

# Standards for Staffed Children's Residential Services<sup>1</sup>

Provided under the Child, Family  
and Community Service Act  
1998

(Revised to include the Restraint and Seclusion policy: October 2016)  
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<sup>1</sup> Note: the word “residential” remains in this document’s title due to its specific reference in legal contracts. In acknowledgement of the harms of residential schools, this word has been phased out elsewhere in this document, and will be removed from the title when possible.

## **Acknowledgments**

Developing these standards has involved the hard work and dedication of many people over a period of years. While it is not possible to list the names of every individual, the Standards Committee acknowledges all of the valuable contributions that have been made.

The standards have been developed with the participation of the following organizations:

- Federation of Child and Family Services of British Columbia
- Child and Youth Care Association of British Columbia
- Federation of British Columbia Youth In Care Networks
- British Columbia Federation of Foster Parent Associations
- Provincial Association of Residential Community Alternatives

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## Introduction

The purpose of these standards is to ensure consistent, high quality services for children and youth in care who live in staffed settings. The standards in this document are well-researched and establish a structured, useable and effective approach to providing staffed services to children.

The standards are mandatory and describe expected outcomes for children and youth in care, including the practical steps that caregivers and program staff must take to achieve the expected outcomes.

The standards in this document apply to individuals and organizations contracted by the Ministry for Children and Family Development to provide services to children under the Child, Family and Community Service Act in:

- Staffed contracted agency facilities; and
- foster homes employing more than one full-time equivalent employee\*.

This standards document is one of two sets of standards for children and youth in care. The other set of standards, Standards for Foster Homes, applies to:

- foster homes approved by a director designated under Section 91 of the Child Family and Community Service Act where the caregiver resides in the care setting and has no more than one full-time-equivalent employee\*; and
- individual foster homes subcontracted by or in the employ of a specialized resource contractor and employing not more than one full-time- equivalent employee\*.

*\* One full-time-equivalent employee is a person or persons whose total combined working hours are 40 hours per week. (Exemption: A person or persons providing relief care services for the foster parents while residing either in the foster parents' usual place of dwelling or in their own usual place of dwelling.)*

## **Using this Document**

The standards are divided into the following categories that cover key areas in the delivery of services to children and youth:

- Purpose and Function
- Rights of Children and Youth in Care
- Personal Safety of Children and Youth
- Quality of Service Experiences
- Child and Youth Service Planning
- Shelter and Equipment
- Human Resources
- Organization and Management

Each category contains standards. Individual standards are set out in the following format:

### **Standard**

- The standards in this document describe expected outcomes for children and youth in care who reside in staffed settings.
- Caregivers must comply with each standard for every child placed in their care.

### **Commentary**

- Provides further explanation and rationale for the standard.

### **Results for Children and Youth**

- Identify what the child/youth experiences when the standard has been met and the desired outcome has been achieved.
- Relate to personal perceptions of the child and do not require the child to form judgments about the effectiveness or quality of the service.

### **Program Practices**

- Identify the practical steps service providers must take to comply with the standard and achieve the desired outcome.
- Reflect the best practices in caring for children.

### **Management Actions**

- Identifies the policy and procedures necessary for service providers to achieve the desired outcome.

The *Results for Children and Youth, Program Practices and Management Actions* categories provide a number of criteria for measuring compliance with the individual standards. Rarely is there a single criterion that can reliably measure the outcome of a service. Therefore, the combination of a number of criteria must be considered in making a reasonable judgment of the extent to which the desired outcome has been achieved. These criteria are important for each aspect of the service environment:

- management ensures the expectations are in place;
- staff confirm they fulfill the expectations; and
- children and youth confirm they experience the desired outcome.

### ***The Child, Family and Community Service Act***

The *Child, Family and Community Service Act* (1996) is provincial legislation that provides legal authority for child welfare services in British Columbia. These standards must be administered and interpreted within the context of this act.

The following four sections of the *Child, Family and Community Service Act* are of particular importance to understanding and applying the standards in this document:

- Guiding Principles (section 2)
- Service Delivery Principles (section 3)
- Best Interests of Child (section 4)
- Rights of Children in Care (section 70)

### **Guiding Principles**

The Guiding Principles form the basis for practice and decision-making under the act. They reflect society's values regarding children and families. It is important to note that this section of the act directs that the safety and well-being of children is the paramount consideration in all decisions and actions taken under the act.

- the safety and well-being of children are the paramount considerations;
- children are entitled to be protected from abuse, neglect and harm or threat of harm;
- a family is the preferred environment for the care and upbringing of children and the responsibility for the protection of children rests primarily with the parents;
- Indigenous families and Indigenous communities share responsibility for the upbringing and well-being of Indigenous children;
- if, with available support services, a family can provide a safe and nurturing environment for a child, support services should be provided;
- the child's views should be taken into account when decisions relating to a child are made;
- kinship ties and a child's attachment to the extended family should be preserved if possible;
- the cultural identity of Indigenous children should be preserved;

- Indigenous children are entitled to
  - (i) learn about and practice their Indigenous traditions, customs and languages, and
  - (ii) belong to their Indigenous communities; and
- decisions relating to children should be made and implemented in a timely manner.

## **Service Delivery Principles**

The Service Delivery Principles define the manner in which all services under the act are to be delivered.

- families and children should be informed of the services available to them and encouraged to participate in decisions that affect them;
- Indigenous people should be involved in the planning and delivery of services to Indigenous families and their children;
- services should be planned and provided in ways that are sensitive to the needs and the cultural, racial and religious heritage of those receiving the services;
- the impact of residential schools on Indigenous children, families and communities should be considered in the planning and delivery of services to Indigenous children and families;
- services should be integrated, wherever possible and appropriate, with services provided by government ministries, community agencies and Community Living British Columbia established under the [Community Living Authority Act](#); and
- the community should be involved, wherever possible and appropriate, in the planning and delivery of services, including preventive and support services to families and children.

## **Best Interests of the Child**

The *Child, Family and Community Service Act* states that actions and decisions must take into consideration the best interests of the child. Because the concept of a child's best interests can mean different things to different people, the act specifies that all relevant factors must be considered in determining the child's best interests, including the following:

- the child's safety;
- the child's physical and emotional needs and level of development;
- the importance of continuity in the child's care;
- the quality of the relationship the child has with a parent or other person and the effect of maintaining that relationship;
- the child's cultural, racial, linguistic and religious heritage;
- the child's views; and
- the effect on the child if there is delay in making a decision.

- if the child is Indigenous, in addition to the relevant factors that must be considered the following factors must be considered in determining the child's best interests:
- the importance of the child being able to learn about and practice the child's Indigenous traditions, customs and languages; and
- the importance of the child belonging to their Indigenous community.

## **Rights of Children in Care**

The rights of children and youth in care are enshrined in the act as legal requirements that are enforceable. The rights must be affirmed and respected by everyone working with children and youth in care including social workers, caregivers and program staff. It is the responsibility of every caregiver to ensure that any services they provide to children are consistent with the rights.

Anyone who believes that the rights of a child or youth in care have been violated can make a complaint to the Ministry of Children and Family Development. The ministry will attempt to resolve the concern through informal consultation. If the concern is not resolved in this manner, it can be submitted to the ministry's formal complaint resolution process. If the complaint remains unresolved, the Ombudsperson has authority to hear the complaint.

Under section 70 of the *Child, Family and Community Service Act*, children in care have the following rights:

- to be fed, clothed and nurtured according to community standards and to be given the same quality of care as other children (including the caregiver's children) in the placement;
- to be informed about their plans of care;
- to be consulted and to express their views, according to their abilities, about significant decisions affecting them;
- to reasonable privacy and to possession of their personal belongings;
- to be free from corporal punishment;
- to be informed of the standard of behaviour expected by their caregivers and of the consequences of not meeting their caregiver's expectations;
- to receive medical and dental care when required;
- to participate in social and recreational activities if available and appropriate and according to their abilities and interests;
- to receive the religious instruction and to participate in the religious activities of their choice;
- to receive guidance and encouragement to maintain their cultural heritage;
- to be provided with an interpreter if language or disability is a barrier to consulting with them on decisions affecting their custody or care;
- to privacy during discussions with members of their families subject to any court order made after the court has had an opportunity to consider the question of access to the child;

- to privacy during discussions with a lawyer, the representative or a person employed or retained by the representative under the *Representative for Children and Youth Act*, the Ombudsperson, a Member of the Legislative Assembly or a Member of Parliament;
- to be informed about and to be assisted in contacting the representative under the *Representative for Children and Youth Act*, or the Ombudsperson;
- to be informed of their rights under the act and the procedures available for enforcing their rights under
  - This act, or
  - The *Freedom of Information and Protection of Privacy Act*; and
- In addition to the rights set out above, Indigenous children have the right to:
  - receive guidance, encouragement and support to learn about and practice their Indigenous traditions, customs and languages, and belong to their Indigenous communities.

## Definitions

### **Accommodation:**

Permanent or short-term lodging that is provided to the child or youth.

### **Caregiver:**

Person or organization with whom a child is placed by a director, and who, by agreement with a director, has assumed responsibility for the child's day-to-day care. This includes the terms service provider and contractor.

Caregiver's responsibility under the comprehensive plan of care:

The specific services the child will receive from the caregiver, as identified in the comprehensive plan of care.

### **Child:**

Person under the age of 19 years, placed with a caregiver by a director, and includes a youth.

### **Child's individual service record:**

Information related to a child or youth placed with a caregiver, maintained on an individualized basis. The record belongs to the director and forms part of the director's records for the child.

### **Confinement:**

The state of being held within a space from which the person is not able to exit without the permission of another and within which his or her movements may be restricted.

### **Director:**

Person designated by the Minister of Children and Family Development under section 91 of the Child, Family and Community Service Act to ensure the safety and well-being of children in British Columbia.

**First Nation means any of the following:**

- a band as defined by the Indian Act (Canada); and
- an Indigenous legal entity prescribed by a regulation made under the *Child, Family and Community Service Act*.

**First Nation child means a child:**

- (a) who is a member or is entitled to be a member of a First nation, or
- (b) who an Indigenous authority confirms, by advising a director, is a child belonging to a First Nation

**Gender-affirming Care:**

Can be understood as the processes through which caregivers, staff, services, and organizations care for and support an individual, while recognizing and acknowledging their gender identity and expression to promote their safety, well-being and belonging.

**Indigenous Child:**

“Indigenous child” means a child

- who is a First Nation child;
- who is a Nisga’a child;
- who is a Treaty First Nation child;
- who is under 12 year of age and has a biological parent who
  - is of Indigenous ancestry, including Métis and Inuit, and
  - considers themselves to be an Indigenous person,
- who is 12 year of age or over, of Indigenous ancestry, including Métis and Inuit, and considers themselves to be an Indigenous person, or
- who an Indigenous governing body or Indigenous authority confirms, by advising a director, is a child belonging to an Indigenous community.

**Local licensing officer:**

Person delegated by the Medical Health Officer to carry out the mandate of the Community Care Facility Act.

**Management actions:**

Actions taken by the caregiver in the provision of a particular aspect of service, and that provide a measure of the extent to which the relevant standard has been met.

**Others of significance:**

Persons identified in the comprehensive plan of care as being important to the child or youth.

**Parent:**

**Includes:**

- a person to whom guardianship or custody of a child has been granted by a court of competent jurisdiction or by an agreement; and
- a person with whom a child resides and who stands in the place of the child’s parent or guardian

but does not include a caregiver, prospective adoptive parent or director.

**Physical environment:**

The building in which the child or youth is accommodated as well as the grounds surrounding the building. Includes detached buildings in the immediate vicinity used to store vehicles and equipment, or to house animals.

**Policy and procedure:**

Those documents developed by the caregiver and made available to staff members in written form.

**Program:**

Set of activities intended to reach specific objectives.

**Program practices:**

Actions taken by staff members in providing a particular component of service, and which provide a measure of the extent to which the relevant standard has been met.

**Restraint:**

The act of intentionally restricting the ability of a child or youth to move or take action.

**Results for children and youth:**

That which is expected to occur as a result of the provision of a particular aspect of service, and which provides a measure of the extent to which the relevant standard has been met.

**Right:**

A specific entitlement recognized by law as defined in the Child, Family and Community Service Act and other relevant legislation.

**Seclusion:**

As one of the prohibited behaviour management practices, seclusion or confinement is described as containment of a child/youth within any space from which they are not able to exit without the permission of another or within which their movements may be restricted. This does not include the behavioural management approach of periods of “time out”, where a child/youth exercises a degree of cooperation and self-control.

**Skills in self-sufficiency:**

Age and developmentally appropriate skills that children and youth are assisted in developing, which include but are not limited to:

- self-advocacy skills;
- interpersonal relationships;
- self-care habits that promote personal safety and well-being;
- problem-solving and decision-making;
- independent living skills;
- social skills;
- cultural and spiritual activities;
- exploring vocational opportunities;
- accessing and using community resources and services; and
- use and value of money.

**Staff:** Includes all staff members (regular, relief, part-time, etc.), volunteers, students and other persons who will have contact with a child or children as part of the service offered by the caregiver.

**Standard:** A statement describing the outcome which is expected to occur in response to the provision of a specific component of service. Compliance is mandatory.

