

GUIDE TO PLANS AND POLICIES FOR RESIDENTIAL LICENSURE

The following has been designed to assist new providers and new administrators in drafting policies that comply with the regulations. The questions under each policy are intended as a useful check to make sure that the relevant factors have been considered. These questions could also be useful to experienced providers and administrators in developing and reviewing policies prior to a licensing study or in training staff in the program's policies and procedures.

In developing your plans and policies, please include the regulation number to which the policy refers, and the effective date of the policy. This will assist you in keeping your policies current, and assist your licensor in keeping your licensing file current.

Statement of Purpose [3.03(1)(a)1, as required by 3.04(1)]

Your statement of purpose should include answers to all of the following questions.

Re: Program Philosophy:

What do you believe about the reasons children come into care, and the kinds of "treatment" that will be most effective in teaching them the skills they need before they can return home or become independent?

Do you believe that children will be best served by a system that focuses on "unlearning" inappropriate behaviors through consistent consequences and learning appropriate behaviors through consistent rewards?

Do you believe that children will learn best from a "therapeutic milieu", in which the relationships they develop with healthy, caring and appropriate adults provides a role model for their behavior and their "healing"?

Do you believe that the focus of your program should be the individual and group therapies provided by trained clinicians?

Do you have a different "philosophy" about what will work with children in residential care?

Re: Goals and Objectives:

Besides the overall goals listed in 102 CMR 3.01 Introduction, what are the specific goals and objectives of your program? How will children be different after completing your program than they will be when they enter your program? What do you hope to teach them?

Re: Characteristics of Children Served:

What kinds of children do you plan to serve? How old will they be? Boys, girls or both? Will you serve only children from a specific geographic area? Will there be any limits

on their intellectual capacity? That is, can you serve developmentally delayed children, exceptionally bright children, or only kids with average intellectual ability? Can you serve children with physical or medical challenges? For instance, can you serve children who must use a wheelchair or crutches? Can you serve children with diabetes, seizure disorders, or other medical conditions? Are there any limits on the types of psychological or psychiatric conditions you are not prepared to serve? Can you serve children with schizophrenia or other psychoses? Suicidal children? Violent, self-injurious, or assaultive children? Children who act out sexually or are sexually assaultive? Will you serve children who are in the custody of state agencies? Which agencies? Can you serve children who do not have family involved in their care?

Re: Intake Procedures:

How will a child come to your program? Can a family refer a child directly, or must the child be referred by a state agency or other licensed placement agency? Once you receive a request for services, how do you decide whether or not you will accept the child? What happens between the time you first hear about the child and the time the child comes to live at your program?

Re: Services:

What services will your program provide? Will they be provided on site or in the community? Will they be provided by your own staff or by professionals with whom you have made arrangements?

Statement of Ownership [3.04(1)(a)2, as required by 3.04(2)(a)2]

You must submit:

- Articles of Organization or Incorporation
- By-Laws
- Names and addresses of the Officers of the Corporation
- Names and addresses of the Board of Directors
- Names and addresses of all Owners

Financial Documentation [3.03(1)(a)3]

You must submit a budget for your program including income and expenses for one year following the issuance of the license. If you contract with the Commonwealth and have been "prequalified" by them, you may submit evidence of your prequalification in lieu of audits or other financial reports. If you have not been prequalified, you must submit evidence of sufficient funds to run your program for three months, even if you don't get paid for services during that time.

Description of Staffing [3.03(1)(a)4]

How many staff will work directly with children during the day, evening and overnight? Will staffing levels be different on the weekends? How many supervisors will there be on each shift? Will they directly supervise children, or be involved in administrative duties? Besides direct care staff, who else will be available in the facility to assist in case of emergency? Will there be other staff off-site who will be available in case of emergency? What are the positions of job duties of these staff?

Organizational Table [3.03(1)(a)5]

You must submit a chart or table which includes all positions in the program and diagrams the structure and reporting hierarchy or lines of authority in your program. You should start with the Executive Director or the Board of Directors and work through each level of supervision to the entry level employee. Who is the final authority in the program? Who supervises whom?

