgrading of existing facilities.
 4. Any other specified project approved by the Director and the Board.
- Advise on overall program development, review, and evaluation.

KCH current Board of Directors:

Name	Position	Occupation
Mr. Paul Cassanova	Chairman	Counselor
Leonie Gillham	Director	Foster Mother
Mr. Frank Friesen	Counselor	Business Owner
Mrs. Quetzal	Counselor	Principal El Shaddai Primary School
Mr. Kenny Logan	Counselor	TWAW
Stanley Herrera	Member	Project manager
Mr. Albert Cabral	Member	Teacher

PART 2: POLICIES & PROCEDURES

2.1 Admittance Policies

A. Placement of Children

CONSULTATION OF FAMILIES AND CHILDREN

- The children should be active participants in the decision making process regarding their care.
- Children's participation should be based on their age and development.
- The views and opinions of children and their families should be documented in their files.

CONTACT WITH FAMILY

- Staff should actively assist children to maintain regular family contact.
- Supervision of family visits should be determined by the provider and the case worker as needed to safeguard the children.
- Staff should provide support to those children who cannot have contact with their families (in the cases of exclusion orders).

B. Home capacity

- The Home is 22000 sq ft
- It houses 29 bedrooms that are 12X14' each
- Ceiling ht is 10'
- There are 2 sleeping areas for staff separate from the children's bedrooms
- There are 9 bathrooms in each sleeping dorm and 2 toilets and a basin in the activities area.
- **Programming Area**
 - Rec Room
 - Living Room
 - Library
 - Computer Room
- **Administrative Area**
 - Kitchen
 - Laundry
 - Director's Office
 - Front admission office

- **Accommodation**
 - Each child has his/her own bed.
 - All linens are washed frequently.
 - All areas of the home used by the children are furnished and decorated in such a way so as to create a homely atmosphere
 - There is a telephone unit easily accessible to each living unit for emergency use.
 - All bedroom windows have curtains for privacy.
 - Broken furniture or equipment is repaired as soon as possible.

C. Duration of stay

- Children are allowed to stay for 3-6 months while their cases are being heard.
- Extensions of stay can be longer depending on the age of the child and if the child is permanency planning is for independent living. The Board of Directors can request the removal of a child, if that child is purposefully putting himself/herself or any of the other children in danger.
- Those who stay longer will be permitted to remain until they have finished High School or until other arrangements have been made.
- No child should be permitted to stay for longer than absolutely necessary.

Intake Procedures

A. Individual files

- Individual files will be opened - both on computer and with a hard copy - for each child admitted. This file will include:
 1. Admittance Form
 2. Medical Form
 3. Report from person referring child to the Home
 4. Copies of any court orders or transcripts
 5. Child's birth certificate or social security card
 6. A recent picture of the child
 7. Placement Form
 8. All report cards, award certificates, etc.
 9. Individual Care plan
 10. Immunization Record
 11. Social Inquiry
 12. Education Record
 13. Progress Notes
 14. Special Incidents Forms
 15. Report from DHS
- All entries in the file must be signed and dated
- Files must be stored in a safe place

- Files are accessible to follow a child if he/she leaves the home

(For sample forms, see ANNEX 2 and 3)

B. Child Assessment

- The officer assigned to the child's case should make a weekly assessment of the child for submission to the HDO.
- The psychiatric nurse from the hospital will be called to conduct a monthly evaluation.
- Children with disabilities will be reported to the Disability Services and receive the necessary therapy.
- Assessments should be conducted in a manner that will not cause the child trauma.
- Each child will be returned to school or substitute tutoring will be given until the child can return.
- All files relating to children or workers must be kept confidential and stored in a locked cabinet.

C. Permanency Planning in Conjunction with the Ministry of Human Development

- The Department of Human Development will work with the Home to formulate a permanency plan for each child.
- In accordance with this plan, the child will either be reunited with a parent or offered for foster care.
- The homes to which children are sent will be assessed by the Department of Social Services in conjunction with the King's Children Home.

D. Individual Care Plan

- Plan will be developed on the day of admission by KCH Director, DHD Personnel, the Child/Youth and Parents or Guardian.
- Plan will serve as a guide for the staff to provide the appropriate services to meet the needs of the Child/Youth.
- Staff must be committed to make the plan work.
- The plan will be frequently monitored and evaluated by staff
- The plan will be kept current and amended when goals are reached.
- The plan must be built on the Child /Youth strengths and abilities.
- The plan is to enable the Child/Youth to have hope and to experience successes, not failure
- All parties involved gives feedback regarding progress or lack of progress.
- The plan must have realistic attainable goals.

(For sample forms, see ANNEX 9)

Exit/Departures Procedures

- Before any child can leave the Home, a release form must be signed by a parent, guardian, HDO or the child -if they have reached the age of maturity.
- A child will only be released after proper notification from the HDO and after an assessment has judged the home to which the child is going safe.
- No child shall be released to the home from which he/she came unless conditions there have markedly improved.

(For sample forms, see ANNEX 4)

Home Operation

A. Sanitation and Environmental Safety

- Homes should meet Public Health standards as set out by the Ministry of Health
- All hazardous materials and or objects that are not essential to the operation of the home should not be kept on the premises
- All areas of the home should be kept clean and free of hazardous materials
- Any materials needed in the operation of the home, that present potential hazards should be kept in a safe place
- All outdoor equipment should be in a state of good repair at all times
- All closet door latch should allow opening of the door from the inside
- All bathroom door when locked, can be opened from the outside in case of an emergency
- All living spaces should have adequate ventilation
- Play areas should be free of anything that may harm the children
- Landscaping should take into consideration children's propensity for climbing
- Yards should be kept clean and free of anything that may encourage accidents
- All garbage, prior to disposal, should be kept in a secure container outside the home
- All garbage should be disposed of daily and in such a manner as to prevent health problems
- Effective measures should be taken against the entrance, breeding or presence of insects and rodents on the premises

B. Visitations

- Parents and family members are encouraged to visit children in the Home. Visits are permitted at the following times: 9:30 A.M. - 11:00 A.M. and 2:30 P.M. - 5:00 P.M.

- After hours, visits can be made only with permission.
- Visits can only be made in the Lobby and Dining Room areas. Bedrooms are off-limits.
- All visitors and visits should be monitored.
- Any gifts shall be given to the Home rather than to individual children.

A. Staff Relationship with Children

- The practices of the facility should take into consideration why children need to be in care and their individual needs.
- Staff should be aware of, and adheres to the Home’s guidelines on appropriate language, dress, physical contact and restraint.
- Staff should recognize the importance of talking with the children.
- Staff should understand the need for positive intervention when conflict arises between children and staff.
- Staff should be alert to the signs of aggression and should have the skills to diffuse the situation
- Practices in juvenile detention facility should take into account the reasons that individual residents have their liberty restricted and their needs as determined by their individual care plan.

D. Behavioral Management Policy

Policy
<ul style="list-style-type: none"> ▪ The purpose of any kind of behavioral management method is to educate and train the child in self-discipline. No type of behavioral management shall be allowed which violates the child’s personal rights and damage self-esteem. ▪ Kinds of behavioral management methods which are allowed include: restriction of privileges, time out, meaningful work, natural and logical consequences, contracting, physical restraint, isolation or confinement (as a last resort only). ▪ Kinds of behavioral management methods which are prohibited includes: corporal punishment, yelling at, threatening, intentionally embarrassing, put down, shaking of child, meaningless work, depriving a child of love, sleep, school attendance, family contact, food. ▪ Each child reacts to situations differently. From time to time, the emotional baggage that children carry happens to get the best of them. That’s when a child needs help from the staff to manage his feelings and his behavior. ▪ Each staff member providing supervision of children is responsible for dealing with the child in an appropriate way when situation calls for the staff person to

intervene. Although each staff member stands as an authority figure, the discipline of the children is the responsibility of the director or the assistant director.

- Discipline, as a form of behavioral management, is used as a teaching method. Corporal punishment is always a NEVER.
- Whenever an incident occurs between two resident or between a resident and a staff, the Special Incident Form must be filled out and directed to the KCH Director and DHD Personnel

(For sample forms, see ANNEX 10)

Procedures

- The purpose of teaching is to help the children mobilize and build upon their own strength, to help them develop their own sense of right and wrong, and to help them learn that a life lived in accordance with certain standards of conduct is more fulfilling in the long run than a life lived merely by impulse.
- Discipline includes all of the activities and techniques for helping a child grow into self-directing individual. It includes teaching, explaining, rewarding and correcting.
- Productive behavioral management will take into account what the child is capable of doing, what the child needs from adults, and what will help the child to learned and grow from the experience. To be effective as a manager of behavior staff must have a good awareness of self, good understanding of each child's stage of development, be an effective communicator and responds instead of reacting to the need of the child.
- Once a staff decides that it is necessary to intervene due to a child's behavior the following must be carried out:
 - a. The consequences of incidents shall be worked through at the time of the incidents to which they gave rise, or as soon as possible afterwards. Children must be told why they are being disciplined. Only the child who has committed an infraction will be present during the administration of discipline to minimize embarrassment. Should a child misbehave beyond childish pranks, the director orders a meeting with the child where the prank would be discussed and the child is made aware of the disadvantages of

his/her actions. Should this discussion prove fruitless the child then receives a time out a period between five to ten minutes when the child stands closely facing the wall.

More severe misbehavior warrants that privileges are taken away and a child is sent alone to their room. Sometimes manual labor is deserved. The child may then be expected to scrub tiles, clean the yard or the bathroom. The consequence must always match the offence.

- b. Actively listen to the child and assure that they will be kept safe and not harmed in any way. Any discipline measure taken should match the behavior for which the child has exhibited.
 - c. Be consistent, Encourage good manners – *“please”, “thank you”, and “excuse me.”*
 - d. Give encouragement freely and use criticism sparingly.
- In the case of children ‘running away’, the social department and the police are immediately notified. Once the child is found and is willing to abide by the rules and guidelines of the home, they are allowed to return. Should there be a repeat incident within a short period of time, it is advised that a more suitable placement be found for the child, as the home will not tolerate such behavior to be repeated. Not only does this kind of behavior inconvenience the staff when the director has to be absent to deal with such a case, but it also causes unnecessary stress on everyone.
 - Each child has the privilege of staying at the Home as long as they are making use of provided services or are making progress of achieving the goals in their individual care plan. The Home strives to educate and train the children in self-discipline, and to create a safe, positive, loving, caring and Christ centered environment for children. The ultimate goal is to help each child to develop his or her own sense of right and wrong.

D. Use of Residents for Publicity or Promotion

Normally residents are not used to raise monies to promote the work of the home. When a child's involvement in publicity or promotion will enhance the mission or ministry of the home and will not reveal confidential individual and or family information or lead to exploitation of the resident, the director may consider the resident voluntary involvement. Written consent must be received from parent/guardian when necessary.

E. Child Protective Requirements

- Each home should make every effort to protect children from abuse
- Each home should have written procedural guidelines on how allegations of abuse should be handled
- Children should be taught how to use the **0 – 800 – PROTECT** hotline
- No home should employ anyone convicted of child abuse or physical assault
- There should be written procedural guidelines in the event that one child abuses another that should address the needs of both children
- All allegations of child abuse should be reported to the Department of Human Services, or Police Department or Ministry Offices in the Districts, in accordance with the Mandatory Child Abuse Reporting Regulations
- Operators should be able to give reliable account of possible or actual staff behavior, that makes staff unsuitable to work with children
- Information on special incidences should be copied to the Inspector of Social Service Institutions and the information should include handling and outcomes of the incidences.