**Time-out:** An intervention in which the child or youth removes themselves or is removed from the immediate setting. The intervention is to be reasonable under the circumstances, and is intended to benefit the child or youth for the purpose of regaining self-control. The period of time involved:

- is brief;
- has a predetermined maximum; and
- takes into consideration the developmental needs of the child.

**Transition:** A significant change in the life of the child or youth as identified in the child's or youth's comprehensive plan of care.

**Treaty First Nation:**

In relation to a Treaty First Nation child, means the Treaty First Nation of which the child is a Treaty First Nation child

**Youth:** Person who is 16 years of age or over but is under 19 years of age, placed with a caregiver by a director.

## **A • Purpose and Function**

### **STANDARD A.1 Purpose and Philosophy of the Program**

The caregiver has a written statement of the program's purpose, philosophy and practices that accurately describes what the program intends to accomplish for children or youth.

#### **Commentary**

This standard is intended to ensure that the service fits the nature of the need in the target population and that the provider communicates this to potential recipients in order to increase the likelihood of there being a correct match between service, need and recipient.

#### **Results for Children and Youth**

**A.1.1** Children and youth confirm that a written statement of purpose exists, and that this, or a summary document, has been provided for them.

**A.1.2** Children and youth confirm that they have access to relevant, written program information that is conveyed in a form understandable to them.

#### **Program Practices**

**A.1.3** Staff members provide children, youth and where possible their parents, with relevant written program information in a timely manner.

**A.1.4** Staff members are knowledgeable of, and can describe program purpose, philosophy and practices and how they are applied.

#### **Management Actions**

**A.1.5** The caregiver has a written description of the program that includes the following:

- a) purpose, philosophy, and practices of service delivery;
- b) population served;
- c) admission process and criteria;
- d) policies regarding pre-placement and post-placement orientation procedures that provide for children and youth to be oriented in a way that ensures their participation and fosters their understanding;
- e) conflict resolution procedure for children and youth and their families that includes a provision stipulating that access to the procedure will include assurance that there will be no reprisals for making complaints;
- f) methods of assessment, and development of the caregiver service plan;
- g) service routines;
- h) positive behaviour management practices;
- i) code of ethics;
- j) transition planning;

- k) staffing model; and
- l) name and title of management, supervisory and staff members and programs for which they are responsible.

**A.1.6** The caregiver provides the written program description, or a summary of it, to:

- a) children or youth placed with the caregiver;
- b) parents of children or youth placed with the caregiver;
- c) caregiver's staff members;
- d) to members of the public who request a copy;
- e) to the Ministry for Children and Family Development; and
- f) to the local licensing officer.

**A.1.7** The caregiver reviews and updates the written statement of purpose annually and communicates changes to those affected.

## **B • Rights of Children and Youth in Care**

### **STANDARD B.1 Rights of Children and Youth in Care**

Children and youth are assisted to understand their rights under the Child, Family and Community Service Act and the procedures for enforcing them.

#### **Commentary**

The guarantee of special rights to children and youth in care is one way of ensuring that children and youth in care are empowered as active partners of parents, social workers and caregivers in planning their future. This active participation encourages them to become self-determining adults in future years. Furthermore, it is important that children and youth in care get help with any problems they are experiencing in care before the situation deteriorates to the point where a formal complaint is registered. This is more likely to occur in an environment where children's rights are clearly honoured and fulfilled.

The rights of children and youth in care are enshrined in the act as legal requirements that are enforceable. The rights must be affirmed and respected by everyone working with children and youth in care including social workers, caregivers and program staff. It is the responsibility of every caregiver to ensure that any services they provide to children are consistent with the rights.

**B.1.1** Children and youth confirm information about their rights, including how to contact the representative under the *Representative for Children and Youth Act*, is available in a form that is understandable to them.

**B.1.2** Children and youth confirm that their rights are fulfilled.

## **Program Practices**

**B.1.3** Staff members provide children, youth and their parents with relevant written information in a timely manner, in a language children understand, or in alternative formats that are understandable to children, youth or parents when they are unable to understand the information in written form.

**B.1.4** Staff members are knowledgeable of, and can describe how information about the rights of children and youth, including how to contact the contacting the representative under the *Representative for Children and Youth Act*, are applied in the program.

## **Management Actions**

**B.1.5** The caregiver has written policy and procedure regarding assisting children, youth and their parents with obtaining information about the rights of children and youth, including being informed about, and assisted to contact, the representative under the *Representative for Children and Youth Act*.

**B.1.6** The caregiver assists with obtaining the information in other languages and in alternative formats, such as Braille, video and audio tape, when children, youth, parents or staff members are unavailable to understand the information in written form.

## **STANDARD B.2 Complaint Resolution**

Children and youth are free to express dissatisfaction with the service being provided to them, and their concerns and complaints are addressed seriously without delay or reprisal.

## **Commentary**

It is important that children and youth in care become comfortable in asserting themselves in constructive ways, including when expressing dissatisfaction. Providing an environment of care in which children and youth are encouraged to express dissatisfaction in a constructive manner will reduce the likelihood of circumstances deteriorating to the point where a formal complaint is registered.

## **Results for Children and Youth**

**B.2.1** Children and youth confirm that staff members treat their concerns and complaints seriously, fairly and in a timely manner.

**B.2.2** Children and youth confirm that they have been provided with a copy of the complaint resolution procedure and that they understand when and how to involve relevant authorities, including but not limited to:

- a) the child's social worker;
- b) the representative under the *Representative for Children and Youth Act*;
- c) the Ombudsperson;
- d) the Information and Privacy Commissioner; and
- e) the local licensing officer.

## Program Practices

**B.2.3** Staff members address concerns and complaints in a serious, fair and timely manner.

**B.2.4** Staff members provide children and youth with information about the complaint resolution procedure and assist them to understand when and how to involve relevant authorities, including but not limited to:

- a) the child's social worker;
- b) the representative under the *Representative for Children and Youth Act*;
- c) the Ombudsperson;
- d) the Information and Privacy Commissioner; and
- e) the local licensing officer.

## Management Actions

**B.2.5** The caregiver has policy and procedures regarding complaint resolution, procedure which includes assisting children and youth to understand when and how to involve relevant authorities, including but not limited to:

- a) the child's social worker;
- b) the representative under the *Representative for Children and Youth Act*;
- c) the Ombudsperson;
- d) the Information and Privacy Commissioner; and
- e) the local licensing officer.

## STANDARD B.3 Privacy and Personal Belongings

Children and youth have reasonable privacy and possession of their personal belongings.

## Commentary

Children are entitled to a reasonable measure of privacy, and it is the responsibility of the caregiver to take specific steps to ensure that the child's entitlement is recognized and that their privacy is protected. Decisions made on privacy should be geared to the child's best interests, safety and well-being. The degree of privacy will vary depending on the child's age, needs and level of maturity. The degree of privacy may also depend on safety considerations.

## Results for Children and Youth

**B.3.1** Children and youth believe their privacy is respected and protected.

**B.3.2** Children and youth confirm that personal information is treated respectfully and confidentially.

**B.3.3** Children and youth confirm that they can meet in privacy with parents and others

of significance, subject to court orders and within the context of the comprehensive plan of care.

**B.3.4** Children and youth confirm that they know what personal possessions are permitted and that their personal possessions are respected and protected.

**B.3.5** Children and youth confirm that body or strip searches do not occur.

### **Program Practices**

**B.3.6** Staff members protect and respect the rights of privacy and confidentiality of children, youth and their parents in accordance with relevant legislation such as the Freedom of Information and Protection of Privacy Act and the Child, Family and Community Service Act, and policy of the Ministry for Children and Family Development.

**B.3.7** Staff members encourage children and youth to maintain their personal possessions.

**B.3.8** Staff members apply reasonable and proper grounds for conducting personal and/or property searches.

**B.3.9** Staff members confirm that body or strip searches are not practiced.

### **Management Actions**

**B.3.11** The caregiver informs children, youth and parents of its policy and written procedures regarding privacy and confidentiality.

**B.3.12** The caregiver ensures the child is able to receive visitors, including family members and friends, in reasonable privacy and comfort unless there are safety considerations.

**B.3.13** The caregiver ensures the child is provided with privacy during discussions with a lawyer, the Office for Children and Youth, the Ombudsperson, a Member of the Legislative Assembly, or a Member of Parliament.

**B.3.14** The caregiver has written policy and procedure that is consistent with relevant legislation, such as the Freedom of Information and Protection of Privacy Act and the Child, Family and Community Service Act, Community Care Facility Act and Ministry of Children and Family Development policy, including but not restricted to:

- a) defining access to individual service records by authorized personnel;
  - b) regarding the sharing of information;
  - c) defining the use of confidential information for therapeutic, training or research purposes;
  - d) requiring that written permission of the child's social worker is secured before the child is interviewed, photographed, filmed, videotaped, tape recorded or otherwise identified by anyone for a public or teaching purpose;
  - e) providing for the transfer of individual service records; and
  - f) regarding the contents, storage and disposal of inactive individual service records.
-

**B.3.15** The caregiver has written policy regarding the personal possessions of children and youth that identifies possessions that are permitted and those that are prohibited.

**B.3.16** The caregiver designates both secure and accessible storage that is adequate for children's and youth's possessions.

**B.3.17** The caregiver has written policy defining reasonable and proper grounds for conducting personal and/or property searches that incorporates Ministry of Children and Family Development policy.

**B.3.18** The caregiver has written search procedures that are respectful, least intrusive and that clearly state body or strip searches are not permitted.

## **C. Personal Safety of Children and Youth**

### **STANDARD C.1 Personal Safety and Protection of Children and Youth**

Children and youth are provided services in a safe environment in which they are protected from harm, or the threat of harm, from self or others.

#### **Commentary**

The safety and well-being of children are the paramount considerations under the Child, Family and Community Service Act. It is the responsibility of the caregiver and the child's social worker to take all reasonable steps to reduce the level of risk that a child may be exposed to. This is a fundamental requirement for the healthy development of the child.

#### **Results for Children and Youth**

**C.1.1** Children and youth confirm they feel safe in the company of all staff members, students, volunteers, program participants, visitors and in the program in general.

**C.1.1(b)** Children and youth confirm they receive appropriate gender-affirming care from staff members and feel safe in their environment.

**C.1.2** Children and youth confirm that staff members are respectful and responsive to their concerns of harm, or the threat of harm from self and others.

**C.1.3** Children and youth know whom to contact in the event of harm, or threat of harm, involving self or others.

**C.1.4** Children and youth confirm that all contact they have with staff members takes place as part of the program.

#### **Program Practices**

**C.1.5** Staff members screen and monitor all students, volunteers and visitors to the program.

**C.1.6** Staff members take action to prevent, or respond to, harmful and threatening circumstances involving children and youth.

**C.1.7** Staff members ensure children and youth have access to forms of assistance such as:

- a) emergency numbers;
- b) the child's social worker;
- c) police;
- d) parents, within the context of the comprehensive plan of care;
- e) the Helpline for Children;
- f) the representative under the *Representative for Children and Youth Act*;
- g) the Ombudsperson;
- h) the local licensing officer; and
- i) other relevant professionals.

**C.1.8** Staff members ensure that all contact they have with children and youth takes place within the context of the program being provided.

**C.1.9** Staff members maintain daily logs and carry out wellness checks.

### **Management Actions**

**C.1.10** The caregiver has written policy and procedures about:

- a) the screening and monitoring of staff members, students, volunteers and visitors to the program;
- b) ensuring children and youth receive gender-affirming care to promote their safety, well-being and belonging;
- c) the prevention of harm, or the threat of harm from self or others;
- d) ensuring children and youth have access to forms of assistance such as:
  - 1) emergency numbers;
  - 2) the child's social worker;
  - 3) the police;
  - 4) parents, within the context of the comprehensive plan of care;
  - 5) the Helpline for Children;
  - 6) the representative under the *Representative for Children and Youth Act*;
  - 7) the Ombudsperson;
  - 8) the local licensing officer; and
  - 9) other relevant professionals.
- e) the action to be taken by staff members in the event of harmful or threatening circumstances involving children and youth; and
- f) the requirement that all contact children and youth have with staff members takes place within the context of the program.

**C.1.11** The caregiver has written policy and procedure that ensures a daily log is kept on each child or youth containing a record of significant aspects of the child's life including what is or has been the child's normal daily routines and any changes in these routines.

**C.1.12** The caregiver has written policy and procedure that require daily safety and wellness checks on each child and youth are carried out within the context of the comprehensive plan of care.

### **STANDARD C.2 Reportable Incidents**

All information of significance to the safety and well-being of children and youth is promptly reported to a social worker.

#### **Commentary**

If the social worker is unavailable, the report is made to another social worker or the supervisor in the same district office. After regular office hours, the report is made to an After Hours social worker. After Hours social workers are available 24 hours per day, seven days per week.

Facilities that are licensed under the Community Care Facilities Act must also consider the requirements to report to the Medical Health Officer.

#### **Results for Children and Youth**

**C.2.1** Children and youth confirm that they have been informed about reportable incidents and about what will happen if such an incident occurs.

**C.2.2** Children and youth confirm staff members respond quickly and effectively to extreme or unusual circumstances in the program, such as serious illness of, or injury to, a person in the program.