Internal Investigation Policy and Procedure [3.03(1)(a)6, as required by 3.04(3)(e)]

Your policy regarding investigations of abuse, neglect, and any serious incident involving the health or safety of residents must include answers to the following questions:

- How will you decide who should conduct the investigation?
- How soon will an investigation begin after the need is identified, and how soon must it be completed?
- What information will be included in the investigation report? Will you use a particular form for the report?
- How soon must the report be written?
- Who will review the investigation report, and how soon after it is written?
- Who will be responsible to determine corrective action, and who will be responsible to implement the corrective action?
- Who will report to the Department of Social Services any suspected abuse or neglect?
- Who will notify OCCS when a 51A report is filed?

Complaint Procedure [3.03(1)(a)7, as required by 3.04(3)(i)]

Your complaint procedure must answer the following questions:

- Are there any limits on the length of time which can elapse after an incident or concern is noted and before the complaint can be filed?
- Can the complaint be made verbally, or must it be written?
- If the complaint must be written, what assistance will you provide to residents and their parents who have difficulty in writing?
- To whom must the complaint be submitted?

Who will review the complaint?
How will a decision be made regarding the complaint?
Who will make the decision?
How will the complainant be notified of the program's decision?
Who will notify the complainant of the program's decision?
Where will the program maintain records of complaints and decisions?

Personnel Policies [3.03(1)(a)8, as required by 3.04(6)(a)]

You must submit a copy of your personnel policies which must answer the following questions:

What criteria will you use to hire staff?
What will the hiring process involve? Will there be multiple interviews? Observation shifts before hire? Other activities?
Who will be involved in the hiring process? Who makes hiring decisions?
What criteria will you use to assign staff to certain positions or shifts?
What criteria will you use for promotion? Who makes the decision? What is the process?
Under what circumstances might a staff person be put on probation, suspended or dismissed? What would the process look like? Who would make the decision?
What is the procedure for handling staff complaints?
What vacation, holidays and leaves are staff entitled to? What is the procedure to request vacation, holiday or leave time?

Job Descriptions [3.03(1)(a)9, as required by 3.04(6)(c)]

You must submit job descriptions for all staff who work directly with or make decisions about children, such as child care workers, supervisors, program directors, executive directors, social workers, psychologists, therapists, case managers, etc. This includes full and part time employees, consultants, student interns, volunteers and per-diem workers. The job descriptions must answer the following questions:

What are the job duties and responsibilities of this position?
To whom does this position report?
Does this position supervise any other staff?
What qualifications are required for the position?

Salary Ranges [3.03(1)(a)10, as required by 3.04(6)(d)]

You must submit salary ranges for each position, including benefits such as vacation, holidays, leaves, health insurance, sick time, etc. You may include this information on the job descriptions, or provide it on a separate document.

Volunteer Plan [3.03(1)(a)11, as required by 3.04(6)(g)]

You must submit a statement that your program does not use volunteers, or your plan for the use of volunteers must answer the following questions:

- How will you recruit volunteers?
- How will you determine what qualifications they have to work with your program?
- Who will make the decision to accept or reject a particular volunteers?
- Who will supervise the volunteers? How often will supervision occur?
- Who will provide on-going training for volunteers?
- What will be included in the training? Who will decide?

Orientation and Training Plan [3.03(1)(a)12, as required by 3.04(7)]

You must submit an orientation plan which answers the following questions:

- How soon after hire will an employee receive orientation?
- Will the orientation be done individually or in groups?
- How long will it take to complete the orientation program?
- Who will be responsible to provide each aspect of the orientation?
- What will the format be? Will there be lectures, videos, reading assignments, role-playing, hands-on demonstrations?
- Will there be any assessment after orientation? If so, in what form? Will there be a pencil-and-paper test? An oral test? Will them employee be required to demonstrate some skills?
- Who will be responsible to insure that all staff complete orientation? How will this be done?

You must submit a plan for on-going training which answers the following questions:

- How will you assure that each staff receives the required amount of training each year?
 - Will attendance at training be documented? Where? By whom?
- Will you provide training on site? If so, who will provide the training? What topics will be covered? What will the format be? Who will be responsible to arrange coverage for staff attending training? What is the schedule for training?
- Who will provide quarterly safety training for staff?
- Will staff attend workshops or conferences provided by others? How will they learn about such training? Who will decide if off-site training is "appropriate to the size and nature of the program and staff"?