Child Protection of Staff and Visitors

- All potential staff and volunteers should be carefully screened
- All applicants should present a police record
- There should be a reliable method to assess the suitability of a potential staff to care for children
- Supervisors should draw the attention of junior staff to any unsatisfactory performance or behavior as is evident
- Visitors should not wander around facilities at will
- Staff should be alert to any indications that a child is at risk for harm by a visitor and, should take appropriate precautions

E. Grievance Complaints by Resident and Staff

By Residents
When a child believes they have been wronged or failed to be understood by a staff member, the child may file a grievance complaint with the Director. The Director

will discuss the situation individually with both the resident and staff in an effort to seek a solution. The child's complaint against a staff member will be put in his/her personal file. Effectiveness and outcomes of the complaint procedures are monitored closely.

By Staff

- When a staff member is unable to resolve a conflict with another staff member, the staff member may file a grievance report with the Director. The Director will discuss the situation individually with each staff member in an effort to resolve the conflict. If the staff member holding the grievance complaint is not satisfied with the director's decision/ resolution, the staff member may bring her disagreement to the Board of Directors.
- The staff complaint will then be placed in the staff member's individual file. Effectiveness and outcomes of the complaint procedures are monitored closely.

F. Legal and Court Work (Juvenile Detention Facility)

- All residents should be placed subject to the appropriate legal authority
 - all residents coming into the institution must come with a warrant
 - the warrant should be placed on the child's file
- Residents should be well informed, prepared and supported for attendance at court
 - residents should be aware of when their court date is
 - officers should ensure that any arrangements that need to be made are taken care of to facilitate residents' court appearances (e.g. removal orders, transportation etc)
 - officers should ensure that residents look presentable for court appearances

G. Educational Program

All children who are of school age are placed in a school as soon as possible within days of being admitted to the home. The children who are too young to attend school receive casual Pre-school learning opportunities at home.

When new children arrive at KCH they are given their basic school supplies if they are from another school and the books are different. Children that can stay in their same school are encouraged to stay there instead of being moved.

KCH sees that each child in school are given the opportunity to excel in their own capacity.

If a child is unable to go to regular school for some reason, then alternate measures are taken to insure that the child receives an education. Sometimes those children are sent to 4H training Center.

KCH is responsible for providing for the following:

- Transportation to and from school/ Baptist High School, El Shaddai Primary, and Belmopan Comprehensive High School
 - School fees.
 - School uniforms.
 - School bags.
 - School supplies e.g. Textbooks, stationeries etc.
 - Hot lunches delivered to school each day.
- The Home should have a written policy on how the educational needs of residents will be met.
 - Children should have adequate space for homework and study.
 - Children should have the necessary educational materials.
 - Staff should be familiar with the educational needs of the children
 - Case files should contain a written plan addressing each children educational needs.
 - Children with special educational needs should get the services they need
 - There should be an effective mechanisms in place to work with local schools in order to meet the educational needs of the children
 - There should be effective contact between home and school
 - The operation of home schooling should meet the approval of the Ministry of Education

After School Program

In order to guarantee that each child attains their maximum potential, after school programs are designed to aid them. Each child at their return from school in the evenings are encouraged to immediately go to the designed area where they would be assisted by a member of staff employed solely for this purpose. Students come from UB to help with homework and tutoring, volunteers also help out in this aspect.

Each child, regardless of school or grade is entitled to whatever means necessary to ensure that each assignment is properly done and presentable. KCH offers:

Access to computers for typing and research- Microsoft Word, Excel, Encarta etc.

Access to a large collection of books for research and learning- Wordbooks, Child craft, dictionaries, thesaurus's, novels, etc.

Access to tables, a big chalkboard, and a workspace to complete homework.

Upon completion of homework, it is check by the person in charge of education or a staff member.

The older children at KCH are encouraged to seek a higher education, to aim towards receiving scholarships and ultimately attending university. If the students are willing to work hard and put forth one hundred percent of their effort, then they will be supported in their endeavor as much as means allow.

Pre- school Program

- F. These are the Goals we work towards and Ideas to be used with the Preschool and after school help for the infant Levels children consists
- Counting in English and Spanish, recognizing numbers by sight, use 3D objects to practice counting.
 - Recognizing, naming and matching colors.
 - Recognizing shapes and shape names, matching, circle, square, triangle and rectangle.
 - Learning the alphabet. Have a “Letter of the Day” For Example: “A” for apple, learn the sounds that “A” makes. Aa
 - Learn to hold a pencil or crayon, drawing, copying #'s, shapes, letters.
 - Learn to hold scissors.
 - Learn about themselves: name, age, body parts: hands, feet, fingers, toes, eyes, shoulders, head, hair, knees, ears, mouth, nose, belly button.
 - Learn animal and their sounds.
 - Learn about emotions. Show me a _____ (happy, sad, laughing, angry, surprised, etc.) face.
 - Recognizing and Responding, Touch the... Find the...(tree, swing, shirt, red flower, book, slide, ground).
 - Experiencing textures- soft, fuzzy, sandy, bubbles, water.
 - Nature walks- collect leaves, stones, sticks, feathers.
 - I spy (game).
 - Drawing and playing with chalk.
 - Listen and pay attention during story time.
 - Music and clapping rhythms.
 - Obeying simple commands and instructions-Simon Says.
 - Practicing manners- please and thank you.
 - Matching items of clothing.
 - Sorting by shape, color and size.

- required immunization.
- Children will be taught health principles.
- Children will receive information on health risk and the used of drugs and other substances that is dangerous to their health.
- Children and staff will be given information, and teaching on sexual education, including sexual transmitted disease. E.g.: Venereal, and HIV.
- All staffs are required to set a good example, and exercised control over their behavior.
- All drugs and alcohol are prohibited on the premises.
- Medicine room should be kept lock, and all medication out of the reach of children.
- Medication will be administer only by authorized personnel
- All children will be taught about their personal hygiene and given the privacy to ensure their dignity.
- Children in need of health services should receive said services in a timely manner
- Health needs should be dealt with in a manner that is sensitive to children's feelings and privacy
 - Staff should be familiar with the health needs of each child
 - Case files should contain complete medical information
- Parents, where possible, should be involved when addressing the health needs of the children
 - Staff should set good example and exercise control over their behavior
- There should be effective record keeping in regards to the administration of medications

There is situated at the home a “medical room” equipped with a functional hospital bed and many medical supplies including: Band-Aids, bandages, Children’s Tylenol, Motrin, alcohol, vitamins, nebulizer machine, Phenobarbital, antibiotics cream and medication, etc.

The above-mentioned are administered or supervised by authorize personnel, who is certified with First Aid, in cases of minor injuries or common illnesses like cold, fever and asthma.

If the illness appears contagious, the child is kept in the medicine room to control the risk of infecting others in the home.

Should a case arise where a child is suffering from a fever, has no noticeable relief within an eight hour period after the administration of the fever medicine, the child would then be taken to the hospital for further diagnosis and medication. If hospitalization is required a staff member stays with the child until his or her release. In cases where the illness persists, the child is then taken to La Loma Luz. At no time is an illness left unresolved.

The management is trying to acquire an oxygen tank to add to the “medical room’s collection.

Once a year a medical team from abroad visits the home. Each child receives a complete external examination. Vitamins are also given to each child.

Every two years a team of dentists also visits the home. Extractions are rarely done, but the teeth are cleaned and filled. Dental supplies are then distributed.

G. Nutrition and Safety

- Children should receive nutritious food in sufficient quantity
- The home should consult with a nutritionist, pediatrician or other qualified person on an annual basis to ensure that children's nutritional needs are being met
- There should be a variety in menus
- Mealtimes should be meaningful and a social event.
- Children should be encouraged to help plan menus
- Children with special dietary requirements should have their needs met
- Meals served should represent the ethnic diversity of the children living in the home
- Clean, safe water should be available for the consumption of the children
- There should be enough suitable equipment for the preparation of meals to provide for the number of children in the home
- The kitchen area should be inaccessible to small children
- Staff responsible for the preparation of food should have valid Food Handlers Permit issued by the Ministry of Health
- An officer of the Public Health Department should inspect the kitchen once a year
- There should be regular checks of kitchen equipment to ensure safe and good working order.
- There should be proper storage and refrigeration of food
- All foods should be clean, wholesome and safe for consumption
- All liquid milk should be stored properly
- All powdered milk should be stored and served from its original container
- All food being prepared, served or stored should be protected from contamination
- Rusty and or swollen canned items should not be used
- All perishable goods should be stored in a manner that protects from spoilage
- All potentially dangerous foods, including meats, fish, eggs, milk and poultry should be kept refrigerated until the time of preparation
- Raw fruits and vegetables should be washed before use.
- All meats should be thoroughly cooked before served
- Portions of food once served on an individual plate should not be served again. Wrapped food which is not potentially dangerous, should be properly stored and may be served again
- Leftovers should be properly stored in covered containers
- Utensils used for the preparation and storage of food should be easily cleaned, non-toxic and non-absorbent.

H. Recreational Activities

- Children will be encouraged to engage their free time in meaningful activities appropriate to their age and interests.
- The Director must approve all activities held outside the home at least one week prior to the actual date.
- Funds will be made available for recreational activities, e.g. field trips.
- Suitable play and sporting equipment will be kept available for use by children.
- Children are encouraged to read and enhance their intellectual and cultural capacity.
- Staff must engage in recreational activities with children
- All recreational equipment should be checked frequently for safety.

I. Religion and Ethnicity

- The Home respects the children's right to their own religion and supports ethnic diversity.
- While respecting the children's right to adhere to their religious beliefs, children are expected to comply with the Christian principles of the Home.

J. Emergencies

- Both the Police and the DHO will be notified in the event of robbery, assault, threat, running away and riotous behavior.
- In the event of a health emergency, the person or persons affected will be taken to the Belmopan Hospital or to the doctor working with the Home.
- Any incident that is the result of a natural disaster will be reported.
- Reports must be prepared and filed on all incidents of any sort.

K. Use of Home Equipment

Any equipment donated to the Home must be used exclusively for the Home.

L. Volunteers

- All volunteers must have a clean record e.g. Police records, 3 referral one being from a pastor
- All volunteers must be of good character and reputation, genuinely concerned for the interests of the children we serve and be able to provide at least three personal references.
- All volunteers must complete an agency application.
- Short Term or Day Volunteer will be monitored closely, especially in respect to their interaction with the children.
- Long Term Volunteers must submit the following to the approval of the Board of Directors and Mrs. Gillham:
 1. Letter of application to Board of Directors

2. Resume and all certificates documenting qualifications
- Short-term professional or repeating volunteers may, under certain circumstances, waive the interview process.
 - Volunteers may be assigned a variety of duties, including:
 1. Administration
 - a. Helping with fund-raising
 - b. Recruiting
 - c. Consulting
 - d. Participating on the Board of Directors
 2. Support (Clerical) Services
 - a. Answer phones
 - b. Typing
 - c. Filing
 - d. Bulk mail distribution
 - e. Updating the Home
 3. Social Work Related Activities
 - a. Taking children to appointments
 - b. Supervising visits
 - c. Tutoring
 - d. Serving as a “Big Brother” or “Big Sister”
 - e. Assisting during King’s Children Home special events
 - f. Provide training in skill development religious programs, etc.
 - Long-term Professional volunteers may, under no circumstances, waive the interview process.