**C.2.3** Children and youth confirm that when they experience a serious illness or serious injury their social worker and others of significance as noted in each child's or youth's plan of care are advised.

#### **Program Practices**

**C.2.4** Staff members can identify reportable incidents.

**C.2.5** Staff members confirm that children and youth have been informed about reportable incidents and about what will happen if such an incident occurs.

**C.2.6** Staff members carry out the reporting actions required under C.2.8 and C.2.9 in response to reportable incidents.

#### **Management Actions**

**C.2.7** The caregiver has written policy and procedure regarding reportable incidents that:

- a) are consistent with legislative, regulatory and contractual requirements;
- b) make available for staff, children and youth information on:

- 1) recognizing reportable incidents;
  - 2) responding effectively to reportable incidents;
  - 3) reporting procedures for reportable incidents; and
  - 4) preventing reportable incidents;
- c) ensure that there is regular review and implementation of measures to prevent the occurrence of reportable incidents.

**C.2.8** The caregiver has written policy and procedure requiring the notification of at least the child's social worker immediately after the occurrence of any of the following reportable incidents in order that the child's social worker can plan for the ongoing safety and well-being of the child:

- a) the death of a child or youth;
- b) accident or illness of a child or youth requiring medical treatment or hospitalization;
- c) allegations of abuse, neglect or mistreatment of a child or youth;
- d) any displays of self-injurious or high risk behaviour by a child or youth;
- e) gestures, threats or attempts of suicide by a child or youth;
- f) situations when a child or youth is missing, including any subsequent information obtained about the child or youth while they are missing (see Appendix 1 for more information);
- g) situations when a child or youth has observed, been involved in, or exposed to a high risk situation or disaster, such as a fire or multiple abuse situation in a school, that may cause emotional trauma or post-traumatic stress;
- h) any intervention by the police or law enforcement authorities with a child or youth;
- i) situations involving the use of physical restraint;
- j) prohibited behaviour management practices including the use of seclusion/safe rooms;
- k) the unauthorized removal or attempted removal of a child or youth from home, facility, school or day program;
- l) marked behaviour changes exhibited by a child or youth;
- m) suspension of a child or youth from school or day program;
- n) plans, not previously authorized, for the child or youth to be cared for by another person overnight;
- o) relocation of a child from one care setting to another; and
- p) any other circumstance affecting the safety or well-being of a child or youth.

**C.2.9** The caregiver has written policy and procedure requiring the notification of at least the resource social worker of the following incidents in order that the resource social worker can support the caregiver in planning for the short- and long-term viability of the placement for the child or youth:

- a) limitation in the ability of the caregiver to meet the safety and well-being needs of a child or youth placed, or about to be placed, with the caregiver;
- b) limitation in the ability of the caregiver to meet other written caregiver service expectations;
- c) criminal charge or conviction relevant under the Criminal Records Review Act, of a staff member or other member of the program or contractor/caregiver who provides services under the direction of the caregiver and who has access

- to a child or youth placed in the program;
- d) court supervised parole or probation of a staff member, other member of the program or contractor/caregiver who has access to a child or youth placed in the program; and
  - e) the onset or recurrence of a physical, emotional or mental condition or substance abuse problem of a contractor or caregiver which could reasonably be expected to impair the caregiver's ability to care for the child.

### **STANDARD C.3 Use of Physical Restraint**

Children and youth are served in a setting where physical restraint is used only in extraordinary circumstances to protect the child, youth or others from immediate physical harm when;

- less restrictive means have been considered or attempted and determined to be insufficient in the circumstances; or
- as an extraordinary measure approved of by ‘a designated director’ and outlined in the child or youth’s individual care plan.
- Where restraint is allowed in the child or youth’s care plan, restraint is performed by caregivers or service providers trained in crisis intervention including the safe use of restraint.

#### **Commentary**

Although caregivers take all reasonable steps in all circumstances to avoid the need for the use of restraint, including emergency restraint, there may be occasions when for a variety of reasons, the child is not able to cope successfully with the situation in which they find themselves. In extraordinary circumstances and when the use of restraint has been approved of by ‘a designated director’ and is included in the child or youth’s care plan, it may be necessary to use physical restraint in order to protect the child or others from immediate physical harm to which they may be exposed.

If restraint is used:

- physical restraint involves the least control necessary to ensure immediate safety and is appropriate to the child's level of development and condition;
- efforts are made to re-establish communication and end restraint as soon as possible; and
- the child or youth is never left attended while under restraint.

#### **Results for Children and Youth**

**C.3.1** Children and youth confirm they have been informed about circumstances in which physical restraint may be used to protect themselves or others from immediate physical harm or threat of harm.

**C.3.2** Children and youth confirm that if physical restraint has been used with them, they have been informed by staff of the reasons for the intervention.

**C.3.3** Children and youth confirm that a timely debriefing has taken place following an incident involving the use of physical restraint.

**C.3.4** Children and youth confirm that they have had their physical and emotional

well- being assessed by staff following an episode of physical restraint.

**C.3.5** Children and youth who may have witnessed the use of physical restraint confirm that staff have debriefed the incident with them in a timely manner.

### **Program Practices**

**C.3.6** Staff members undergo training in the safe use of physical restraint.

**C.3.7** Staff members have clear knowledge of Restraint and Seclusion Regarding Children and Youth in Care policy and procedures.

**C.3.8** Staff members who have used physical restraint have explained to the child or youth the reasons for the use of physical restraint.

**C.3.9** Staff members debrief with involved child and those who may have witnessed the episode, as well as notify management about the use of physical restraint.

**C.3.10** Staff members assess the child's or youth's physical and emotional well-being after physical restraint has been used.

**C.3.11** Staff members incorporate the perspective of children and youth as well as staff members in documenting situations in which physical restraint has been used.

**C.3.12** Staff members have had ready access to:

- a) personal debriefing;
- b) supervision;
- c) risk assessment and review; and
- d) training and direction regarding the safe use of physical restraint when physical restraint has been used.

### **Management Actions**

**C.3.13** The caregiver has written policy and procedure about:

- a) the required and appropriate training and ongoing supervision of staff in the use of physical restraint within the parameters of this standard;
- b) the procedure to be followed if staff members use physical restraint, which includes but is not limited to:
  - 1) planning a team strategy for safe response;
  - 2) safe and least intrusive interventions;
  - 3) assessment of child's physical and emotional well-being;
  - 4) documentation;
  - 5) reporting; and
  - 6) debriefing with involved child or youth, child or youth witnesses, the child's social worker and when appropriate, the child's parent.

**C.3.14** The caregiver provides staff with ready access to personal debriefing, supervision,

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risk assessment and review, ongoing training and direction regarding the future use of physical restraint when protecting a child, youth, or others from immediate physical harm.

- For more information about the use of restraint and/or seclusion, refer to Policy 5.13: Restraint and Seclusion Regarding Children and Youth in Care.

Note: As one of the prohibited behaviour management practices, seclusion or confinement is described as containment of a child/youth within any space from which they are not able to exit without the permission of another or within which their movements may be restricted. This does not include the behavioural management approach of periods of “time out”, where a child/youth exercises a degree of cooperation and self-control.

## **D. Quality of Service Experiences**

### **STANDARD D.1 Service Environment**

Children and youth experience an environment in which their spirit, dignity and individuality are respected.

#### **Commentary**

The environment within a staffed setting can have a significant and long lasting impact on a child or youth. Although the nature of the circumstances may vary widely from one setting to another, if the child or youth is treated respectfully, they are more likely to respond positively to that environment than they would in the absence of that demonstrated respect.

#### **Results for Children and Youth**

**D.1.1** Children and youth confirm that they are listened to and treated with respect.

**D.1.2** Children and youth confirm that their right to maintain their cultural heritage is encouraged and supported.

**D.1.3** Children and youth of Indigenous heritage confirm that they have opportunities to maintain positive contact, involvement and participation with their Indigenous community.

**D.1.4** Children and youth confirm that they have opportunities to choose whether or not to participate in any religious instruction or activities.

**D.1.5** Children and youth confirm that they are not discriminated against on the basis of gender, sexual orientation, religion, race, culture, or language.

**D.1.5(b)** Children and youth confirm that their gender identity is supported, and they feel safe in their environment.

**D.1.6** Children and youth confirm that significant events in their life are identified

and acknowledged.

**D.1.7** Children and youth confirm that they have an opportunity to give feedback about the program.

**D.1.8** Children and youth feel that the premises in which services are provided fit in with the surrounding community.

### **Program Practices**

**D.1.9** Staff members describe how they listen to and demonstrate respect for children and youth.

**D.1.10** Staff members encourage and support children and youth to maintain their cultural heritage.

**D.1.11** Staff members provide Indigenous children and youth opportunities to connect and be involved with their Indigenous community.

**D.1.12** Staff members provide children and youth opportunities to choose whether or not to participate in any religious instruction or activities.

**D.1.13** Staff members take steps to prevent discrimination on the basis of gender, sexual orientation, religion, traditions, customs, or language.

**D.1.13(b)** Staff members provide gender-affirming care that supports children and youth's sense of safety, well-being and belonging, and respects their gender identity and expression.

**D.1.14** Staff members provide children and youth an opportunity to give feedback about the program and the premises.

**D.1.15** Staff members identify and acknowledge significant events in children's or youth's lives.

### **Management Actions**

**D.1.16** The caregiver has written policy and procedure providing guidance to staff members about:

- a) listening to and demonstrating respect for children and youth;
  - b) encouraging and supporting children and youth to maintain their cultural heritage;
  - c) providing children and youth of Indigenous heritage opportunities to maintain positive contact, involvement and participation with their Indigenous community;
  - d) providing opportunities for children and youth to choose whether or not to participate in any religious instruction or activities;
  - e) preventing discrimination on the basis of gender, sexual orientation, religion, race, culture, or language;
  - f) providing gender-affirming care to children and youth that supports their gender identity and expression and provides a safe environment;
  - g) providing children and youth with an opportunity to give feedback about
-

- the program and premises; and
- h) identifying and acknowledging significant events in the children's or youth's lives.

## **STANDARD D.2 Family Involvement**

Children and youth receive services within the context of the child's comprehensive plan of care which support the participation of their families and others of significance to them.

### **Commentary**

A child's family including significant others, is usually a central reference point in their life. Although children often come into care from circumstances that are less than ideal, the separation from their families is usually a traumatic event for them. To the extent that a caregiver understands the importance of family in the child's development and takes active measures to incorporate the family into the service being provided to the child, the extent of trauma will be lessened, and the well-being of the child and family will be enhanced.

Indigenous families and Indigenous communities are jointly responsible for the upbringing and well-being of their children/youth. Indigenous people are involved in the planning and delivery of services to Indigenous families and their children/youth.

### **Results for Children and Youth**

**D.2.1** Children and youth confirm that they have opportunities to identify family members and others of significance to them.

**D.2.2** Children and youth confirm that family members and others of significance are supported to participate in the program.

**D.2.3** Indigenous children/youth confirm their right to learn about and practice their Indigenous traditions, customs, and language and to belong to their Indigenous communities is upheld.

### **Program Practices**

**D.2.4** Staff members assist children and youth to identify family members and others of significance.

**D.2.5** Staff members support the participation of children's or youth's family members, and others of significance, in the program.

### **Management Actions**

**D.2.6** The caregiver has written policy and procedure to provide guidance to staff members about:

- a) providing children and youth with an opportunity to identify

- family members and others of significance to them; and
- b) supporting the participation of families and others of significance to children and youth.

### **STANDARD D.3 Maintaining Relationships**

Children and youth are encouraged and supported to maintain communication with their families and others of significance to them, including relationships with their Indigenous community.

#### **Commentary**

Continuity of quality relationships is one of the most important factors in achieving positive outcomes for children. Child welfare research indicates that children who experience continuity of quality relationships are less likely to have ongoing emotional and behaviour problems. Quality relationships provide a crucial network of support in the child's life. Whenever possible and in accordance with the comprehensive plan of care, children and youth are supported and encouraged to maintain and strengthen relationships with parents, siblings, extended family members, cultural community and any other significant relationships.

#### **Results for Children and Youth**

**D.3.1** Children and youth confirm that in regard to their family and others of significance to them and within the context of their comprehensive plans of care:

- a) they are encouraged and helped to either maintain or restore communication or contact;
- b) they receive support for coping with the impact of either having or not having communication or contact.

**D.3.2** Indigenous children/youth confirm that their right to practice their Indigenous traditions, customs and language and to belong to their Indigenous community is upheld.

**D.3.3** Indigenous children/youth confirm that they have had the opportunity for connections to be made with extended family, Indigenous community members, Delegated Aboriginal Agency (DAA) serving their community (if applicable), and other related Indigenous organizations or cultural Knowledge Keepers when assessing, planning and providing services.

#### **Program Practices**

**D.3.4** Staff members actively pursue opportunities to promote or restore contact between the children or youth and their parents, family and/or others of significance within the context of the plans of care.

**D.3.5** Staff members support children and youth in coping with the impact of either having or not having communication or contact with their parents, family or others of significance.

## **Management Actions**

**D.3.6** The caregiver has written policy and procedure that:

- a) encourage and support children and youth in maintaining communication or contact with their families and others of significance within the context of the plan of care; and
- b) guide staff members in assisting children and youth with coping with the impact of either having or not having communication or contact with their parents, family or others of significance.

## **STANDARD D.4 Community Inclusion**

Children and youth receive assistance that supports their inclusion in a variety of community activities.

### **Commentary**

Upon coming to live in a staffed setting the child is often uprooted from the familiar surroundings and patterns of their previous living circumstance. The help the caregiver gives to the child to establish new relationships can reduce the level of difficulty that the child experiences, and increase the likelihood that the transition will be a positive one.

### **Results for Children and Youth**

**D.4.1** Children and youth confirm that they have been provided with information about community activities.

**D.4.2** Children and youth confirm they have received support to participate in a variety of community activities.

### **Program Practices**

**D.4.3** Staff members provide children and youth with information about community activities.

**D.4.4** Staff members support the participation of children and youth in a variety of community activities.

## **Management Actions**

**D.4.5** The caregiver has written policy and procedure to guide the provision of:

- a) information about community activities to children and youth; and
- b) support to children and youth to participate in a variety of community activities.

## **STANDARD D.5 Access to Services and Community**

Children and youth have reasonable access to community services external to the program and to the local community.

### **Commentary**

Regardless of the extent of services present, they are of little value to the child who cannot, for whatever reason, gain access to them. The caregiver is in a key position to determine the nature of assistance that the child might require to gain that access and take advantage of the available services.

**D.5.1** Children and youth confirm they have reasonable access to services that are provided in the community.

**D.5.2** Children and youth confirm the program is provided in a manner that supports their having reasonable access to the local community.

### **Program Practices**

**D.5.3** Staff members facilitate children and youth to have reasonable access to the services that are provided in the community.

**D.5.4** Staff members facilitate children and youth to have reasonable access to the local community.

**D.5.5** Staff members have access to, and are able to use, facilities and equipment that children and youth with disabilities need in order to participate in the program and to access and use services that are provided in the community.

### **Management Actions**

**D.5.6** The caregiver has written policy and procedure that:

- a) define the local community in which community services are available;
- b) support children and youth having reasonable access to the community services that are available.

**D.5.7** The caregiver, within available resources, provides services that children and youth with disabilities need in order to participate in the program and community.

## **STANDARD D.6 Growth and Development**

Children and youth are provided with services that promote their growth and development.

### **Commentary**

Children have a range of needs that require attention if they are to achieve their maximum potential. The child's place of residence is the location where many of those needs can be recognized and from where response to them can be supported.

**D.6.1** Children and youth confirm they have opportunities to develop physically, socially and emotionally in ways that are relevant to their age, ability and understanding.

**D.6.2** Children and youth confirm, in keeping with the program goals and objectives, and plans of care, that they:

- a) are encouraged and supported in their educational goals;
- b) have their physical and mental health needs addressed in a timely fashion, including the reporting of any serious illness or serious injury to their social worker and local licensing officer and others of significance as noted in their plan of care;
- c) are assisted with acquiring information on preventative health care;
- d) are provided with a variety of nutritious meals and snacks;
- e) have opportunities for positive social interaction at mealtimes with staff members and other program participants;
- f) have opportunities to develop and practice skills in self-sufficiency;
- g) are provided gender-affirming care that supports, affirms and nurtures their gender identity;
- h) are encouraged to talk about their feelings;
- i) have opportunities for positive interaction;
- j) are encouraged to think for themselves and are assisted to reason through problems;
- k) have opportunities for enjoyable leisure and recreation time; and
- l) have opportunities to participate in social and recreational activities if available and appropriate according to their abilities and interests.

### **Program Practices**

**D.6.3** Staff members describe measures taken to provide children and youth with opportunities to develop physically, socially and emotionally in ways that are relevant to their age, ability and understanding.

**D.6.4** Staff members ensure children and youth:

- a) are encouraged and supported in their educational goals;
- b) have their physical and mental health needs addressed in a timely fashion, including, in the event of serious illness or serious injury to the child or youth, notifying the child's or youth's social worker and others of significance as per the children's or youth's plans of care;

- c) are assisted with acquiring information on preventative health care;
- d) are provided with a variety of nutritious meals and snacks;
- e) have opportunities for positive social interaction at mealtimes with staff members and other program participants;
- f) have opportunities to develop and practice skills in self-sufficiency;
- g) are provided gender-affirming care that supports, affirms and nurtures their gender identity;
- h) are encouraged to talk about their feelings;
- i) have opportunities for positive interaction; are encouraged to think for themselves and are assisted to reason through problems;
- j) have opportunities for enjoyable leisure and recreation time; and
- k) have opportunities to participate in social and recreational activities if available and appropriate according to their abilities and interests.

### **Management Actions**

**D.6.5** The caregiver has written policy and procedure regarding measures to provide children and youth with opportunities to develop physically, socially and emotionally in ways that are relevant to their age, ability and understanding by:

- a) encouraging and supporting their educational goals;
- b) having their physical and mental health needs addressed in a timely fashion, including, in the event of serious illness or serious injury to the children or youth, as soon as possible, notifying the children's or youth's social workers and others of significance as per the plans of care;
- c) assisting with acquiring information on preventative health care;
- d) providing a variety of nutritious meals and snacks;
- e) providing opportunities for positive social interaction at mealtimes with staff members and other program participants;
- f) providing opportunities to develop and practice skills in self-sufficiency;
- g) providing gender-affirming care that supports, affirms and nurtures their identity;
- h) encouraging them to talk about their feelings;
- i) providing opportunities for positive interaction;
- j) encouraging them to think for themselves and assisting them to reason through problems;
- k) providing opportunities for enjoyable leisure and recreation; and
- l) providing opportunities to participate in social and recreational activities if available and appropriate according to their abilities and interests.

**D.6.6** The caregiver has written policy and procedure about:

- a) the provision of preventative, routine or emergency medical or dental care for children or youth;
- b) obtaining medical attention for children or youth who exhibit symptoms of serious illness or injury;
- c) obtaining the approval for the use of all "over-the-counter" and prescribed medications and for documenting and notifying the children's or youth's parents, as authorized in plans of care, regarding the use of these medications;
- d) advocating for the children or youth to be fully informed regarding any prescribed medical procedures or treatment;

- e) obtaining medical information about the children or youth, including their Personal Health Numbers and appropriate consents required for admission to the program;
- f) ensuring that the individual service records for children or youth contain applicable medical and dental information and all signed consent forms;
- g) ensuring that children and youth have adequate, clean and appropriate clothing as required for their health, comfort and physical well-being;
- h) the use of tobacco including e-cigarettes, illegal drugs and alcohol; and
- i) the safe storage and use of medications.

### **STANDARD D.7 Behaviour**

Children and youth receive assistance and support in developing constructive and successful social behaviour.

#### **Commentary**

Constructive and successful social behaviour is in large part a process of learning. In order for learning to take place the child needs to be provided with the information as well as the necessary guidance and support. The caregiver is in a position to model that learning and can have a significant impact on the extent to which the child is able to develop the desired behaviour.

#### **Results for Children and Youth**

##### **D.7.1 Children and youth confirm that:**

- a) they are aware of the behaviour expected of them;
- b) staff members assist them with meeting behaviour expectations;
- c) they are informed about the positive or negative consequences associated with their behaviour;
- d) they are aware of prohibited behaviour management practices including the use of seclusion/safe rooms and that these are not used; and
- e) they receive consistently fair treatment within the program.

#### **Program Practices**

##### **D.7.2 Staff members ensure that children and youth:**

- a) have been informed about the behaviour expected of them;
- b) have been assisted with meeting behaviour expectations;
- c) have been informed about the positive or negative consequences associated with their behaviour; and
- d) are not subjected to prohibited behaviour management practices including seclusion/safe rooms.

##### **D.7.3 Staff members inform the involved families of children and youth of behaviour expectations for their children or youth and prohibited behaviour management**

practices.

**D.7.4** Staff members strive for fairness and consistency in managing children's or youth's behaviour and in working with children's or youth's involved families.

**D.7.5** Staff members document, in accordance with policy and procedure, disciplinary action that has been taken with regard to children or youth in the program.

### **Management Actions**

**D.7.6** The caregiver has written policy and procedure that identify positive behaviour management practices, actions taken by staff members intended to guide the behaviour of the child or youth receiving services. Positive behaviour management practices include but are not limited to those that:

- a) are based on praise, encouragement, and structuring the environment for success;
- b) are reasonable and related to the nature of the behaviour;
- c) teach or model appropriate ways of behaving;
- d) respond to the behaviour as soon as possible; and
- e) are motivated by a desire to assist the child or youth to learn responsibility and self-control.

**D.7.7** The caregiver has written policy and procedure that identify prohibited behaviour management practices that are expressly forbidden. These include but are not limited to:

- a) deprivation of a child's or youth's basic rights or needs (for example: food, clothing, shelter, bedding);
- b) physical discipline (for example: spanking, shaking, slapping, hitting);
- c) degrading actions (for example: humiliation, ridicule);
- d) restraint, other than for the immediate physical safety of the child or youth, other children or youth, the caregiver or others;
- e) seclusion/safe rooms (not including time-out) or confinement;
- f) assignment of unreasonable exercise or work that may be excessive or harmful to the child or youth;
- g) threats of removal from the care setting in order to manipulate or coerce the behaviour of the child or youth;
- h) arbitrary or unauthorized denial of visits, telephone contact or correspondence with family members or guardians;
- i) application of consequences in situations where it is not certain that the individual's behaviour has warranted them;
- j) being disciplined by another child who has not been designated as a temporary caregiver;
- k) coercive behaviour by caregiver(s) or staff regarding their religious or personal beliefs.

**D.7.8** The caregiver has written policy and procedure that:

- a) describe the documentation of events leading to a behaviour of concern and subsequent disciplinary action;
- b) describe how the involved families of children and youth are informed about behaviour expectations for their children or youth and prohibited behaviour management practices; and

- c) emphasize consistency and fairness in managing the behaviour of children and youth and in working with involved families.

## **STANDARD D.8 Decision Making**

Children and youth take part in making decisions affecting their experiences in the program, and can choose from available options.

### **Commentary**

The capacity to consider available options and to select those that are in a person's best interest is considered to be an essential element in building effective life skills. These types of choices are a common part of daily living experience for most people and the caregiver is in an ideal position to build this type of experience into the development plan for the child. To the extent that this is done in a planned and consistent fashion, it will enhance the child's growth and development.

### **Results for Children and Youth**

**D.8.1** Children and youth confirm they are consulted about and have input into decisions affecting their experience in the program.

**D.8.2** Children and youth confirm that available options have been presented for their consideration.

**D.8.3** Children and youth confirm they receive the technical and other assistance to communicate their thoughts and ideas.

### **Program Practices**

**D.8.4** Staff members provide opportunities for children and youth to have input into decisions affecting their experience in the program.

**D.8.5** Staff members present available options to children and youth for their consideration.

**D.8.6** Staff members provide technical and other assistance to children and youth to help them communicate their thoughts and ideas.

### **Management Actions**

**D.8.7** The caregiver has written policy and procedure about:

- a) children and youth having consultation and input into decisions affecting their service experience;
- b) the presentation of options available for their consideration;
- c) consideration of individual as well as group consultation in assisting children and youth to arrive at decisions; and
- d) the provision of technical and other assistance for children and youth to communicate their thoughts and ideas.

## **E. Child and Youth Service Planning**

### **STANDARD E.1 Eligibility and Intake**

The caregiver, in conjunction with the Ministry of Children and Family Development, has established eligibility criteria, as well as intake and assessment processes.

#### **Commentary**

Not all settings are ideally suited to the needs of all children. It is important for the caregiver, in conjunction with the Ministry of Children and Family Development, to have determined the objectives of the service, the profile of the child ideally suited to that service and the procedures to follow in selecting and accepting the child into the service. Regardless of how well the planning process has been followed, the experience of being placed in a staffed setting can be a confusing and unsettling one for a child or youth that can have negative implications for the chances of it being successful. A significant amount of that confusion and its consequent negative implications can be reduced by helping the child or youth to comprehend why they are coming into the program, what they can expect to happen while they are there and how long they can expect to remain in the program.

#### **Results for Children and Youth**

**E.1.1** Children and youth confirm they have received an orientation to the program and services.

**E.1.2** Children and youth confirm they have been informed of the estimated length of service.

**E.1.3** Children and youth confirm they have been informed of plans following service.

#### **Program Practices**

**E.1.4** Staff members are knowledgeable of policy and procedure regarding orientation of children, youth and involved families to the program and services.

**E.1.5** Staff members ensure children, youth and involved families have been informed of the estimated length of service.

**E.1.6** Staff members ensure children, youth and involved families have been informed of plans following service.

#### **Management Actions**

**E.1.7** The caregiver has written policy and procedure regarding children's or youth's eligibility to participate in the program, to include:

- a) referral procedures;
- b) obtaining client information necessary to provide service that may include: living

arrangements, demographic, family, cultural, psychological, social, developmental, behavioural, educational, vocational, legal and medical information and ensuring this information is shared with relevant authorized persons;

- c) an assessment process, mutually agreed upon with the Ministry of Children and Family Development, to determine that the service is suited to the needs and best interests of the children or youth and of others receiving service; and
- d) documenting intake decisions and conveying them to referring sources within an agreed upon time period.