M. Finances

- The King’s Children Home is a non-profit organization and supported solely by voluntary contributions.
- All monetary and in-kind contributions will be recorded. All expenditure will be documented and accompanied by receipts.
- Monthly, quarterly, and annual financial reports will be made and submitted to the appropriate organizational / departmental heads of those in partnership with the Home as well as contributors and supporters.

N. Inventory

An up-to-date inventory will be maintained. (See ANNEX 8)

O. Counseling and Health Education

A counselor from CDF visits the Home on a weekly basis to provide counseling.

The director of the home does one-on-one with children in addition to group session where the children are allowed to voice their opinion on matters like education, social issue, sex etc. As a mother figure for the children they confide in her when they have troubles and need help, advice or just a listening ear.

When the young girls are going through puberty they are taken aside in a non-embarrassing way to learn about the changes their body will go through physically and emotionally. They learn how to take care of their bodies and deal with these changes in a positive way. The girls are always provided with sanitary napkins whenever needed and also are monitored as to when they have their menstruation.

Counselors should be a part of the permanent planning.

One of the visiting nurse also does some basic training on body parts for the children. They are also educated regarding sexuality, pregnancy and STDs.

In addition to the nurses and the Director, the home also gets assessment visits from the ministry of health concerning the cleanness of the home.

The children are encouraged to be nice to family members when they come to visit them. And keeping contact with the children families is essential for the children in care.

P. Emergencies and Disaster Management

SEE DISASTER PREPARATION MANUAL (ANNEX _)

Q. Crisis Management

This plan shall include provisions for appropriate intervention strategies, the immediate normalization of the situation, appropriate rehabilitation strategies for involved residents. Such crises can include, but are not limited to, a death in the home, assault, robbery, burglary, and rape.

- Assistant to Director Intervention strategies: Director or her agent shall oversee contacting appropriate authorities, crowd control, removing immediate danger.
- Normalization of the situation:
- Rehabilitation strategies: group discussion and counseling sessions to promote healthy dealing with the situation.

KCH STAFF

A. Positions Within the Home

- Director and House Mother
- Assistant to Director
- Educational and Programming Assistant
- Supervisor and Maintenance
- Supervisor
- 4--Childcare/supervisor
- Pre School Teacher
- 8--Domestic personnel's
- 3--Volunteers

(For job descriptions see ANNEX I)

B. Staff Selection/Evaluation

- Administration of private Homes should be responsible for hiring persons who are emotionally and physically capable of performing assigned duties.
- Applications of possible employees should be accompanied by three(3) references that are non-familial and should include one from the most recent employer
- There should be a written policy defining job descriptions, qualifications and chain of command
- All staff should get a written, quarterly performance evaluation.
- Homes should not employ perpetrators of crimes against children, physical violence etc.
- If allegations of misconduct is brought against any staff, said staff should be removed from contact with the children until the allegations are resolved
- The Inspector of Social Services Institution should be informed of any charges of abuse of allegations against a staff by the following working day.
- All staff should be hired on a probationary period of 3 months minimum.
- There are procedures in place for dealing with staff whose performance is unsatisfactory
- There should be procedures to deal with staff that act or are alleged to have acted unprofessionally.
- Staff dealing with personal crisis situations should be able to access necessary support services.
- There should be a personnel file on each staff containing:
 - ❖ Application form
 - ❖ Information sheet
 - ❖ References
 - ❖ Date of employment
 - ❖ Health records
 - ❖ Performance appraisals
 - ❖ Police record
 - ❖ Copy of social security card
 - ❖ Any job related correspondence

- KCH Director will evaluate each Staff person on a quarterly basis.
- Staff members will prepare for the evaluation process by using the evaluation form to do a self-evaluation and will bring the self-evaluation to the conference.
- A sign copy of the evaluation will be given to the staff person and a copy will be place in their personal file.
- Each employees of KCH will sign a written confidentiality agreement upon their hire.

(For sample forms, see ANNEX 11)

Staff should understand and be comfortable with the way they are managed, should be provided with appropriate direction and support and should know to whom and how they must account for their activities.

C. Training/Development

- The Director and Staff of the Home will participate if invited to join any training program conducted by the Department of Human Development and any other organization.
- Other on-the-job training will be given to staff.
- All staff must be trained in general first aid, including CPR and other child-relevant skills.
- Training by volunteers will be encouraged.
- All new staff should go through a period of orientation for at least 10 working days.
- Procedures for orientation should be developed.
- All staff should receive appropriate training for working with children; at least 6 hours per annum for providers and 12 hours per annum for all other staff. Some areas of training should be:
 - ❖ Behavior management
 - ❖ Child development
 - ❖ Child abuse prevention, detection and reporting
 - ❖ Confidentiality
 - ❖ Conflict resolution

D. Work policy

- Working hours are as follows:
 1. Domestic employees will work 8 AM until 5 PM
 2. Three 8 hour shifts will be staffed in such a way that there are two employees on duty for the entire 24 hour period:
 - 8 AM - 4 PM
 - 4 PM - 12 AM
 - 12 AM - 8 AM
- All Home employees must dedicate themselves to their work.

- Employees are expected to remain active during working hours.
- At no time is the Home's confidential business to be discussed outside the Home.
- Mutual respect should be displayed in keeping with the Christian principles of the Home.
- Gossip is strongly discouraged.
- Each staff person will sign a letter of confidentiality.
- All staff members must be properly attired regardless of whether the children are at the home or not. Remember that you are a direct representative of KCH

2.6 HOME POLICIES

- Residents should follow the policies and timetable of the Home.
- Residents should not use equipment, including kitchen equipment, belonging to the Home without permission.
- Residents should not use the telephone without permission.
- The Director and staff will monitor all contact with outside personnel.
- Children will be adequately supervised, base on age group.
- Children should never be left unattended either on or off the premises.
- The personal belongings of all children should be left in the care of the Director.
- Every child at King's Children Home will be treated with respect and kindness. All requests and opinions from a resident should be listened to with respect and care.
- All forms of corporal punishment are prohibited.
- Food should not be withheld as a punishment.

2.7 RESPONSIBILITIES OF THE DEPARTMENT OF HUMAN DEVELOPMENT

- The staff of the Home will work closely with the Department of Human Development and with the Family Services Division.
- The Department of Human Development is responsible for ensuring that a social worker visits the home quarterly.
- The Department of Human Development will closely monitor the working of the Home, offering suggestions and recommendations where necessary.
- The Department of Human Development shall pay all medical costs for the children placed in the Home through the Ministry.
- The Department's Social Welfare Officers will work directly with the Director of the Home on cases where reunification is possible for the child and family.
- The responsible Social Worker should submit a formal care request, including a medical history, at least seven (7) working days before the case is heard.
- Visits should provide opportunity for staff and/or children to raise any concerns they may have.

- Managers should be given 24 hours notice of visits
- It should be the responsibility of duty staff to provide adequate necessary information to inspector, if provider is absent at time of visit

Appendix 1

DAILY FOOD REQUIREMENTS FOR CHILDREN 1 - 18 YEARS

	1-5	6-12	12+
<p>MILK GROUP Milk, fluid Substitute for the calcium of milk: Yogurt, cheese</p>	2 – 3 cups	3 cups	4 or more cups
<p>MEAT GROUP Meat, chicken, fish Substitutes for the protein in meat: Eggs, cheese, beans, peanut butter</p>	2 servings	2 servings	2 servings
<p>VEGETABLES-FRUIT GROUP Eat one Vitamin C source daily, one high Vitamin A source at least every other day. Other fruits and vegetables fill out this food group.</p>	4 servings	4 servings	4 servings
<p>BREAD-CEREAL GROUP A serving is one slice of bread. Cooked cereals like oats and dry cereals like cornflakes fall into this group</p>	3 – 4 servings	4-5 servings	5-7 servings Very active children and teens may need more energy
<p>OTHER GROUP (FATS) Butter or margarine</p>	2 – 5 teaspoons	1 or more tablespoons	1 or more tablespoons

APPENDIX 2

SAMPLE MENU

BREAKFAST	LUNCH	SUPPER
Cereal with milk, fruit, orange juice	Stew beans with white rice, meat, vegetables	Flour tortilla with fried beans and/or meat
Waffles with sausage, Choco/ milk	Macaroni and cheese, meat, cole slaw	Journey cakes with cheese, Choco/Milk
Oats, fruit, juice	Split pea with white rice, fish balls, baked plantain	Creole bread with sausage in tomato sauce
Flour tortilla with fried beans, milk	Chicken soup with vegetables and corn tortilla	Creole bun and cheese
Pancakes, eggs, Choco/ milk	Mashed potatoes, meat, steamed vegetables	Journey cakes and fried fish
Cereal with milk, fruit	Vegetable rice with meat	Creole bread/bun with cheese
Creole bread, eggs or cheese, juice	Rice and beans, salad, chicken	Flour tortilla and stew chicken

Fruits and vegetables should be used as snacks.

Appendix 3

CHARACTERISTICS OF EFFECTIVE BOARDS

Boards of Directors/Governors are effective to the extent that they possess the following characteristics:

Diversity – The board in its entirety possesses a variety of talents, skills, experience, interests and social background

Structure – The organization of the board is such that individuals and committees assume proper and active roles in its functions

Member Involvement – Members exhibit a high degree of interest in their roles and responsibilities and are genuinely concerned about the association's problems and prospects

Knowledge – Members are well informed about the association's operation and the social forces that are affecting service delivery

Rapport – Members of the board have a mutual respect for each other, despite differences in opinion, and maintain a productive working relationship with each other

Sensitivity – The board represents and is sensitive to different constituencies and viewpoints

Sense of Priorities – Board members are concerned with important and long ranged issues, not trivial matters

Direction – The president/chairperson is respected, and is skilled in encouraging the expression of various points of view as a means of facilitating decision-making

Strength – The board is strong enough to achieve effective policy decisions

Financial Support – The board contains a reasonable number of members who obtain financial support for the association

Board/Executive Director/Manager Relationships – There is a productive working relationship between the executive director/manager and the board members

Accomplishment – The board has a genuine sense of progress and achievement and members gain satisfaction from their services

Adapted from The Effective Board, in AGB Notes, Vol. No. 2, February 1974

1. Has a clear and shared image of its goals and a commitment to them, has high production goals, but achievable ... and these group goals are compatible with the individual board member's goals
2. Has the organization appropriate to accomplish these goals.. has appropriate decision-making procedures and authority and appropriate problem-solving techniques
3. Has sufficient number of working members to accomplish these goals with the abilities to do the tasks. And uses the resources of all its members
4. Gives evidence of concern for the welfare and growth of its members and pays attention to group processes which are supportive to its members... has open, frank and honest communications...deals openly with conflict
5. Operates on a definite time schedule
6. Evaluates results and processes periodically

WHY DO PEOPLE JOIN BOARDS

Most people serve on a board because they are invited, however they say yes to the invitation because it satisfy some need, conscious or unconscious ones.