**E.1.8** The caregiver's written policy and procedure regarding intake will include measures to ensure that:

- a) intake and assessment information is sufficient to provide service;
- b) appropriate consents required for intake are documented; and
- c) transfer of personal belongings occurs where relevant to the service.

**E.1.9** The caregiver has written policy and procedure regarding orientation of children, youth and involved family to the program and service to include:

- a) methods of assessment and development of the caregiver's responsibility under the plan of care;
- b) expectations of children and youth;
- c) behaviour management practices, including prohibited behaviour management practices as identified in D.7.7;
- d) complaint resolution procedure for children and youth and their families;
- e) normal service routines;
- f) name and title of supervisory and management staff members and program area(s) for which they are responsible;
- g) emergency practices and procedures; and
- h) introduction to staff members and other participants, physical facilities and equipment.

## **STANDARD E.2 Coordination and Integration**

Children and youth receive coordinated and integrated services.

### **Commentary**

In many cases a child will be receiving services of a different nature from a variety of service providers. It is in the interest of everybody, including the child, to ensure that all are informed about their respective roles, and are able to cooperate successfully with each other, thereby avoiding duplication and minimizing confusion. It is also in the best interests of the child as well that they be informed of the range of services and assisted with managing their possibly diverse requirements.

### **Results for Children and Youth**

**E.2.1** Children and youth confirm they have been assisted with gathering

information about the full range of services they are receiving.

**E.2.2** Children and youth confirm they have been assisted with gaining access to relevant staff members in related services.

**E.2.3** Children and youth confirm they have been informed of consultation that has occurred between caregivers and other service providers concerning the services they are receiving, and to the extent possible, that they have been directly involved in this consultation.

**E.2.4** Children and youth confirm that they receive consistent messages and instruction within the context of the particular service.

### **Program Practices**

**E.2.5** Staff members assist children, youth and involved family with gathering information about the full range of services they are receiving.

**E.2.6** Staff members assist children and youth with gaining access to relevant staff members in related services.

**E.2.7** Staff members advise children and youth of consultation that has occurred between caregivers and other service providers concerning the services they are receiving.

**E.2.8** Staff members ensure that consistent messages and instruction are provided to children and youth within the context of the particular service.

**E.2.9** Staff members coordinate their service with that of other relevant caregivers and service providers and, to the extent possible, directly involve the children or youth in this coordination.

### **Management Actions**

**E.2.10** The caregiver has written policy and procedure that ensure:

- a) children, youth and involved family receive assistance with gathering information about the full range of services they are receiving;
- b) children and youth receive assistance with gaining access to relevant staff members in related services;
- c) staff members advise children and youth of consultation that has occurred between caregivers and other service providers concerning the services they are receiving;
- d) that messages and instruction provided to children and youth within the context of the particular service are not contradictory; and
- e) that service provision is coordinated and to the extent possible, integrated with those of other relevant caregivers and service providers and directly involves the children or youth.

### **STANDARD E.3 Family Inclusion in Service Provision**

Families and individuals of significance are encouraged and supported to actively participate in planning for, and providing service to children and youth.

All planning for Indigenous children/youth takes into consideration:

- The principle that all Indigenous families and Indigenous communities share responsibility for the upbringing and well-being of Indigenous children;
- The importance of the child/youth being able to learn and practice their Indigenous traditions, customs and language, and belong to their Indigenous community; and
- The impact of colonization, in particular residential schools, to assess strengths and recognize resiliency when planning and delivering services within the context of the Indigenous child/youth's care plan.

#### **Commentary**

Successful service delivery requires active participation and cooperation of service recipients. In many cases, the child, their family and others of significance within the context of the child's comprehensive plan of care will require support and encouragement.

#### **Results for Children and Youth**

**E.3.1** Children and youth confirm they have had an opportunity to identify family members, others of significance to them, and their Indigenous community if they are Indigenous.

**E.3.2** Indigenous Children/youth confirm that they have had opportunities to be involved with extended family, Indigenous community members, Indigenous Child and Family Service Agency (ICFS Agency) serving their community (if applicable), and other related Indigenous organizations (e.g. Friendship Centres), or cultural Knowledge Keepers.

**E.3.3** Children and youth confirm family members, others of significance and appropriate Indigenous communities are supported to participate in the program.

**E.3.4** Indigenous children/youth's confirm their right to learn about and practice their Indigenous traditions, customs, and language and to belong to their Indigenous community is upheld.

**E.3.5** Children and youth confirm that staff members encourage them to express their views and inform them of significant decisions affecting them.

#### **Program Practices**

**E.3.6** Staff members identify family members, others of significance and appropriate Indigenous communities with children and youth.

**E.3.7** Staff members support the participation of family members, others of significance and appropriate Indigenous communities.

**E.3.8** Staff members solicit and consider the views of children and youth, their parents, others of significance and appropriate Indigenous communities.

**E.3.9** Staff members record the views that have been solicited and inform children and youth of the impact of these views on the services received by the children or youth.

### **Management Actions**

**E.3.10** The caregiver has written policy and procedure to provide guidance to staff members about:

- a) providing children and youth with an opportunity to identify family members and others of significance to them, and, in the case of Indigenous children, providing them with an opportunity to identify their Indigenous community;
- b) supporting the participation of families and others of significance to children and youth, and, in the case of Indigenous children, supporting the participation of their Indigenous community;
- c) soliciting the views of children and youth and informing them of the impact of their views on the services received by them;
- d) including opportunities for children and youth, their parents, others of significance and appropriate Indigenous communities to participate in case conferences, creation of caregivers responsibilities under the plan of care and program reviews; and
- e) ensuring the above-mentioned information (E.3.9, a-d inclusive) is recorded in the individual service record for each child or youth.

### **STANDARD E.4 Caregiver's Responsibilities under the Child's Care Plan**

Each child or youth is aware of the caregiver's responsibilities under the child's comprehensive plan of care which has been developed in conjunction with the child or youth, family members, the caregiver and others of significance.

### **Commentary**

It is a requirement of the Child, Family and Community Service Act that a comprehensive plan of care be developed for each child as they begin receiving services.

The caregiver is then required to develop with ministry staff the caregiver's responsibilities under the child's comprehensive plan of care which outline the nature of the specific services the child will receive in that program. The child and family are expected to have substantial involvement in the development of these plans unless there is a court order, or a decision of the ministry that precludes their involvement.

## **Results for Children and Youth**

**E.4.1** Children and youth confirm that they and others of significance have been consulted in the development of the caregiver's responsibilities under the child's care plan, and that they believe these responsibilities are consistent with their care plans.

**E.4.2** Children and youth confirm that they are receiving the services identified in the caregiver's responsibilities under the child's care plan.

## **Program Practices**

**E.4.3** Staff members carry out the caregiver's responsibilities under the child's care plan.

**E.4.4** Staff members guide, encourage and support children/youth's contact and involvement with their indigenous community by:

- a) Involving the child/youth their family, and individuals from their Indigenous community in assessments and development of the Care plan in accordance with any agreement in place between the director and the Indigenous community under s. 92.1 of the CFCSA.
- b) Supporting them to learn about the and practice their unique Indigenous traditions, customs, and language, in a manner appropriate to their developmental level;
- c) Supporting them to belong to their Indigenous community, including ensuring they develop the sense of belonging in an environment that honors their history, ancestry, and people.

## **Management Actions**

**E.4.5** The caregiver has written policy and procedure regarding their responsibilities under the child's care plan which:

- a) include consultation with, and participation of, children or youth, parents and others of significance;
- b) identify and include:
  - 1) required cooperation and compliance with court orders relating to the children or youth;
  - 2) types of service and intervention required including specific detail about monitoring of children's or youth's safety and well-being,
  - 3) children's or youth's individual goals;
  - 4) children's or youth's strengths, aptitudes and wishes;
  - 5) family strengths;
  - 6) estimated length of participation in the program; and
  - 7) anticipated follow-up services
- c) ensure input from children or youth, parents and others involved is documented in the caregiver's responsibilities under the child's care plan.

## **STANDARD E.5 Review of Caregiver's Responsibilities**

Caregivers ensure timely development and review of their responsibilities under the child's care plan.

### **Commentary**

The caregiver's responsibilities under the child's care plan are intended to respond to the child's needs and circumstances and as such, are to be monitored regularly in order to remain relevant and viable.

### **Results for Children and Youth**

**E.5.1** Children and youth, their families and others of significance as identified in the care plan, confirm that they are aware of the purpose and the process of all reviews.

**E.5.2** Children and youth, their families and others of significance as identified in the care plan confirm that they have had an opportunity to be involved in the review process.

**E.5.3** Children and youth confirm that they have reasonable access to the person responsible for coordinating the review of their caregiver service plans.

**E.5.4** Children and youth confirm that they have been provided with sufficient time and assistance to adequately prepare for their reviews.

**E.5.5** Children and youth confirm that the preparation and review process has been conducted in a manner that is respectful of their privacy.

### **Program Practices**

**E.5.6** Staff members ensure that regular reviews of the caregiver's responsibilities under the child's care plan are conducted and recorded in the individual service record.

**E.5.7** Staff members ensure that reviews are conducted in a manner that is respectful of the child or youth concerned and with minimal service disruption to other children or youth in the program.

**E.5.8** Staff members ensure reviews are used to:

- a) effectively update the caregiver's responsibilities under the child's care plan; and
- b) specify the responsibilities assigned to the caregiver, the children and youth, families and others of significance identified in the care plan.

**E.5.9** Staff members confirm they have provided the child or youth with sufficient time and assistance to adequately prepare for reviews.

**E.5.10** Staff members, when creating, updating and reviewing the caregiver's

responsibilities under the child's care plan, take into account the importance of:

- a) reviewing and assessing progress made by the child or youth to date;
- b) addressing child's or youth's developmental needs;
- c) setting measurable objectives; and
- d) establishing relevant timelines.

**E.5.11** Staff members identify the person who takes the lead in planning for a particular child or youth.

### **Management Actions**

**E.5.12** The caregiver ensures that a person is designated to take responsibility for coordinating the development and updating of the caregiver's responsibilities under the child's care plan.

**E.5.13** The caregiver has written policy and procedure regarding the creation, updating and reviewing of their responsibilities under the child's care plan which ensure:

- a) timely review dates are scheduled;
- b) the caregiver's responsibilities under the child's care plan is developed with the participation of the child's social worker, the child or youth, family and others of significance and recorded on the child's or youth's caregiver service file; and
- c) children and youth are provided with sufficient time and assistance to adequately prepare for reviews

## **STANDARD E.6 Transitional Planning**

Children and youth receive services that assist them in making a successful transition to new circumstances as identified in the caregiver's responsibilities under the care plan.

### **Commentary**

The move from one set of life circumstances to another can be accompanied by reactions similar to those a child may experience on first coming into the program. Active response from the caregiver in assessing and meeting the needs associated with such a transition will increase the likelihood that the transition will be successful for the child or youth.

### **Results for Children and Youth**

**E.6.1** Children and youth confirm that they receive assistance in coping successfully with changes in the services they receive from the caregiver.

**E.6.2** Children and youth confirm that a specific plan has been prepared to assist them in coping successfully with changes in the services they receive from the caregiver.

### **Program Practices**

**E.6.3** Staff members assist children and youth in coping successfully with changes

in services they receive from the caregiver involving the children's or youth's family as noted in the care plan.

**E.6.4** Staff members develop an explicit written plan, filed in the individual service record, for preparing and supporting children and youth who are about to make a transition to new living circumstances.

### **Management Actions**

**E.6.5** The caregiver has written policy and procedure regarding:

- a) assisting children and youth to cope successfully with changes in the services they receive from the caregiver involving the children's or youth's families as noted in the comprehensive plans of care;
- b) early preparation and follow-up contact for children and youth prior to their transition to new living circumstances; and
- c) documentation of the transition plan in the individual service record.

### **STANDARD E.7 Child's Individual Service Records**

Children have individual records of their relevant history and progress that are accurate, secure and confidential.

For Indigenous children/youth, their Indigenous identity is documented, as well as the specific traditions, customs and languages of their communities.

### **Commentary**

The individual service record contains information of a sensitive and highly personal nature about the child and possibly their family. The caregiver ensures the information is accurate and protected from unauthorized access. The individual service record is subject to legislation governing the protection of privacy and freedom of information, including the Child, Family and Community Service Act and the Freedom of Information and Protection of Privacy Act. While the individual service record is maintained by the caregiver as part of their contractual obligations, the record is the property of the director responsible for the child. The child is entitled to access the record according to procedures in the relevant legislation and policy. The individual service record is an important part of the child's history.

### **Results for Children and Youth**

**E.7.1** Children and youth are provided support in gaining access to their individual service records in accordance with relevant legislation, including the Freedom of Information and Protection of Privacy Act and the Child, Family and Community Service Act, and policy of the Ministry of Children and Family Development.

**E.7.2** Children and youth confirm that the purpose and content of their individual service records have been explained to them.

**E.7.3** Children and youth confirm that they are provided with assistance to record their personal opinions and contributions, including any disagreement with information in their individual service records.

**E.7.4** Children and youth believe that their individual service records are maintained in a secure and confidential manner that protects their privacy.

### **Program Practices**

**E.7.5** Staff members provide children and youth with:

- a) support in gaining access to their individual service records in accordance with relevant legislation, including the Freedom of Information and Protection of Privacy Act and the Child, Family and Community Service Act, and policy of the Ministry of Children and Family Development;
- b) explanations of the purpose and content of the individual service records; and
- c) a means of assuring that their personal opinions and contributions, including any disagreement with information in their individual service records are recorded in those records.

**E.7.6** Staff members ensure that individual service records contain required information as specified in program policy and procedure.

**E.7.7** Staff members can describe policy and procedure regarding the management of individual service records.

**E.7.8** Individual service records are maintained in a secure manner that protects their confidentiality in accordance with relevant legislation, including the Freedom of Information and Protection of Privacy Act and the Child, Family and Community Service Act, and policy of the Ministry of Children and Family Development.

### **Management Actions**

**E.7.9** The caregiver has written policy and procedure that, in accordance with relevant legislation, such as the Freedom of Information and Protection of Privacy Act and the Child, Family and Community Service Act, and the policy of the Ministry of Children and Family Development, guide staff members in ensuring that children and youth:

- a) are provided with support in gaining access to their individual service records;
- b) have had the purpose and content of the individual service records explained to them;
- c) receive assistance in recording their personal opinions and contributions to reviews, including any disagreement with information in their individual service records; and
- d) have personal information maintained in a manner that protects their privacy.

**E.7.10** The caregiver has written policy and procedure to ensure the following information is recorded in the format required by the Ministry of Children and Family Development and is included in the individual service records:

- a) intake information and documentation;
- b) Indigenous identity and any community specific traditions, customs and languages;
- c) legal documents;
- d) medical and dental information;
- e) signed consent forms;
- f) assessment information;
- g) caregiver's current responsibilities under the child's plan of care and related reviews and reports;
- h) a day book for each child that includes information regarding the child's normal daily routines, both current and recent past;
- i) information of complaints made by the child;
- j) other information and evaluations required to deliver and monitor services provided to the child;
- k) documentation on reportable incidents involving the child;
- l) documentation of service termination; and
- m) any other personal information or documents about the child or youth that the program has in its possession.

**E.7.11** The caregiver has written policy and procedure that, in accordance with relevant legislation, including the Freedom of Information and Protection of Privacy Act and the Child, Family and Community Service Act, and the policy of the Ministry of Children and Family Development:

- a) guide staff members in supporting children and youth to gain access to their individual service records;
- b) guide staff members in recording the child's personal opinions and contributions, including any disagreement with information in the individual service records;
- c) state when and by whom individual service records are created, maintained, used, and disclosed;
- d) provide reasons for the omission from individual service records of any of the information required in E.7.10;
- e) state who has access to personal information, and under what conditions; and
- f) prohibit the destruction of the individual service record.

## **F. Shelter and Equipment**

### **STANDARD F.1 Buildings, Grounds and Equipment**

Children and youth are provided services in a safe physical environment

#### **Commentary**

It is the responsibility of the caregiver to take all reasonable precaution to ensure that the buildings, grounds and equipment that are used in the provision of services to children are safe.

#### **Results for Children and Youth**

**F.1.1** Children and youth believe services are provided in a safe and accessible physical environment.

#### **Program Practices**

**F.1.2** Staff members monitor and take those steps needed to maintain a safe and accessible physical environment.

**F.1.3** Staff members comply with the criteria for this standard as described in Management Actions.

#### **Management Actions**

**F.1.4** The caregiver has written policy and procedure that:

- a) guide the monitoring and maintenance of a safe and accessible physical environment;
- b) provide for training in the safe use of facilities and equipment; and
- c) guide the maintenance of its facilities in a manner that is consistent with generally accepted neighbourhood standard.

**F.1.5** The caregiver complies with relevant provincial acts, regulations and applicable municipal by-laws.

**F.1.6** The caregiver ensures that all vehicles used to transport children:

- a) meet Motor Vehicle Act requirements;
- b) are maintained in a safe condition;
- c) include age-appropriate certified child restraint systems;
- d) have adequate insurance coverage necessary to carry out the caregiver's responsibilities, including motor vehicle third-party legal liability coverage of at least one million dollars;
- e) and are operated in a safe manner by a person with a valid driver's license of the appropriate classification.

**F.1.7** When a child or youth is transported in a motor vehicle, the caregiver ensures that

the child or youth is properly secured in a certified restraint system, in accordance with the Motor Vehicle Act and Regulations and Canadian Motor Vehicle Safety Standards. In addition, and whenever possible, the caregiver ensures that children twelve years of age and under are seated in the back seat.

## **STANDARD F.2 Service Setting**

Children and youth receive services in a setting maintained in a manner that demonstrates positive regard for their well-being.

### **Commentary**

The condition of the physical surroundings can have a significant impact on the child's social, emotional and physical well-being, as well as on the capacity of staff members to perform their tasks. It is expected that the caregiver will take into account the opinions of children, as well as the operational needs of staff members, in designing and maintaining the physical surroundings.

### **Results for Children and Youth**

**F.2.1** Children and youth confirm that they have been consulted about the service setting and that their views have been considered.

**F.2.2** Children and youth confirm that the physical aspects of the setting are generally comfortable.

### **Program Practices**

**F.2.3** Staff members ensure that children and youth have been asked for their opinions and those opinions have been considered regarding the service setting.

**F.2.4** Staff members establish and maintain the service setting in a manner that conveys positive regard for children and youth.

### **Management Actions**

**F.2.5** The caregiver has written policy and procedure about:

- incorporating the views of children and youth regarding the service setting;
- and establishing and maintaining the service setting in a manner that conveys positive regard for children and youth.

**F.2.6** The caregiver:

- a) provides adequate heating and ventilation in all its facilities;
- b) provides furniture that is safe and adequate to meet the needs of children and youth;
- c) provides living space that includes:

- 1) informal space that is accessible to friends and family and is conducive to

- socializing, group activities, visiting, privacy, recreation and play;
  - 2) dining area sufficient to permit children and youth and staff members to eat meals together;
  - 3) cooking areas equipped for safe, sanitary preparation of meals that allows for the participation of children and youth;
  - 4) toilet facilities, located within reasonable access from the children's and youth's bedrooms, designed and appropriately equipped to meet the needs of the children and youth living in the residence; and
  - 5) each room commonly used for sleeping has at least one opening window.
- d) provides private workspace that is conducive to staff members' effective performance including space for administrative duties, privacy for counseling, and interviewing;
  - e) provides adequate space for secure storage of children's, youth's and staff members' personal effects; and
  - f) provides a variety of media such as print, television and radio for the entertainment of children and youth.

**F.2.7** The caregiver documents reasons in situations where the requirements of F.2.6 are deemed not applicable.

### **STANDARD F.3 Individual Accommodation for Children and Youth**

Children and youth are provided with sufficient living space to meet their needs in terms of privacy, safety and well-being.

#### **Commentary**

Adapting successfully to living with others in a service setting requires a significant amount of accommodation on the part of the child. The child's capacity to modify some amount of space dedicated to their needs is likely to reduce the pressure of accommodation, enhance their sense of belonging, and increase the likelihood of their adapting successfully to that setting.

#### **Results for Children and Youth**

**F.3.1** Children and youth confirm they are provided with accommodation that affords privacy, safety and well-being within a space that is identified as their own.

**F.3.2** Children and youth confirm they have some choice in arranging and decorating their personal space.

**F.3.3** Children and youth confirm they are informed about options for keeping valued possessions safe and secure.

**F.3.4** Children and youth confirm they have appropriate space in which to study and do homework or pursue hobbies.

#### **Program Practices**

**F.3.5** Staff members ensure that children and youth have reasonable choice in arranging and decorating their personal space.

**F.3.6** Staff members assist children and youth in selecting options intended to keep valued possessions safe and secure.

**F.3.7** Staff members ensure that children and youth have appropriate space in which to study, do homework or pursue hobbies.

### **Management Actions**

**F.3.8** The caregiver has written policy and procedure about:

- a) organizing the residence in such a way that individual children and youth are provided with privacy, safety and well-being within a space that is identified as their own;
- b) permitting children and youth to individualize their personal space;
- c) practice with respect to children and youth locking bedrooms or bathrooms that balances the need for safety and security with freedom and privacy, having regard to the age and understanding of the children or youth;
- d) providing appropriate space in which each child or youth can study, do homework or pursue hobbies;
- e) providing adequate storage for belongings and security for valuables; and
- f) providing documentation of reasons in cases where adequate storage for belongings is not provided.

## **STANDARD F.4 Safety and Emergency Practices**

Children and youth receive services in which all reasonable steps are taken to keep them safe from the risk of fire and other hazards in the service setting.

### **Commentary**

The safety and well-being of children are the paramount considerations under the Child, Family and Community Service Act. It is the responsibility of the caregiver, program staff and the child's social worker to take all reasonable steps to reduce the level of risk that a child may be exposed to in the physical environment of the service setting. This is a fundamental requirement for the healthy development of the child.

### **Results for Children and Youth**

**F.4.1** Children and youth confirm that they feel safe in the service setting.

**F.4.2** Children and youth confirm that they know what to do in the event of a fire or other emergency and what special emergency procedures are in place if they need assistance.

**F.4.3** Children and youth confirm that any complaints about the safety of the service setting or its surroundings are addressed satisfactorily.

## **Program Practices**

**F.4.4** Staff members ensure that children and youth have been informed about what to do in the event of a fire or other emergency.

**F.4.5** Staff members provide help to children and youth who may require assistance in an emergency.

**F.4.6** Staff members ensure that any complaints about the safety of the service setting or its surroundings are addressed appropriately.

## **Management Actions**

**F.4.7** The caregiver ensures:

- a) the following fire safety precautions are in place and maintained:
  1. a fire safety/emergency plan is prepared and posted in a conspicuous area on each floor;
  2. fire drills are practiced monthly and immediately following the placement of a child or youth in the service setting;
  3. emergency numbers are clearly posted beside each telephone;
  4. all fire extinguishers are maintained in working order and are readily available;
  5. the maximum storage of flammable and combustible liquids in the building does not exceed 10 litres;
  6. all flammable and combustible liquids are stored in containers approved by Underwriters Laboratories of Canada (ULC) in areas not readily accessible to children and youth;
  7. all waste receptacles are of non-combustible material;
  8. at least two means of exit to ground level are provided from each floor on which a sleeping room is located;
  9. fire escape routes are kept clear, well-marked and safe;
  10. interconnected smoke alarms are installed in each bedroom and in each corridor leading to a bedroom;
  11. emergency lighting is installed that will automatically illuminate the corridors and stairs for a minimum of thirty minutes in the event of power failure;
  12. an approved sprinkler system is installed and includes a program of routine testing (the following situations are exempt: service settings not required to be licensed under the Community Care Facility Act; service settings licensed under the Community Care Facility Act prior to 1993);
  13. the wall between the residence and an adjoining garage provides at least a 45-minute fire separation;
- b) staff members, children and youth are informed about emergency procedures including special emergency procedures to help children and youth who may require assistance; and
- c) annual fire safety inspections of the service setting are conducted by the local fire authority. In the event a local fire authority is not available to conduct the inspection, for a service setting where a maximum of six children and youth

d) reside, the caregiver may provide a notarized Letter of Assurance using the format outlined in Appendix 4.

**F.4.8** The caregiver stores medication and all poisonous and hazardous materials in a secure place.

**F.4.9** The caregiver maintains a first-aid kit that is readily available to program staff.

**F.4.10** The caregiver keeps the service setting free of any harmful materials and objects not essential to the program's operation.

**F.4.11** The caregiver does not keep firearms in or about the service setting, unless authorized in writing by the Ministry for Children and Family Development.

**F.4.12** Where authorization to keep firearms in or about the service setting has been provided in writing by the Ministry of Children and Family Development, all firearms are inaccessible to children and youth and are stored in accordance with federal legislation and Department of Justice regulations.

## **G. Human Resources**

### **STANDARD G.1 Staff Recruitment, Selection and Screening**

The program has thorough selection and screening procedures to ensure the utilization of suitably qualified staff members, volunteers and students.

#### **Commentary**

Since the bulk of service in most programs is provided by staff members, volunteers and students, it is important that the caregiver manage the recruiting and selection process in a manner that ensures the selection of the most competent and appropriate candidates.

#### **Results for Children and Youth**

**G.1.1** Children and youth confirm that they feel safe in the presence of staff members (includes regular, relief and part-time-staff), volunteers and students.

**G.1.2** Children and youth confirm that they have someone on the staff with whom they can communicate comfortably.

**G.1.3** Children and youth confirm that their needs, in terms of issues such as gender, sexuality, race, culture, language and religion, are treated with respect and sensitivity.

**G.1.3(b)** Children and youth confirm that their gender identity and expression is recognized, acknowledged, and supported.

**G.1.4** Children and youth confirm that there is an opportunity for them to express their opinions about those qualities they find helpful or unhelpful in staff members (includes regular, relief and part-time staff), volunteers and students.

## **Program Practices**

**G.1.5** Persons responsible for personnel recruitment undergo orientation to recruitment and selection methods and have access to specialized advice and assistance when required.