Some of these reasons inhibit their full commitment and tend to keep them static as a board member. Others are conducive to their commitment and tend to be growth facilitating.

The need satisfaction might be:

- ❖ Asked by a peer
- ❖ Assigned by a boss
- ❖ Business connection
- ❖ Recognition/status/prestige
- ❖ Identification with the cause
- ❖ Community service (personal commitment to the organization's mission)
- ❖ May feel that they can bring a perspective that will help shape program and services
- ❖ May have a particular skill that the organization can use and is willing to share that skill

If we separate the need satisfaction list, those that tend to inhibit their full commitment or keep them static are:

- ❖ Asked by a peer

- ❖ Business connection
- ❖ Recognition/status/prestige

People who join a board for these reasons will be less than satisfactory and probably have less than satisfying experiences.

However, those who join to satisfy the following needs will most likely have a fuller commitment and satisfying experience:

- ❖ community service
- ❖ something to offer
- ❖ identification with the cause
- ❖ community service (personal commitment to the organization’s mission)
- ❖ may feel that they can bring a perspective that will help shape programmes and services
- ❖ may have a particular skill that the organization can use and is willing to share that skill

It is important not to make judgments on board members’ reasons for joining but to recognize where they are and work with them from this point.

(Source: Institute for Voluntary Organization’s “The Board Membership Process.”)

WHAT IS THE BEST SIZE FOR A BOARD?

An examination of boards, those with all sizes and with all degrees of success and failure, quickly identifies there is no exact or perfect number. The matter of size should be left to the discretion of the board itself.

To determine the board’s size, the best course of action is to consider the problems, which the board will face if it becomes too small or too large. Two general rules can be followed:

1. If the board is too large:

- ❖ It cannot act as an effective deliberative body. (If the board cannot meet and make decisions, it is no longer effective.)
- ❖ The quality of the deliberations is endangered
- ❖ Personal involvement tends to decrease
- ❖ People fail to assume their responsibilities
- ❖ Meetings become less frequent
- ❖ Quality of membership declines
- ❖ Satisfaction of participants are not great
- ❖ An “inner board” is often created out of sheer necessity to do the deliberations and make the decisions. (This is sometimes called an “Executive Committee.”)

2. If the board is too small:

- ❖ It cannot provide adequate representation from the community or constituency of the community
- ❖ It can become too closely knit or paralyzed by factionalism
- ❖ Adequate fund raising cannot be accomplished
- ❖ It cannot provide adequate policy guidance or assistance
- ❖ It cannot divide into sufficient number of sub-groups (committees) to adequately study specific issues or areas

The key to determining a board's size is to determine the board should perform what functions and who will undertake them.

QUALIFICATIONS FOR BOARD MEMBERS

All board members should be chosen for their individual qualities and should possess either demonstrated qualities of leadership or potential for leadership.

Amongst the most desirable qualifications of individual board members are:

1. Enthusiasm about the organization and conviction about its purpose.
2. Interest in people, their problems and their potentials
3. Demonstrated interest in community service
4. Willingness to give time, effort, and resources to work of the organization
5. Ability to command community confidence and respect
6. Special skills, knowledge, and expertise that are needed by the organization
7. Ability to represent the community (or major relevant segments) and interpret community needs and views
8. Ability to assess information and make important decisions
9. Courage to state one's views on important issues
10. Willingness to accept and support decisions democratically made
11. Unquestionable personal character
12. High standing among men and women of his or her profession or business; a respected citizen in the community
13. Ability to deal openly and directly with staff and other board members when pleased or displeased about something

SELECTING BOARD MEMBERS

The four most common patterns of identifying potential board members are “demographic,” “associative,” “power and influence,” and “functional skills.”

1. “Demographic” is the attempt to have a board which closely reflects the community served by the organization. It is the idea that all points of view are desirable and necessary in the setting of the organization’s programmes and policy.
2. “Associative” involves the consideration of various “forces for good” within the organization’s service area. This pattern sees that new board members are picked for their relationship with known desirable associations (personal or organizational). An existing demonstrated interest in the organization is also a factor here.
3. “Power and Influence” is the pattern of selecting the “known leaders of the community” and are mostly thought of in terms of personal wealth or community and political influence.
4. “Functional Skills” assumes that the organization wants a “working” board, one which takes over other aspects of volunteer leadership within the organization in addition to policy determination.

There is a fifth pattern, but one that leads to undesirable results. It’s called “In-group” and functions when board members nominate only known friends, relatives, and acquaintances. This leads to an incestuous running of the organization and the board, itself, is made ineffective when this occurs.

Of the four desirable techniques, no one way is totally superior to the others. Those responsible for strengthening the board must come up with the best profile for the organization.

RECRUITING PROCESS FOR BOARD MEMBERS

1st Step: Corporate Planning

Before any good recruiting process can begin, an organization must have a fairly comprehensive documented planning process. It must provide answers to these questions:

- “Where are we going?”
- “How are we going to get there?”
- And, “Who is going to help us get there?”

The “Who” is the focus of strengthening the board

2nd Step: Evaluating the Current Board

A good hard look must be given to the present board. Objective and comprehensive, it should answer questions such as:

- “How well does it represent our community?”
- “How well balanced is it in terms of interests and skills?”
- “How does it rate in community prestige and leadership?”
- And, “Can it do what needs to be done?”

3rd Step: Identifying the Potential

With the first two steps completed any weakness in the present board will become apparent. In this step some of the “gaps” (areas of weakness) are shared with those responsible for recommending potential board members. (This must be done in a manner to avoid any possible embarrassment of the present board.)

Recommendation for board members may come from the current board, from the Nominating Committee, staff (volunteers and paid) or from the members in general.

However, actual practice indicates most recommendations will come from the manager/director (especially if he or she has wide community and programme involvement) and from the Nominating Committee.

One of the most effective methods is to distribute some type of recommendation form periodically throughout the year. The recommendations are returned to the manager/director who compiles a list continually during the year for the committee’s consideration at appropriate times.

All recommendations for board membership should be submitted in written form to the manager/director prior to any Nominating Committee meeting. Recommendations should not be taken “from the floor” at any meeting. This “rule” provides more objectivity in the evaluation of potential board members and reduces influence of a personal recommendation by a committee member.

4th Step: The Nominating Committee

Probably the single most important step in successful board strengthening is the Nominating Committee, its membership and method of operating.

There are some basic “principles” regarding the Nominating Committee:

1. It should be ad hoc (not a standing committee). A group specially selected to do an important task and then disbands.
2. The committee members are independent (not under the undue influence of the status quo or power element of the board).

3. The committee members are sufficiently secure in their own professional and community positions to not be afraid to evaluate objectively.
4. The committee members are well acquainted with the organization's goals and needs
5. The committee members are of sufficient stature in the community to make the effective contacts to recruit new board members and are not "awed" by the prospects.

5th Step: The Nominating Committee Meeting (s)

The Nominating Committee must understand the importance of their task and that it will take time to be done properly. Meeting time is needed to develop a slate of board members and officers and more time to complete the actual recruiting.

The manager/director should do the preparation in advance. Committee members should have copies of the evaluation form of board members (with committee member's names not include) and a set of each recommendation received.

The flow of the meeting would be something like:

1. Review of the current board and the identification of areas of weakness.
2. Identification and agreement of the types of new board members needed
3. Review each recommended board member in detail with some process to assess each person's ability to strengthen the board and help work at the challenges
4. Identify the top potential board members and several alternates
5. Identify who among the committee (or on the board) can be the most effective in recruiting each prospect
6. Review and agree on the best recruiting process.

Throughout these meetings committee members must be challenge to set their sights high. Never eliminate a prospect on the assumption of their response to an invitation (such as, "She's too busy!")

6th Step: Nominating Committee Report to the Board

The board's full support of potential new board members should be obtained prior to any discussion or recruiting of the prospects.

Board members should be cautious not to share the approved names outside the board meeting because of potential embarrassment.

7th Step: Recruiting

The actual recruiting should be carefully planned and carried out. Here are some proven tips:

1. Generally persons are more likely to be impressed favorably when two busy people, preferably volunteers accompanied by the manager/director, make an appointment to extend the invitation.
2. The invitation must be extended in person and not on the telephone or in a hurried manner.
3. The presentation needs to be as influential as possible, and with dignity and sharing a strong sense of importance.
4. The tone of the invitation should be one of a privilege. The importance of the assignment and the amount of time and energy required for effective performance or the job should not be minimized.

During the recruiting interview with the prospect, the agenda should be:

1. Introductions (to the extent necessary)
2. Why you are here.
3. What the board does. (Its authority, organization, etc.)
4. The current challenges facing the board. (What's to be done that is exciting, interesting.)
5. Why, in particular, this person is wanted on the board. (What are the special contributions he or she can make?) This "personalization" is the key to a successful approach.
6. Explain the time and energy required. (What's expected?)
7. Answer any questions.
8. Ask when you may call again for the decision. (You may not want to seek an on-the-spot answer because of the importance and commitment of the job.)

Some documentation such as responsibilities and functions of the board and a board member might be shared with the prospect. Don't "overload" the prospect. In-depth material and explanations should be given at the orientation session for new board members.

8th Step: Election

Following the recruiting of the new board member, the Nominating Committee should present the slate of new board members for election.

It is good practice to inform new board members about the board's approval of their names prior to their recruitment and election.

9th Step: Orienting New Board Members

The recruiting of board members is not completed until each new member has been properly oriented to the organization and introduced to other board members. This event can be the single most important act leading to satisfactory participation by the new member.

A strong orientation programme sets a standard for work on the board. It lets people begin to contribute as quickly as possible and communicates how important it is to start off fully informed and ready to participate.

An orientation programme ensures that board members are reading from the same page. If they are left to form their own interpretations of the mission, it should be no surprise if board members develop conflicting theories, making it difficult to reach agreement when resources are allocated or planning is undertaken. Similarly, board members unfamiliar with the quality and variety of programmes an organization offers will find it hard to constructively evaluate the performance of the organization and staff.

Besides having practical advantages, a thorough orientation is a courtesy that current board members extend to their new colleagues, making them feel welcome and allowing them to join the board's discussions and decision making with confidence.

The orientation process should be completed as early as possible, and preferably before the board member's second board meeting. A useful tool in the process is a Board Manual specially prepared for all board members.

WHAT ARE THE MOST FREQUENT FAULTS IN THE NOMINATING PROCESS

1. The Nominating Committee does not meet until close to their deadline resulting in hurried, inadequate considered nominations.
2. An adequate profile of what is needed in new board members is not developed
3. Sights are set too low or assumptions are made that good people are "too busy" or "not interested."
4. Nominating Committee members who are threatened about the concept of reaching out to new potentials, or feel they might be "over their heads" or "outclassed."
5. Too casual a nomination process (such as accepting and voting on nominations from the floor during board meetings), or some unauthorized individual who "recruits" a new member without the benefit of the board and committee involvement process.

CHARACTERISTICS OF A GOOD CHAIRPERSON

For a chairperson to be successful there are certain characteristics that should be present.