**G.1.6** Persons responsible for personnel recruitment provide children and youth with an opportunity to express their opinions about those qualities they find helpful or unhelpful in staff members, (includes regular, relief and part-time staff), volunteers and students.

## **Management Actions**

**G.1.7** The caregiver has written policy and procedure about selection of staff members (includes regular, relief and part-time staff), volunteers, students, regular visitors and others who will have unsupervised contact with children and youth that:

- a) include:
  - 1) adherence to all relevant legislation such as the Criminal Records Review Act and the Community Care Facility Act,
  - 2) a personal interview;
  - 3) documentation of a criminal record check;
  - 4) personal and employment references; and
  - 5) medical reference;
- b) allow applicants to demonstrate their qualifications and personal suitability with respect to working effectively with children and youth; and
- c) assesses the effect on the information gathered in G.1.7. on the applicant's capacity to provide for the safety and well-being of children and youth.

**G.1.8** Caregivers responsible for personnel recruitment confirm that children and youth have been provided with an opportunity to express their opinions about those attributes they consider helpful or unhelpful in staff members (includes regular, relief and part-time staff), volunteers and students.

**G.1.9** The caregiver has current written job descriptions for each regular and relief staff position outlining required duties and responsibilities, qualifications, education, training, experience and lines of accountability.

**G.1.10** The caregiver:

- a) maintains written policy and procedure regarding information that is kept in personnel records. The information includes:
    - 1) criminal record check documentation;
    - 2) personal and employment references;
    - 3) relevant medical history;
    - 4) application for employment and/or résumé;
    - 5) verification of educational and professional qualifications;
    - 6) results of employment interview and reasons for hiring;
    - 7) copy of letter of employment and acceptance;
-

- 8) written acknowledgment of personnel orientation;
  - 9) written performance evaluations;
  - 10) documentation of any discipline measures;
  - 11) dates of commencement and termination of employment;
  - 12) recommendations concerning rehiring of a staff person within the program;
  - 13) employee interviews upon termination of employment;
  - 14) if required, copies of documents such as first aid certification, driver's license or other required certifications of special knowledge, skills and abilities and
  - 15) other requirements specific to the service.
- b) ensures that all personnel records are kept in a secure and retrievable form, accessible upon request by the Ministry of Children and Family Development.

### **STANDARD G.2 Staff Complement**

The program has enough staff members to achieve the program's stated purpose and to meet the needs of the children and youth it serves.

#### **Commentary**

The provision of an adequate number of competent staff members to meet the requirements of the program is a fundamental aspect of good management and quality service to children which also ensures their safety and well-being.

#### **Results for Children and Youth**

**G.2.1** Children and youth believe that there are enough staff members (including regular, relief and part-time staff; volunteers and students) to assist them.

#### **Program Practices**

**G.2.2** Staff members (including regular, relief and part-time staff; volunteers and students) confirm that there are enough staff members capable of engaging in activities with children and youth that are appropriate to the age, gender and personal needs of the children and youth.

**G.2.3** Staff members (including regular, relief and part-time staff; volunteers and students) have confidence in their capacity to carry out the purpose and function of the service.

**G.2.4** The caregiver is aware of any discrepancy between requirements and actual staffing levels for the program, in terms of numbers, qualifications and experience.

**G.2.5** The caregiver describes the process through which identified staffing discrepancies are managed.

## **STANDARD G.3 Training and Staff Development**

Program staff members are provided with ongoing training to meet job requirements.

### **Commentary**

Providing services to children is a demanding and complex task. An investment in training that is directed toward fostering the continued growth and development of staff members has a demonstrated positive effect on the quality and consistency of services that are provided.

### **Results for Children and Youth**

**G.3.1** Children and youth perceive staff members (includes regular, relief and part-time staff; volunteers and students) as capable and competent in carrying out their program responsibilities.

### **Program Practices**

**G.3.2** Staff members (includes regular, relief and part-time staff; volunteers and students) take part in orientation and ongoing training about job requirements and includes information identified under Management Actions.

**G.3.2(b)** Staff members receive mandatory training for gender-affirming care to provide children and youth with appropriate care, protect them from discrimination, and ensure their safety.

**G.3.3** Staff members (includes regular, relief and part-time staff; volunteers and students) possess the skills and knowledge required to work with the children or youth for whom they are providing care.

**G.3.4** Staff members (includes regular, relief and part-time staff; volunteers and students) confirm that the job requirements are consistent with the goals and objectives of the service.

**G.3.5** The caregiver:

- a) promotes and supports ongoing training to enable regular, relief and part-time staff members; volunteers and students, to meet job requirements; and
- b) ensures that job requirements are consistent with the goals and objectives of the service.

**G.3.6** The caregiver offers all new staff (includes regular, relief and part-time staff; volunteers and students) timely orientation that includes written information on:

- a) caregiver's philosophy and services;
- b) service description, goals and procedures;
- c) job requirements and duties, including the caregiver's responsibilities under the children's comprehensive plans of care, the caregiver's service plan and any other service needs specific to each child for which the employee is responsible;
- d) safety requirements, emergency procedures and reportable incidents;
- e) communication and confidentiality;
- f) code of ethics as identified in the written description of the program; and
- g) The standards in this document and their application.

**G.3.7** The caregiver ensures that staff members (includes regular, relief and part-time staff; volunteers and students) acknowledge in writing that they have read and understood the above information.

**G.3.8** The caregiver ensures that staff members (includes regular, relief and part-time staff; volunteers and students) who work directly with children or youth possess at least a valid, basic-level first aid certificate.

#### **STANDARD G.4 Staff Support and Supervision**

Program staff members receive the support and supervision needed to perform their job requirements.

#### **Commentary**

The complex demands associated with providing effective services to children and youth require that all program staff receive a high level of supervision.

#### **Results for Children and Youth**

**G.4.1** Children and youth confirm that they have confidence in the ability of staff members (includes regular, relief and part-time staff; volunteers and students) to meet their service needs.

#### **Program Practices**

**G.4.2** Staff members (includes regular, relief and part-time staff) understand their role and related duties.

**G.4.3** Staff members (includes regular, relief and part-time staff; volunteers and students) participate in regular supervision and evaluation addressing issues such as:

- a) responses to children and youth;
- b) methods of working with children and youth;
- c) providing gender-affirming care to children and youth;
- d) promoting the safety and well-being of children and youth;
- e) degree of personal involvement;
- f) individual feelings and concerns relating to job requirements; and
- g) staff development and training.

**G.4.4** Staff members (includes regular, relief and part-time staff; volunteers and students) receive information needed to meet job requirements, through such means as:

- a) staff meetings;
- b) briefing sessions;
- c) shift change meetings;
- d) daily logs and other communications; and
- e) staff team days.

### **Management Actions**

**G.4.5** The caregiver:

- a) provides each staff member (includes regular, relief and part-time staff; volunteers and students) with a written job description;
- b) establishes a probationary period for new staff members (includes regular, relief and part-time staff; volunteers and students);
- c) provides staff (includes regular, relief and part-time staff; volunteers and students) with supervision and support to monitor and enhance job performance addressing matters such as:
  - 1) responses to children and youth, including those children and youth for whom the staff member has direct responsibility;
  - 2) methods of working with children and youth, including those children and youth for whom the staff member has direct responsibility;
  - 3) providing gender-affirming care to children and youth;
  - 4) promoting the safety and well-being of children and youth;
  - 5) degree of personal involvement;
  - 6) individual feelings and concerns relating to job requirements; and
  - 7) staff development and training;
- d) provides regular, written performance evaluations; and
- e) has established policy and procedure concerning personnel disciplinary procedures.

**G.4.6** The caregiver facilitates communication and consultation among staff members (includes regular, relief and part-time staff; volunteers and students) concerning the program's effectiveness in meeting the needs of children and youth.

**G.4.7** The caregiver has written policy and procedure that, in accordance with relevant legislation and the policy of the Ministry of Children and Family Development:

- a) describe staffing ratios and work schedules relative to service objectives and supervision of children and youth. These, when applicable, include a written plan to provide additional emergency staff when required;
- b) specify job classifications, hours of work, remuneration and employee benefits for all positions;
- c) promote a work environment free from harassment;
- d) establish and maintain regular, relief and part-time staff member grievance procedures; and

- e) ensure regular review and implementation of measures to promote health and safety in the working environment.

## **H. Organization and Management**

### **STANDARD H.1 Administration and Management**

The program is administered in an ethical and accountable manner consistent with its stated purpose.

#### **Commentary**

In addition to providing for the structures that respond to the immediate needs of the service environment, the caregiver is responsible for ensuring that the program complies with all relevant legislation and conforms to sound management practices.

#### **Results for Children and Youth**

**H.1.1** Children and youth confirm that they are assisted to understand the program's structure.

#### **Program Practices**

**H.1.2** Staff members assist children and youth to understand the program's structure.

**H.1.3** All staff members understand the relationship between their position and the organization's administrative and financial structure.

**H.1.4** Management Actions

**H.1.5** The caregiver:

- a) complies with all applicable acts, regulations and policies of the Government of Canada, the Province of British Columbia, and all applicable municipal by-laws;
- b) complies with all contracted service requirements;
- c) provides all documentation and records as required by the Ministry of Children and Family Development;
- d) where required, maintains "good standing" with the Registrar of Companies and Societies and with professional, employer and other associations; and
- e) if operating as a sole proprietor or partnership, provides the Ministry of Children and Family Development with a notarized statement verifying ownership and organization.

**H.1.6** The caregiver:

- a) is responsible and accountable for the organization's policy, procedure and activities;
- b) designates a signing officer(s);
- c) maintains a current written policy and procedure manual relating to service delivery;

- d) ensures the adherence to all policy and procedure;
- e) reviews and revises, as necessary, all policy and procedure; and
- f) ensures that all policy and procedure, including additions, revisions and deletions are communicated to the individuals, agencies, the Ministry of Children and Family Development and any regulating bodies affected by the changes.

**H.1.7** The caregiver has a current organizational chart that clearly identifies the lines of authority, responsibility and accountability within the organization. The caregiver shares the current organizational chart and any changes with the Ministry of Children and Family Development.

**H.1.8** The caregiver maintains a list that includes names and business addresses of managerial staff occupying positions within the organization. The caregiver shares this list and any changes with the Ministry of Children and Family Development.

**H.1.9** The caregiver has an accounting system that is consistent with generally accepted accounting principles and practices including:

- a) having written policy and procedure regarding:
  - 1) the receipt and disbursement of funds, goods and services;
  - 2) the regular review and revision of budgets; and
  - 3) purchasing, inventory control, investments and conflicts of interest;
- b) production of an annual budget;
- c) production of monthly financial statements that accurately record all income and expenditures;
- d) production of an annual financial report as required by the Ministry of Children and Family Development;
- e) storage of financial records in a retrievable form; and
- f) having established policies and procedures regarding fund-raising activities that are in accord with applicable law.

**H.1.10** The caregiver:

- a) obtains and maintains property, vehicle and liability insurance that is adequate and appropriate for the program's operation;
- b) reviews its insurance policies annually to ensure that there are adequate and appropriate levels of coverage;
- c) ensures that all vehicles used by staff members to transport children and youth are maintained in good running order and comply with the Motor Vehicle Act;
- d) ensures that its insurance policies include provision for casual support staff, student placements and volunteers; and
- e) has established written policy and procedure that clearly outlines safety inspections, accident prevention practices and emergency procedures.

**H.1.11** The caregiver adheres to a documented code of ethics that includes reference, but is not limited, to:

- a) conflicts of interest;
- b) workplace behaviour and relationships;

- c) gifts and complimentary items;
- d) religious and cultural influence;
- e) remuneration; and
- f) confidentiality.

## **STANDARD H.2 Review and Evaluation**

The caregiver promotes quality of service by ensuring ongoing program review and evaluation.

### **Commentary**

Evaluation is an essential part of sound management practice that significantly enhances the capacity to meet objectives and to be accountable for performance.

Results for Children and Youth

**H.2.1** Children and youth confirm that they have had the opportunity to evaluate the extent to which they have achieved the goals specified in the caregiver's responsibilities under the plan of care.

**H.2.2** Children and youth confirm that they have had the opportunity to participate in the evaluation of the program.

### **Program Practices**

**H.2.3** Staff members provide children and youth with the opportunity to evaluate the extent to which they have achieved the goals specified in the caregiver's responsibilities under the plan of care.

**H.2.4** Staff members actively attempt to engage the participation of children, youth and their families as well as other relevant parties in evaluating the program.

**H.2.5** Staff members participate in the evaluation of the caregiver's responsibilities under the plans of care as well as program goals and objectives.

### **Management Actions**

**H.2.6** The caregiver annually reviews its program to determine:

- a) need for and relevance of services;
- b) attainment of goals related to the caregiver's responsibilities under each child's or youth's plan of care;
- c) attainment of the overall goals and objectives for the program;
- d) human and material resource management; and
- e) current relevance of policy and procedure.

**H.2.7** The caregiver has written policy and procedure that ensures the participation of children, youth and their families, staff members and other relevant parties in the evaluation of the caregiver's responsibilities under children's or youth's plans of care as

well as overall program goals and objectives.

**H.2.8** The caregiver has written policy and procedure ensuring that evaluation of the caregiver's responsibilities under the child's or youth's plan of care as well as overall program goals and objectives is guided by the standards in this document.

**H.2.9** The caregiver uses the evaluation to improve the results for children and youth.

**H.2.10** The caregiver provides the Ministry of Children and Family Development with a copy of the complete evaluation report, including a summary of significant findings and recommended service changes.

**H.2.11** The caregiver shares a summary of the evaluation, including significant findings and recommended service changes, with caregiver program staff, children and youth, and other relevant parties.

- a) When a Child/Youth is Missing
- b) Key Elements of Training for the Use of Physical Restraint
- c) The Comprehensive Plan of Care
- d) Letter of Assurance

## Appendix 1 • When a Child/Youth is Missing

**Missing child/youth:** A missing child/youth is any child/youth in care, including respite care:

- whose whereabouts are unknown, and,
- who cannot be found after taking the same actions as a prudent and responsible parent

**Prudent and Responsible Parent:** The prudent and responsible parent makes careful and sensible parental decisions that are intended to maintain the child/youth's health, safety and best interest.

**Provincial Centralized Screening (PCS):** Provides 24/7 child protection service across the province, including responding to reports from caregivers and/or the public when a child/youth in care is missing. 1-800-663-9122

**Responding When a Child/Youth's Whereabouts are Unknown: Expectations of the Caregiver (child/youth is not yet considered to be missing):**

- Before contacting PCS or the child/youth's worker, take the same actions a prudent and responsible parent would, with consideration of the child/youth's age, developmental and/or support needs, circumstances around their disappearance, and other contextual factors, including but not limited to:
  - Actively trying to contact the child/youth directly via their cell phone or other personal device;
  - Actively seeking out and contacting anyone who may know about the current or recent whereabouts of the child/youth. This may include the child/youth's friends, family, persons they are in a relationship with, members of the child/youth's Indigenous community, coaches, teachers, or other community professionals involved with the child/youth etc.;
  - Conducting a thorough search of the caregiver's property including the child/youth's room, the home and outdoor area;
  - Identifying and checking likely locations where the child/youth may be in the community; and
  - Taking further actions, as outlined in the [Practice Guideline: When a Child or Youth in Care is Missing](#).
- If there are no immediate health or safety concerns, contact the child/youth's worker or PCS to determine if police/RCMP involvement is needed to search for the missing child/youth.
- If at any time you believe the child/youth's health or safety is in immediate danger, contact the police/RCMP and then contact the child/youth's worker or call PCS and select option 1 for the immediate queue to inform them that the police/RCMP were contacted. (See below for a list of information to provide police/RCMP regarding a missing child/youth).
- When the child/youth's general whereabouts or location becomes known, but the child/youth's health or safety is still considered to be in immediate danger, contact with the police/RCMP should clarify that the purpose of involving police is not to

search for a missing child/youth but more specifically:

- to conduct a wellness check or
- to keep the peace if you are visiting an unsafe environment to pick-up the child/youth.
- Document any actions taken or efforts made to locate the child/youth at the earliest opportunity.

**If the above actions do not result in the child/youth being located, the child is missing, and the caregiver must:**

- Follow any specific plan the child/youth's worker has provided regarding actions to take when the child/youth is missing. This plan may include details such as:
  - Additional actions before contacting a child/youth's worker or PCS.
  - When to contact the child/youth's worker or PCS including when to call PCS and selection option 1 for the immediate queue or select option 2 for all other child protection reports or support service.
- If there is no previously provided plan, the caregiver is to contact the child/youth's worker or the PCS Immediate Queue, unless the caregiver has reason to believe the child/youth's health or safety is in immediate danger, then the caregiver is to call police/RCMP.
- Once contacted by the caregiver, the child/youth's worker or PCS must assess the situation and direct the caregiver on specific actions to take next, which may include contacting the police/RCMP.

Note: There is no requirement for a caregiver to wait for a specific amount of time (e.g. 24 hours) before reporting a child/youth missing to the child/youth's worker or PCS, or if they believe the child/youth's health or safety is in immediate danger, directly to police/RCMP.

Note: Reporting a child/youth missing to the police/RCMP does not relieve the caregiver, the child/youth's worker, or PCS of their responsibility to continue working to locate the child/youth in collaboration with the police/RCMP.

**The caregiver is to communicate the following details to the child/youth's worker, PCS and/or the police/RCMP (if applicable):**

- If it is out of character for the child/youth to be missing;
  - If the child/youth has physical or mental health concerns that could increase the risk of harm (e.g. require medication) and/or a developmental disability;
  - If the child/youth was emotionally distraught when last seen by the caregiver, including any recent history of suicidal ideation or suicide attempts;
  - If the child/youth is known to actively use substances;
  - If the child/youth is in an area where there are extreme weather conditions such as freezing temperatures or snow and if the child/youth may not be appropriately dressed for the weather or terrain;
  - If there are any concerns that the child/youth's disappearance may be the result of suspicious or dangerous circumstances that suggest the child/youth may be the victim of violence; or
  - If there is reason to believe that the child/youth may have been involved in an
-

accident or another situation that may have caused injury or harm.

**In addition to the above, the following information must also be provided if the child/youth is reported missing to the police/RCMP:**

- The child/youth's name (including any aliases), date of birth, and gender;
- The child/youth's address and cell phone number;
- The time and place where the child/youth was last seen, by whom and any information pertaining to last contact with the child/youth e.g. text message;
- A current picture of the child/youth and physical description, including:
  - Ethnicity,
  - Height,
  - Weight,
  - Hair Colour/Length,
  - Eye Colour,
  - Distinguishing characteristics (tattoos, birth marks piercing, scars etc.)
  - Other notable characteristics (glasses, braces, facial hair, and physical disabilities, etc)
  - Child/youth was last seen wearing (describe clothing in as much detail as possible)
  - Items known or likely to be in possession of the child/youth: (backpack, bike, cellphone, etc.)
- A list of anyone who may have information about the current or recent whereabouts of the child/youth. This may include the child/youth's friends and associates, family, persons they are in a relationship with, members of the child/youth's Indigenous community, coaches, teachers, or other community professionals involved with the child/youth etc. Ensure addresses and phone numbers are provided if available;
- If applicable, the name of the child/youth's school and teacher;
- Factors that may pose an immediate risk to the child/youth's safety (e.g. sexual exploitation, gang affiliation, known to frequent unsafe locations);
- Clear instructions that any information made public as part of efforts to locate the child/youth **must not** indicate that the child/youth is in care under the *Child, Family and Community Service Act*; and
- Clarification about how efforts regarding locating the child/youth will be communicated and to whom.

If the caregiver informs the police/RCMP of the missing child/youth and requests action to locate the child/youth, they are required to contact the child/youth's worker or call PCS and select option 1 for the immediate queue to inform them that the police/RCMP were contacted. Once notified, the child/youth's worker must complete a Reportable Circumstance Report.

**When a Child/Youth is No Longer Missing**

- A child/youth's worker is responsible for ensuring all parties involved in searching for the child/youth are promptly notified when the child/youth is no longer missing. Where possible, the caregiver or other staff may assist the child/youth's worker with notifying others.

- If a child/youth's general whereabouts or location becomes known, but they have not returned to their current placement and their health or safety is still considered to be in immediate danger, contact with the police/RCMP should clarify that the purpose of involving police is not to search for a missing child/youth but more specifically:
  - to conduct a wellness check or
  - to keep the peace if the caregiver is visiting an unsafe environment to pick-up the child/youth.
- A child/youth who is no longer missing may have experienced trauma. Some information on how to engage with children/youth in a trauma-informed way is available in the BC Government guide - [Trauma Informed Practice Guide for Working with Children, Youth and Families](#).
- Where possible, if a child/youth is found at a medical or other community facility or is in the custody of the police/RCMP, the caregiver and/or worker makes arrangements to accompany a child/youth back to their placement.
- The child/youth is provided with a medical assessment and treatment if injuries are observed or suspected. The child/youth's worker may request support from the caregiver to make arrangements and/or accompany the child/youth for a medical assessment or treatment. (Refer to Standard D 6.6)
- Where possible, the caregiver participates in the development of a plan with a child/youth's Care Circle or Team to address any identified needs and offer support to the child/youth to prevent them from going missing again.

## **Appendix 2 • Key Elements of Training for the Use of Physical Restraint**

Physical restraint should only be used by program staff who have received appropriate training and skill development in the safe use of physical restraint in order to protect a child, youth or others from immediate physical harm or as an extraordinary measure approved of by ‘a designated director’ and outlined in the child or youth’s care plan. Training providers must offer training for staff members, refresher courses, resource materials and consultation.

Training approach must provide face-to-face instruction for participants and include opportunities to role-play and incorporate skills experientially as well as conceptually. Such an approach will reduce likelihood of injury for child, youth and staff and will further enhance staff prevention skills. Appropriate training includes but is not limited to:

### **1. Prevention**

- training must equip staff with knowledge and skills to effectively assess potential harm in the living environment of children and youth;
- training must provide staff with risk assessment and skills for early and effective intervention in a crisis;
- opportunity must be provided to staff to explore attitudes, style and beliefs that can impact ability to respond effectively;
- training must offer practical safeguards for the physical and social environment and in planning a team strategy for ensuring child’s or youth’s physical safety;
- training must recognize that physical restraint is considered the last resort on the continuum of intervention.

### **2. Crisis Management**

- training must provide a range of strategies and skills to be acquired by staff that allow them to quickly establish safety to a child or youth when harm is imminent;
- consideration must be given to the various needs and ages of children who may require intervention;
- training must be able to describe the stages of intervention by staff prior, during, and after a crisis occurs.

### **3. Physical Restraint Methods**

- training must offer a number of interventions for safely physically restraining a child when physical harm is imminent;
- these methods must demonstrate a range of ways to safely intervene, from the least intrusive to most restrictive non-harmful way of physically restraining a child. In this way, the intervention is matched to the circumstances of crisis;
- the approach must be flexible and considerate of the developmental needs, conditions, age, and size of the child or youth requiring protection;
- training must include:
  - a practical list of dos and don’ts for when, how and where to use techniques;
  - correct use of both one- and two-person restraints;

- methods of release; and
- means of ensuring the continued safety of the child, youth and others affected by the event.

#### **4. Debriefing and Reporting**

- training must identify essential elements of an effective debriefing protocol; and
  - training must include a method of effectively recording incidents involving the use of physical restraint that facilitates evaluation and future planning.
- For more information about the use of restraint refer to Policy 5.12: *Use of Restraint and Seclusion for Children and Youth in Care*.

### Appendix 3 • The Comprehensive Plan of Care

The child's guardianship social worker is responsible for ensuring that:

- a written, individualized comprehensive plan of care is in place within thirty days of the decision to bring the child into care; and
- the plan is reviewed and updated within three months after the initial plan is developed and every six months thereafter while the child is in care (or more frequently if specified in the comprehensive plan of care or if circumstances arise that make a review necessary).

The comprehensive plan of care is developed in partnership with the caregiver, the child and other involved and appropriate persons. The comprehensive plan of care includes:

- information that identifies the child (name, date of birth);
- the overall goal for the child;
- assessment of the current status of the child's:
  - health;
  - education
  - identity;
  - family and social relationships;
  - social presentation;
  - emotional and behavioural development;
  - self-care skills;
- for each of the dimensions above the following is noted:
  - current functioning;
  - work required;
  - desired outcomes;
  - person(s) responsible;
  - target date;
  - date completed;
  - comments;
- the views and signature of the child, the caregiver, the child's social worker, the child's parent (if appropriate) and any other appropriate planning participants;
- a schedule for the review of the plan.

**Appendix 4 • Letter of Assurance**

Caregiver Name: Caregiver Phone Number: Service Setting Address: Service Setting Phone Number: I confirm the fire safety measures described below are in place and will be maintained during the operation of the service setting:

1. a fire safety/emergency plan is prepared and posted in a conspicuous area on each floor;
2. fire drills are practiced monthly and immediately following the placement of a child or youth in the service setting;
3. emergency numbers are clearly posted beside each telephone;
4. all fire extinguishers are maintained in working order and are readily available;
5. the maximum storage of flammable and combustible liquids in the building does not exceed 10 litres;
6. all flammable and combustible liquids are stored in containers approved by Underwriters Laboratories of Canada (ULC) in areas not readily accessible to children and youth;
7. all waste receptacles are of non-combustible material;
8. at least two means of exit to ground level are provided from each floor on which a sleeping room is located;
9. fire escape routes are kept clear, well-marked and safe;
10. interconnected smoke alarms are installed in each bedroom and in each corridor leading to a bedroom;
11. emergency lighting is installed that will automatically illuminate the corridors and stairs for a minimum of thirty minutes in the event of power failure;
12. an approved sprinkler system is installed and includes a program of routine testing (the following situations are exempt: service settings not required to be licensed under the Community Care Facility Act; service settings licensed under the Community Care Facility Act prior to 1993); and
13. the wall between the residence and an adjoining garage provides at least a 45-minute fire separation.

\_\_\_\_\_  
Signature of Caregiver

\_\_\_\_\_  
Signature of Notary Public

\_\_\_\_\_  
Date