1. Have a deep-seated commitment to the organization, its purpose, goals and programmes.
2. Possess managerial characteristics
3. Be opposite of the director/manager in matters of creativity and originality
4. Available and someone easy to talk to
5. Accept the chairperson's job as a responsibility, not as an obligation, willing to become involved in the problems being faced by the organization

TRAITS COMMONLY FOUND IN OUTSTANDING LEADERS

1. Most leaders have hides as thick as a rhinoceros as far as their own personal pride is concerned, but they are extremely sensitive to the pride of others
2. Most leaders instinctively listen more than they talk, and talk only when they have something worthwhile and appropriate to say.
3. When leaders listen they automatically sift out the words they hear the central points of what the speaker has on his or her mind.
4. Leaders can recognize and evaluate the ability of others, encourage its development and employ it to the best possible advantage of all concerned
5. All leaders control their temper to a marked degree, do not give way to uncontrolled enthusiasm or despair, but move from day-to-day on an even keel.
6. Leaders do not permit themselves to be bogged down with unimportant details. They are naturally inclined to brush aside details, with an eye for the key log in the jam.
7. Most leaders have highly developed intuition. While respectful of facts and logic, they are able to read between the lines and anticipate the answer to a problem before it is available
8. Most leaders have the faculty of gaining confidence without becoming intimate with individuals
9. Most leaders are incapable of intense hatred, grudges or bitter quarrels, and are not conscious of enemies.

10. All leaders suggest rather than order.

WHY SOME BOARDS FAIL

Why do some boards fail while others succeed in carrying out their duties and functions?

Here are seven reasons for failure:

1. Members use the wrong criteria in electing new members to the board.
Board members should be elected because:
 - ❖ they are people deeply devoted to the progress and welfare of the organization,
 - ❖ they are in full mental and physical health and vigor, and
 - ❖ they possess not only sound judgment, but also the capacity to look into the future with the vision and to conceive the innovations of a better and a broader organization as a result of their guidance of it.
2. Adequate policies are not developed or not put into writing. In some cases others fail because they see their policies as set in concrete. Policies can never be. They must be periodically reviewed and altered if conditions change or bad experience makes this necessary or wise.
3. The board tries to do things which it has no business doing and fails to do those things which are its duty.

In the case of boards that are responsible for the hiring of manager/director, it is the responsibility of the board to:

- ❖ to select the best manager/director it can find
- ❖
- ❖ hold him or her accountable for good management and for the carrying out of the board policies
- ❖
- ❖ refrain from interference with his or her everyday carrying out of business
- ❖
- ❖ rehire him or her if a good job is done
- ❖
- ❖ replace him or her with another and better manager/director if he or she does not

Some boards fail because they wait too long to replace incompetent staff. Others fail because they let a strong staff dominate all the affairs of the organization, including policy-making.

4. They interfere in functions which are the providence of the staff. One of the most serious mistakes a board can make is become involved with the manager's relations with his/her staff.
5. The board must act as a team. The chairperson is its leader

Some boards fail because one or two members become so dominant in the workings of the board that ideas of the other members have no chance of being considered. On the other hand, a board can fail because of the lack of effective leadership on the part of the chairperson.

6. They neglect the duty of taking the membership fully into its confidence and keeping the membership honestly and fully informed about the operations.
7. Homework is not done.

BOARD DECISION-MAKING PROCESS

Most groups as they move through the process of decision-making, go through these three phases:

1. Initiating (getting new ideas, concepts, possibilities)
2. Reacting (responding)
3. Clarifying (checking out, testing)

When an individual makes a decision, the first phase, initiating, may be all that is necessary. But as a group goes through the decision-making process, all phases must be allowed. All three phases interact.

If any of these phases become dominant making the process unbalanced, the efficiency of your decision-making process is hampered. The leadership of the chairperson must bring the group back into focus and moving through the cycle.

GETTING BOARD MEMBERS INVOLVED (For Chairperson)

There are a number of techniques that a chairperson can use to increase board members' involvement at meetings. One such technique is for the chairperson to see him/herself as a discussion leader.

Some suggestions that might help increase discussion include:

1. When someone is speaking, look more at other members of the board than at the speaker. This helps encourage interaction among board members, not interaction with you.
2. Do not make a reply to each comment by a group member. Wait for someone else to do so. If necessary, ask the group, “Any reaction to that?”
3. If someone talks overly long, interrupt by saying, “I’m losing the point you are making. Can you state it for me very briefly?”
4. When questions are asked directly of you, if appropriate, refer them back to the group. Say, “Someone here must have a response to that.”
5. If you think you have grasped a complex point someone has tried to express, clarify it for the board by saying, “Let’s see, if I understand you, you are saying ...”
6. Avoid making personal comments that may be taken as disapproval, condescension, sarcasm, personal cross-examination or self-approval.
7. Summarize periodically.
8. Do not insist on having the last word.
9. Do not show approval or disapproval of someone’s opinion. You are not there to reward or punish.

IMPROVING THE QUALITY OF BOARD MEETINGS

For the maximum attendance at board meetings and the ultimate in production from those meetings, there are a number of important factors.

1. Settings must be attractive and comfortable. Food service must be of good quality (even if only snacks provided).
2. The meeting must be well planned, dignified, and businesslike. However, don’t make them cold and dead. It is desirable that mature humour and the human- interest element be present.
3. The agenda—order of business—should consist of matters of true significance. These should be presented to the board only after the appropriate committees have dealt with the details and have prepared clearly stated recommendations of policy or strategy.
4. The agenda, including all printed exhibits and reports, should be sent, at least one week prior to each board meeting, to board members for review and study.

5. Meetings must start on time and not exceed the time which the majority of members expect to give.
6. The board should deal only with broad policy matters, leaving the specific details to the appropriate committees and/or staff.
7. The board must not operate like a “rubber stamp,” automatically approving the reports of the staff or the recommendations of the committees. Nor should they re-do the work of the staff or committees.
8. Board members need to have time to thoroughly understand an issue before being called upon to vote.
9. Patterns and procedures of regular board meetings should be reduced to routine as far as possible so constant decisions do not need to be made about them. Items that should be regularized are meeting time and place, frequency, order of business, and certain rules of practice.
10. Some type of “RSVP” system accompanying the advance agenda should be used.
11. Agendas, once planned, should be time scheduled. If estimated times aren’t printed along the side of the agenda, there should at least be an agreement on allotted times.
12. Board members and staff making reports should be given a maximum length of time for their presentation.

ROOM SET UP TO ACCOMPLISH YOUR PURPOSE

The physical arrangements in the meeting room will contribute a great deal to (or distract from) the accomplishment of your meeting’s purpose.

The two most important factors are:

Placing board members so they can see one another (with as few backs to one another as possible).

Placing the chairperson and meeting facilitator in a position that will contribute (but not dominate) their leadership

If there is a choice in the shape and size of a room, select:

A square room (people will be seated closer to one another while a rectangular room spreads people out).

A room that is too large rather than too small (people don’t like feeling jammed into a tight space).

ASSESSING THE FUNCTIONING OF THE BOARD

Annually there should be some assessment of the total board on how effectively it is functioning. This could be done by the chairperson and the manager, the executive committee or, better yet, input from all board members.

As with periodic evaluating of the board meetings, this process will provide the chairperson and the manager with important information for future planning. More comprehensive and in-depth than the periodic meeting evaluations, the strengths and weaknesses of the board will quickly become apparent.

THE TOUCHY PART: SEPARATION

Inevitably there comes a time when a board member will leave. It may be voluntary:

- ❖ reasons of ill health
- ❖ business transfer
- ❖ lack of time
- ❖ disenchantment

Or involuntary:

- ❖ asked to resign
- ❖ not re-nominated
- ❖ death

If there is provision preventing a board member from serving more than two consecutive terms, this is often an easier way of separating unwanted board members. But, if a term is three years, a wait of up to six years to remove someone may reduce the board's effectiveness. And, organizations with this requirement usually scramble to construct a way to keep a relationship with "good" board members.

If the recruitment and orientation programmes are well done, and if it is common knowledge that board members' performance will be evaluated, then mechanical means of separation are generally not needed. It is far better to be directly honest and continue or terminate a board member's service based on performance than on mechanics.

Occasionally it will be necessary to ask board members to resign. In these cases, one or two other board members should call on this individual, commiserate on how busy he or she must be, and suggest because of changing conditions a resignation may be the best. If presented properly, most people will be relieved of a burden and perhaps some of their guilt.

Board Development

Obstacles to board development

1. It takes time, and time is always at a premium. Board members are volunteers, giving up personal time to be involved. Executive directors/managers and staff have barely enough time to meet the day-to-day demands of their jobs. For board and staff, there is always more to do than board meetings and committee meetings reasonably allow. Who has time to spend a day attending a workshop or assessing the board's role in the organization?
2. It takes initiative and leadership. If the board chair is indifferent to the issue of and the responsibility for board development, there is little that can overcome that inertia. If the executive director fails to perceive the benefits of a better informed board, or worries about what a more effective board might mean to the status quo, board development is likely to be last on the long list of things to do.
3. It may cost money, and there is never enough of that. Although much board development can be achieved at no financial cost, some very effective board development activities require a budget. To help the board succeed in a new fundraising endeavor, for example, board members and staff may need to call on outside expertise. Retreats often benefit from the use of an outside facilitator to guide discussions and serve as an interested, but unbiased, observer and participant. In addition, the cost of attending professional meetings and workshops that would benefit board members may need to be part of the organization's budget if board members cannot handle such costs themselves.
4. It takes modesty. To learn anything requires admitting to a little ignorance or room for improvement. Board members often find it hard to accept that the skills and personal characteristics that made them attractive as potential board members- expertise, single-mindedness, entrepreneurship, and influence- may present a challenge to effective board service, in which working as a team, reaching consensus, respecting boundaries, and putting other people or organizations first play a part in the success.

Last, who knew there was so much to learn? Board members are often surprised to learn that they have legal obligations as members of a nonprofit board and that consequently they have some inescapable responsibilities, including fiscal oversight, careful attention to programme activities, and evaluation of staff performance.

- Homes have Policies and Procedures Manuals that cover, but are not limited to areas governing admission, programme, staff and behavior management.
- Copies of Policies and Procedures are available to all staff and the Inspector of Social Service Institutions or other representative of the Ministry
- The Inspector of Social Service Institution or other representative of the Ministry is notified, by the following working day, of any significant changes in the operation of the home

Appendix 4

Board Development

Like the staff of residential care facilities for children, the membership of the board of directors for each facility should have people represented that are:

- committed to the facility's mission or purpose for existing, and
- dedicated to ensuring that the facility provides quality services to children in care.

An active board can contribute significantly to the efficiency of Residential Care Facilities for Children, yet many boards can be ineffective. The role of a board of directors is to act as 1) supporters and builders and 2) planners and monitors of an organization's development.

- Supporters & Builders: As supporters and builders, the board works as a team with the facility staff to achieve common goals by bringing different skills and playing different roles to support and build the facility. In this regard, the board acts to raise money, bring contacts and clout, provide special skills, and act as ambassadors to the community for the organization.
- Planners & Monitors: As planners and monitors the board observes and questions the facility's work to hold it accountable to the children, funding sources, and the public's interest. To function in this role, the board acts to protect public interest by reviewing and authorizing plans and commitments, ensuring compliance with legal and contractual requirements, and evaluating the facility's work. Some boards also have the governance responsibility to hire and review the performance of the top executive(s) (Executive Director, etc.) of the facility.

Of all of the responsibilities of the board of directors, emphasis tends to be placed most heavily on raising money. Based upon conventional wisdom one would assume that all board members should raise money.

To ensure that the services provided by residential care facilities benefit from a diverse and skilled board membership, it is recommended that board's include residents and members of the community who can make unique and complementary contributions to the governance of the facility. Some members may be able to garner significant financial contributions, while others may be most useful as program planners and monitors; as a result, it is not necessary that all board members raise money. Each board will need to determine an appropriate role for itself based upon their overall goals and strategy.

The responsibility of the board to both support and monitor is inherent with challenges and limitations. Seek to recruit board members who are good at

functioning in either or both roles. Include persons that are familiar with the residents, an actual resident if possible, funding agency representatives, partner agency representatives, volunteers, and persons from the business sector. Developing a board with diverse membership will keep the facility flexible and able to respond to challenges associated with both the need for support and monitoring.

Four different types of individuals should be represented on the board of directors.

1. People whose specialty is in the field of residential care services for children;
2. People who were once in residential or foster care;
3. People who live in the community wherein the facility is located; and
4. People who can offer professional and financial resources to assist in the growth of the facility.

As a rule of thumb, the best board members fall into four natural categories of people:

1. **THE WORKERS:** This group of people have the time, energy, and technical skills to get the Board's work done. These people chair committees or serve as officers on the board.
2. **THE WISE:** This group of people have specific knowledge and experience on residential care services for children and the quality services that are necessary to have a positive impact in this area.
3. **THE WEALTHY:** This group of people have resources that they contribute to the facility or have the networks to attract funds for the facility.
4. **THE NECESSARY:** This group of people have a relationship with the facility or board that must be honored or respected.

Ideally each facility should have a board of director's orientation manual that includes the following:

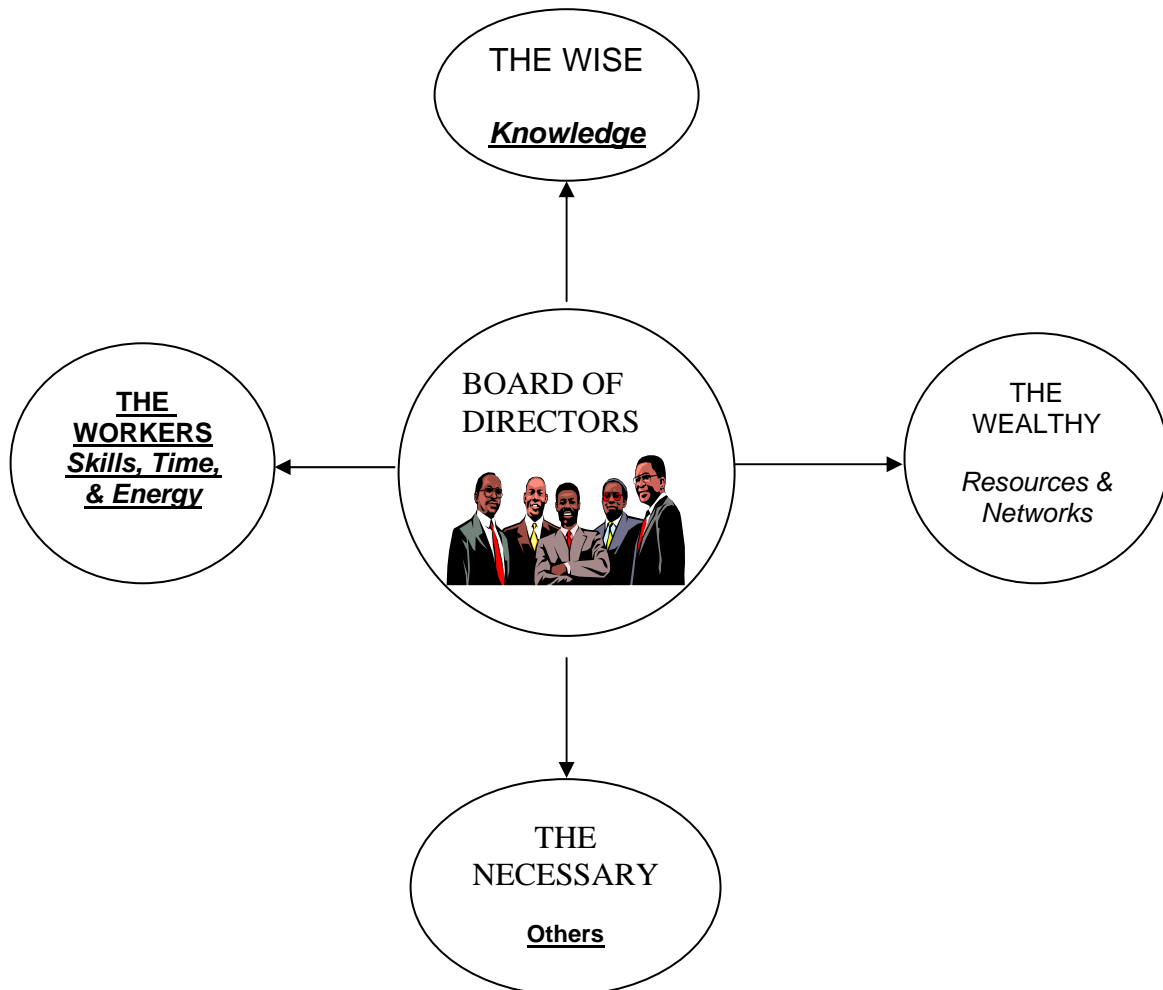
- A cover letter from the board chairperson
- An overview of the facility
- A board member job description
- Minutes of recent board meetings
- A recent financial report and budget
- Bios and contact information of current board members and facility staff
- A description of current committees

Being a board member can be hard work. Special consideration should be given to regular and public recognition of the contributions of board members as well as staff.

MODULE III: ACTIVITY C

a. BOARD OF DIRECTORS AT A GLANCE

Instructions: Look at the diagram below and think about possible board members that could support your facility's work and the roles they could play. Then answer the questions below.



QUESTIONS:

- Number of board members with specialized skills in the field of residential care services for children or child welfare?
- Number of board members that are former residents of residential care facilities for children or were in some form of substitute care?
- Number of board members that are community residents or stakeholders?
- Number of board members with professional or financial resources?

ANNEXS

ANNEX 1 - KCH JOB DESCRIPTIONS

Director

The Director of the King's Children Home will be ultimately responsible for everything that happens in the Home. This role includes all tasks related to personnel, all administrative duties, and supervising and guiding the residents in their positive development.

Components

The specific responsibilities are as follows:

- Seek out, interview, and select possible candidates for employment at King's Children Home and with approval from the Board of Directors, hire and dismiss staff; enforce agency personnel policy; establish salary scales and benefits for employees; hear and resolve grievances or complaints by or against an employee; organize and carry out a program for staff development; and conduct individual staff evaluations at least once every three months.
- Prepare and present an annual budget to the Board of Directors "Annual Meeting" as well as monthly statements for submission to the DHD; maintain organized records of the KCH monthly income, expenses, monetary donations, in-kind donations, and other financial affairs; and allocate/disburse funds for the purchase of equipment and supplies.
- Serve on the Board of Directors of KCH and attend all Board meetings; prepare and present regular reports to the Board, written or verbal, as requested; implement actions in the Home as initiated by the Board; and seek the Board's approval in matters of policy and procedure in the Home.
- Develop, implement, and enforce agency policy and procedure necessary for the effective operation of the Home, revising as needed.
- Develop and enforce policy by which individuals and groups may come to volunteer time at the KCH; coordinate all such visits; maintain active records on all volunteers; develop and organize a brief orientation for first time volunteers to identify their specific duties and to adequately familiarize them with pertinent policies and procedures of the KCH; maintain good working relationships with all volunteers and their supporting agencies / organizations.
- To be responsible for insuring that the KCH operates in compliance with all applicable licensing regulations and laws of Belize.
- Maintain positive working relationships with the DHD and Family Services Division and produce appropriate documents as reasonably requested for their review.
- Maintain good public relations by ensuring the Home is represented at community meetings, workshops/seminars, public or private advisory boards, or meetings of professional organizations as best serves the Home and fulfills the Home's mission.

- Develop and maintain positive personal relationships with each resident of the KCH; provide positive encouragement and support to each resident; ensure the personal safety of and respect for each resident; and provide appropriate counseling services for each resident.
- Advocate for and protect the rights and well being of each resident of the KCH.
- Live in the Home, share meals with the residents, participate in devotion and prayer times, and supervise weekend household chores.
- Be ultimately responsible for all programs and issues relating to the spiritual, physical, educational, and emotional welfare of each resident of the KCH.
- Other possible components depending on individual skill.

Qualifications

- Strong Christian faith and values.
- Appropriate and sufficient training in organizational administration and accounting.
- Appropriate and sufficient training in home economics, maintaining children's health and safety, First Aid, Fire Safety, and counseling abused, abandoned, and/or neglected children.
- Previous experience working with abused, abandoned, and/or neglected children.
- Basic computer skills.

Compensation

- Negotiable depending upon experience and qualifications.

Accountability

- The director is directly responsible to the Board of Directors.
- The Chairman of the KCH Board of Directors will report to the entire Board on a regular basis regarding the performance and progress of the Director. The Board of Directors reserves the right to terminate employment any time if deemed necessary for the well being of the Children.

Assistant to the Director

The Assistant to the Director will work closely with the Director to ensure the safe, legal, and organized operation of the KCH. The Assistant will work closely with the Educational Assistant in regard to preschool and educational activities. The Assistant will serve as the KCH liaison with volunteers.

Components

The specific responsibilities of this staff member would be as follows:

- Work closely with the Director to prepare and present an annual budget to the Board of Directors “Annual Meeting” as well as monthly statements for submission to the DHD; maintain organized records of the KCH monthly income, expenses, monetary donations, in-kind donations, and other financial affairs.
- Receive and adequately document all donations; send appropriate receipts, tax exemption, and thank you letters to all donors; maintain a current list of items and work needed at the KCH.
- Assist in developing and enforcing policy by which individuals and groups may come to volunteer time at the KCH; coordinate all such visits; maintain active records on all volunteers; develop and organize a brief orientation for first time volunteers to identify their specific duties and to adequately familiarize them with pertinent policies and procedures of the KCH; maintain good working relationships with all volunteers and their supporting agencies / organizations.
- Advocate for, represent the KCH and protect the rights and well being of each resident in the absence or at the request of the Director.
- Develop and maintain positive personal relationships with each resident of the KCH; provide positive encouragement and support to each resident; ensure the personal safety of and respect for each resident; and provide appropriate counseling for each resident.

Qualifications

- Strong Christian faith and values.
- Appropriate and sufficient training in organizational administration and accounting.
- Appropriate and sufficient training in home economics, maintaining children’s health and safety, First Aid, Fire Safety, and counseling abused, abandoned, and/or neglected children.
- Previous experience working with abused, abandoned, and/or neglected children.
- Basic computer skills.

Compensation

- Negotiable depending upon experience and qualifications.

Accountability

- The Assistant to the Director is directly accountable to the Director and will be evaluated quarterly.

Educational Assistant

The Educational Assistant will specialize in tutoring, teaching, and guiding residents of the KCH in their individual educational endeavors.

Components

The specific responsibilities of this staff member would be as follows:

- To develop and maintain a comprehensive preschool program at the Home for the preschool age residents including science exploration and counting activities, alphabet and reading times, constructive play times, creative expressions through art and music, and character development.
- To select or develop, with the Director's approval, an appropriate curriculum and procure all materials required for its successful completion.
- Prepare and submit lesson / activity plans incorporating the specified objectives for the month according to the curriculum; and model the appropriate behavior and communication patterns expected of the children.
- Use appropriate behavior modification / discipline procedures and refer extreme cases to the Director or Assistant to the Director.
- Monitor the cleanliness of the areas of the Home used by the preschool activities, supervise and assist the preschool children during mealtimes, when using the bathroom, for naps, etc., throughout the day.
- Preschool will be held between 9 AM and 11:30 AM.
- In addition to preschool duties, the Educational Assistant will monitor each resident's educational progress; update the individual's files with report cards, correspondences from the school, and pertinent educational documents; prepare individual progress reports for each resident by term.
- Ensure appropriate after-school tutoring for school aged residents in needed subjects with help of volunteers from the community and abroad.
- Register and pay all school fees for each resident; maintain previously used textbooks and supplies to be used by the younger residents and distribute accordingly; with Director's approval, purchase required texts / supplies.
- Organize and maintain the library, the playroom for younger residents, and a quiet study / computer area for the older residents; establish norms and appropriate use guidelines for these areas.

Qualifications

- Appropriate and sufficient training in early childhood education and behavior modification/discipline.

- Vocational interest in preschool, primary, and secondary education.
- First Aid and Fire Safety training.
- Organizational skills.
- Basic computer skills.
- Positive attitude and commitment to the KCH.

Compensation

- Negotiable depending upon experience and qualifications.

Accountability

- The Educational Assistant will be directly accountable to the Director and the Board of Directors and will be evaluated quarterly by both. The Educational Assistant will work closely with the Assistant to the Director in organizing school supplies and library/study/computer area, developing the preschool curriculum, and conducting daily preschool activities.

Domestic Assistant: Laundry

The Domestic Assistant will be responsible for the daily laundry and upkeep of the residents' clothes.

Components

The specific responsibilities of this staff member would be as follows:

- Maintenance (mending, washing, folding, and ironing) of the younger residents' clothing. Younger children include those under the age of 13.
- Machine or hand wash, hang out or machine dry, and fold laundry for the current day. No laundry is to be left overnight or over the weekend.
- The use of the machine dryer is reserved for only those occasions when line drying is not possible for reasons such as rain or other extenuating circumstances.
- Keep washroom and machine clean and organized at all times.
- Separate the folded laundry into piles according to gender; put away the infant / toddler clothing, linens, and towels in the proper drawers or shelves.
- Miscellaneous domestic duties are requested such as cleaning house, food preparation or distribution, etc.

Qualifications

- Appropriate and sufficient training in clothing maintenance.
- First Aid and Fire Safety training.
- Interest and sensitivity to working around abused, abandoned, and/or neglected children.
- Strong work ethic and positive attitude.

Compensation

- Negotiable depending upon experience and qualifications.

Accountability

- The Domestic Assistant is directly accountable to the Director and will be evaluated quarterly.

Domestic Assistant: Kitchen

The Kitchen Assistant will supervise all activity in the kitchen: supervise cleaning and storage of all utensils and appliances; maintain a healthy, clean kitchen / dining area; and inventory and give account for all food at the KCH.

Components

The specific responsibilities of this staff member would be as follows:

- Work with Director to plan healthy nutritious meals and develop a monthly menu.
- Properly handle and store all food in appropriate places; inventory and give account for all food; notify Director of grocery needs well in advance of needing them.
- Supervise the residents' use of the kitchen; prepare the afternoon meal; and monitor the distribution of food in such a way that every resident receives the proper portion.
- Supervise the residents as they perform their daily chores washing, drying, and storing dishes.
- Clean kitchen / dining room including sweeping, mopping, and wiping tables / counters.

Qualifications

- Appropriate and sufficient training in safe food handling, preparation, and serving.
- First Aid and Fire Safety training.
- Interest and sensitivity to working around abused, abandoned, and/or neglected children.
- Strong work ethic and positive attitude.

Compensation

- Negotiable depending upon experience and qualifications.

Accountability

- The Kitchen Assistant is directly accountable to the Director and will be evaluated quarterly.

Facilities Manager

The Facilities Manager will be responsible for the maintenance and repair of all facilities and grounds of the KCH and will supervise / direct all building projects and capital improvements of the KCH.

Components

The specific responsibilities of this staff member would be as follows:

- Inspect all aspects of the building and yard at KCH to ensure everything is safe and in good working order; replace or repair that which is not safe or not functioning properly; recommend facility improvements for approval of the Director and the Board of Directors.
- Maintain all appliances and equipment used at the KCH (washing machines, dryers, vacuums, tools, etc.); repairing and replacing broken items; remove old, broken, or unused items from the KCH premises.
- Periodically check and replace smoke alarms and fire extinguishers.
- Supervise and direct volunteer work team projects.
- Keep tool shed organized and clean.
- Supervise appropriate and routine facility work with residents such as clipping grass, scrubbing walls, washing vehicles, etc.
- Perform regular vehicle maintenance to the KCH van and school bus and ensure each vehicle is safe and in proper working order.

Qualifications

- Appropriate and sufficient training in building, appliance, and vehicle maintenance and repair.
- First Aid and Fire Safety training.
- Interest and sensitivity to working around abused, abandoned, and/or neglected children.
- Strong work ethic and positive attitude.

Compensation

- Negotiable depending upon experience and qualifications.

Accountability

- The Facilities Manager is directly accountable to the Director and will be evaluated quarterly.

ANNEX 2 – ADMITTANCE FORM



Admittance Form

1. **Name of Child:** _____ **Nickname (if any):** _____
Father's name: _____ Mother's name: _____
Address: _____ Address: _____
Nationality: _____ Nationality: _____
Origin: _____ Origin: _____
2. **Sex:** Male Female 3. **Race:** _____
4. **Date of Birth (if available):** _____ **Approximate Age:** _____
(dd/mm/yy)
5. **Medical History (see medical form for information)**
6. **Status in Home**
Date arrived at KCH: _____ Adopted by Director: Yes No Other: _____
(dd/mm/yy)
7. **Educational Status**
Language(s) Spoken: English Spanish Other: _____
Reading Level: Excellent Good Fair Poor
Writing Level: Excellent Good Fair Poor
School Attending: _____ Present Grade: _____
Availability and location of report cards: _____
8. **Origin**
Belizean National Refugee/Immigrant
If Refugee/Immigrant, is child: Registered Unregistered
Visa Number: _____ Expiration date of current immigration papers: _____
9. **Available Documentation**
Birth Certificate (If existing, child is Belize Born Foreign Born)
Passport Constancia Social Security Card Other: _____

10. Reason for Living in KCH

Parents deceased or not existing

Parents left country (If yes, Will not return Will return When: _____)

Child unable to be cared for by parent or guardian.

Child abused and removed from original home

Other

Explain any of the above: _____

11. Permanency Planning for Child

Adoption (By KCH By Others)

Further foster care (If yes, How long in total: _____)

Return to parents (If yes, Estimated date of return: _____)

ANNEX 3 – MEDICAL FORM



Medical Form

(This form must be completed before acceptance into the home)

1. **Name of Child:** _____ **Date of Birth:** _____
(dd/mm/yy)

2. **Immunizations** (Include date of last immunization for each disease checked)

Disease	Date	Disease	Disease	Date	
Diphtheria	_____	Whooping Cough	_____	Tetanus	_____
Small Pox	_____	Polio	_____	Measles	_____
Measles	_____	Yellow Fever	_____	Typhoid Fever	_____
Other: _____					

3. **Illnesses** (Check if Yes and indicate when and explain below)

Illness	Date	Illness	Illness	Date	
Asthma	_____	Bleeding Gums	_____	Colitis	_____
Epilepsy	_____	Heart Disorder	_____	Skin Disease	_____
Diabetes	_____	Cancer	_____	Psychiatric Illness	_____
Ulcers	_____	HIV/AIDS	_____	Migraine Headache	_____
Alcoholism/ Drug Use	_____	Infectious Disease (which one)	_____	High Blood Pressure	_____
Hepatitis	_____	Other: _____			

Explain any of the above: _____

4. **Injuries** (Check if yes. Indicate when and explain below)

Injury	Date	Injury	Injury	Date
Head Injury _____		Back Injury _____	Broken Bones _____	
Recurrent _____		Recurrent _____	Other: _____	
Ankle Injury _____		Knee Injury _____		

Explain any of the above or any special physical limitations: _____

5. Allergic Reactions: Does the child have any allergies, including reactions to food, penicillin, antibiotics, and any other medications?

Yes No

If yes, please explain: _____

6. Dietary Needs: Does the child have any special dietary needs?

Yes No

If yes, please explain: _____

7. Surgery: Has the child ever undergone surgery for any reason?

Yes No

If yes, please explain: _____

8. Dental: *Does the child have any problems?*

Yes No

If yes, please explain: _____

9. Medications (*Please list all the current medications taken by the child. Include the name, amount [dosage], how often the child takes it, how long the child will need to take it and the condition being treated.*)

ANNEX 4 – VISITATION/RELEASE FORM



Visitation/Release Form

I, _____, agree to assume responsibility for the child or children in my care for the specified length of time. While the child is in my care, I agree to meet their basic needs such as safety and nourishment. I have been informed of the principles and standards of the Home. I agree to enforce the principles and uphold the moral standards. I understand that it is my responsibility to inform the Director, or the person in charge, at the home before I carry the child or children outside of Belmopan District.

Custodian's Signature

Director's Signature

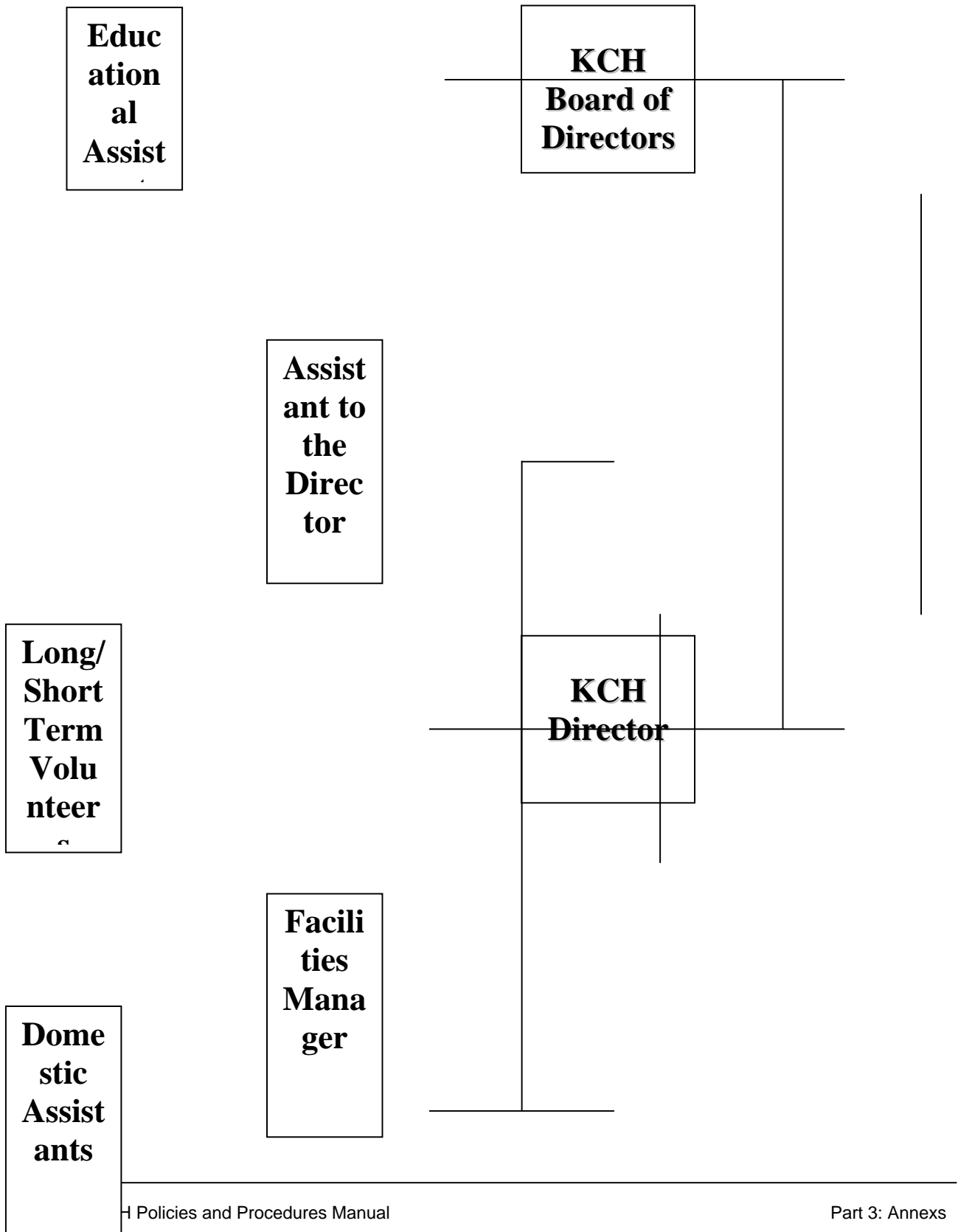
Date

Name(s) of child(ren) leaving:

Length of Time Away from Home:

Disclaimer: All children leaving for weekend visits during the school term must be returned by 4:00pm Sunday evening.

ANNEX 5- KCH ORGANIZATIONAL CHART



ANNEX 6 – TARGET EARTH & KING’S CHILDREN HOME PARTNERSHIP PLAN (1998)

Purpose

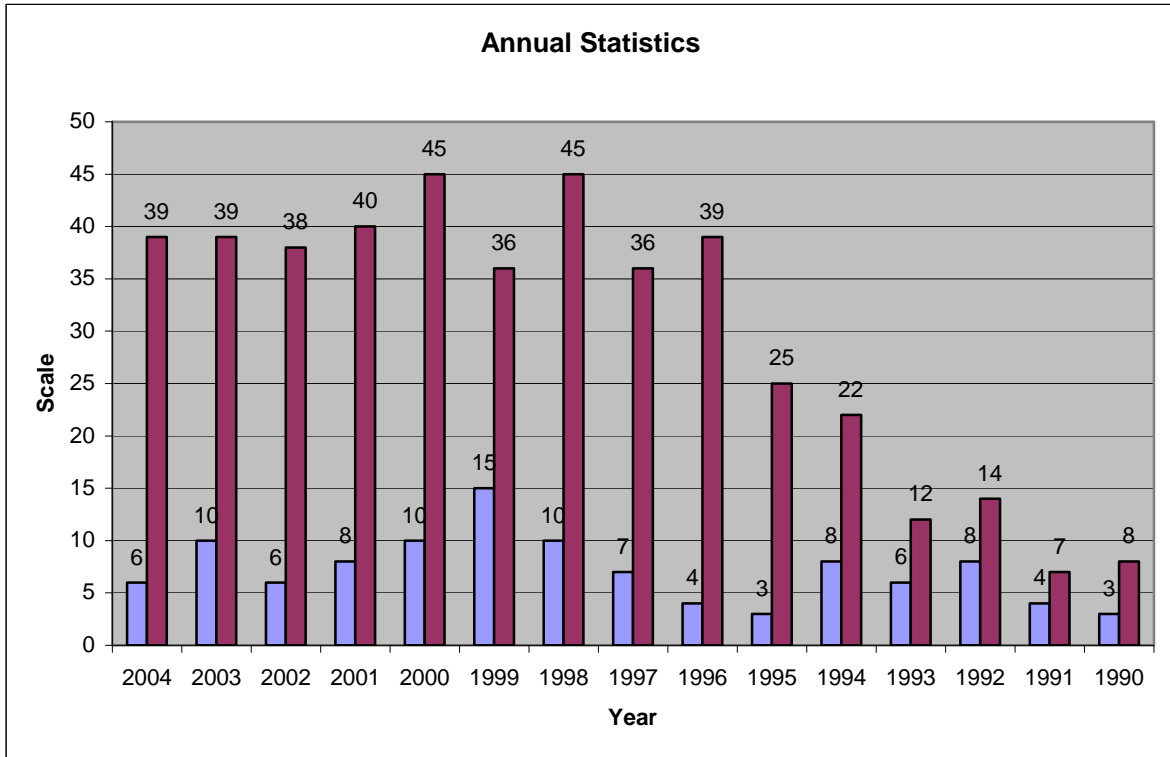
As our informal and formal partnership has developed and strengthened with the King’s Children Home in Belmopan, Belize, it has become apparent that a clear articulation of the objectives and vision for this partnership is needed which can serve to guide its further development. Out of concern for the well-being of the short and long term residents of the King’s Children Home, we have identified a number of areas in which we can see ourselves being of service to this ongoing and important ministry to the children of Belize.

Objectives

1. To support the children at the home through ongoing relationships with Target Earth staff people and guests.
 - It is our desire to maintain a regular relationship with the children at the home in order to build friendships with the children, nurture them as we have the opportunity, and be able to identify needs through our own observation and discussion with the staff of the home.
 - Since the good of the children is our primary interest in this partnership, we do not desire to bring groups to the home for the sole purpose of looking at the premises or the children. If any group is interested in participating in the life of the children’s home, we would like the group to become involved in some tangible way. Whether this involvement is a half-day work project, helping children with homework, taking the kids swimming, etc. At this point it is clear that it is not in the best long-term interest of the children to bring people through to look at them and their residence.
2. To work with the Board of Directors and the staff of the Home to ensure adequate staffing which will provide for the needs of the children
 - At this point it is clear that at least one full time and long term assistant for the director of the Home is a pressing need. As Target Earth Belize we are interested in pursuing funding for such a staff person from our contacts both in and outside of Belize. It is our vision that this person be a long-time resident of Belize, have a strong Christian commitment and a desire to work with the children. We are interested in the active participation of finding potential applicants, interviewing and hiring this individual.
 - Our second priority in terms of staffing is to identify possible volunteers through our pool of applicants with Target Earth International who might be able to volunteer at KCH for 8 months or more. It is our goal that these short-term volunteers would contribute to the ongoing work of the home and assist with administration and organization as appropriate.
3. To work in conjunction with the Board of Directors to ensure adequate facilities to the degree that no major remodeling or building will be needed within the next 10 years.
 - The long-term viability of the home and its ability to serve the children under its care is directly linked to the quality of its facilities. The staff of Target Earth Belize are interested in identifying possible partners from amongst our contacts who would be willing to raise the funds needed to provide adequate facilities which will serve the ongoing needs of the residents of KCH. It is our goal to formulate a building plan approved by the board of directors, raise the funds and implement and complete the project by the end of the 2000 calendar year.

4. To pray regularly for the children of King's Children Home, its staff, and its Board of Directors
5. To maintain an ongoing and active role in the board of directors of KCH in order to stay informed of progress and developments achieved and to contribute to the long term planning as appropriate.

ANNEX 7 – ANNUAL STATISTICS



ANNEX 8 – KCH INVENTORY (FEBRUARY 2005)

Office

- 3 Filing cabinets
- 3 Computers
- 3 Printers (1 HP694C, 1 HP692C, 1 BJC-250)
- 4 Desks
- 3 Office chairs
- 2 Wall Cabinets
- Books
- 1 water cooler

Living Room

- 1 living room set)
- 1 Corner TV stand
- 1 TV stand
- 1 TV (functional)
- 1 stereo set)

Sick Room

- 1 Medicine Chest
- 1 Small Bed
- 1 Desk

Washroom

- 6 Washing Machines
- 3 Dryers
- 1 Water Heater

Playroom

- 1 TV
- 2 Couches
- 4 love seats
- 2 arm chairs
- 2 Bench

Dinning Room

- 4 Long dinner tables
- 8 Long benches
- 3 Babies' dinner chair
- 1 Cabinet

Kitchen

- 1 Commercial Stoves
- 1 Refrigerator
- 1 Freezer
- Cabinets

Bedroom 1

- 1 double Bed with mattress
- 2 Twin Beds with mattresses
- 3 Chests of drawers

Bedroom 2

- 3 bunk beds with mattresses
- 1 Closet
- 1 chair
- 4 Chests of drawers

Bedroom 3

- 3 Bunk beds with mattresses
- 4 Chest of drawers
- 1 Small Chest
- 1 Chair

Bedroom 4

- 3 Bunk beds with mattresses
- 1 large Chests of drawers
- 1 chair

Bedroom 5

- 1 Double bed with mattress
- 1 Chest of drawers
- 1 closet
- 1 chair

Bedroom 6

- 8 Bunk beds with mattresses
- 3 Chests of drawers
- 1 Chair

Bedroom 7

- 5 Bunk bed with mattress
- 5 Chests of drawers
- 1 Chair
- 1 Closet

Bedroom 8

- 2 Double beds
- 1 Chest of drawers

Bedroom 9

- 2 Twin bed with mattress
- 5 Cribs with mattress
- 1 Chest of drawers

Bathrooms (4)

9 showers
1 baby bath
1 Bath tub
7 toilet bowls
1 urinal

Living Room (small)

1 living room set
1 TV
1 cabinet (floor)
1 cabinet (wall)
1 Refrigerator
1 small table
Book shelved/w books

Storeroom 1

Cleaning supplies
Misc. clothing etc
Personal Items

Bedroom 10

1 Twin Bed with mattress
1 desk
1 Closet

Bedroom 11

1 king-size beds with mattresses
1 Closet (walk in)
1 bunk bed
4 Chests of drawers

front porch

1 long bench

Storeroom 1

Tools

Back porch 1

1 long table
2 wash bowls
2 bench
1 ping-pong table