Referral Plan (Shelter Only) [3.03(1)(a)13, as required by 3.05(1)(i)]

Your plan for referral services must answer the following questions:

- To which programs or agencies will you refer children seeking shelter, if you cannot admit them?
- What types of children will each shelter or placement agency take?
- Will you be responsible for contacting the placement agency or shelter program, or will the child or parent be responsible for the initial contact?

Placement Agreement [3.03(1)(a)14, as required by 3.05(2)(d)]

You must submit a copy of your placement agreement, which includes information about each issue listed at 3.05(2)(d).

Service Planning [3.03(1)(a)15, as required by 3.05(4)(a)]

You must submit your policy or description of your procedures for service plan development and a copy of the advanced degree person's resume. Your plan should answer the following questions:

- Who will be responsible to convene service planning meetings?
- Who will attend service planning meetings?
- Who will consult with the resident in developing his service plan?
- Who will write (develop) the service plan and what are the time frames that (s)he must follow?
- Who will explain the service plan to the resident?
- How will all child care staff know about the service plan?
- Who will explain the service plan to the child's family?
- Who will provide copies of the service plan to the referral source?
- What is the role in the program of the advanced degree member of the service planning team?

Family Work [3.03(1)(a)16, as required by 3.06(2)]

Your plan for family work must answer the following questions:

For shelter placements: Who will be responsible for notifying the family of the child's whereabouts after admission and obtaining consent? Who will provide crisis intervention and assessment services to the family, if necessary?

For group care placements: Who will assist the family in adjusting to the child's placement and separation? How will this be done? Who will develop a visiting plan, and encourage the family's continued interaction with the child? Who will be responsible to inform the family of the child's progress? Will this be done by phone, in writing, or in person? How often? Who will help mobilize parents' strengths and resources to plan for their child's return home? How will

this be done?

Social, Psychological and Psychiatric Services [3.03(1)(a)17, as required by 3.06(3)]

Your plan must answer the following questions:

How will you provide or arrange for each of the services required by the regulations (crisis intervention, evaluation and assessment, therapy or counseling, clinical consultation, staff development)?

How often will services be provided? Daily, weekly, monthly?

Will these services be provided on site, or in the community?

Will these services be provided by program employees, or arrangements with community resources?

What type of counseling or therapy will you provide? Individual, family, group?

Emergency Medical and Mental Health Care [3.03(1)(a)18, as required by 3.06(4)(a) and 3.06(3)(a)]

Your plan must answer the following questions:

Who will determine whether a medical emergency exists?

How will staff determine what is a medical emergency?

Where (to what medical facility) will children be transported in case of an emergency?

How will children be transported? By ambulance? Program vehicle? Staff vehicle?

You must also submit an agreement with DMH, a private mental health service provider, a psychiatrist with admitting privileges, a hospital with an inpatient psychiatric unit, or an inpatient mental health facility as evidence of access to emergency mental health services.

Health Services [3.03(1)(a)19, as required by 3.06(4)]

Your plan must identify the person(s) responsible for identifying health care needs; obtaining verification of prior medical care, as appropriate; scheduling health care appointments and transporting residents for health care appointments. Your plan must also identify the person responsible for documenting health care services in the resident's record.

Your plan must identify what health care providers will be used for evaluation and diagnosis, treatment, consultation and preventive health services, and answer the following questions:

Does your program provide on-site nursing or medical care? If so, how often are medical personnel on site? If not, what medical providers will you use?

Will your program provide or arrange for reproductive health/ family planning services? If not, how are parents / referral sources / residents informed?

What is the program's plan for dealing with residents whose parents object to medical care on the basis of sincerely held religious beliefs?

Administration of Medication [[3.03(1)(a)21, as required by 3.06(4)(k)]

Your plan for administration of medication must answer the following questions:

- Who can administer or assist children in self-administering their medications?
- What training will these people receive?
- Who will provide the training?
- How will the program assure that all staff administering medications receive and understand the necessary training?
- What is your procedure for administering or assisting children in self-administration of medication?
- Who will be responsible to notify attending physicians of changes in a resident's behavior or side effects from medication?
- Does your program allow residents to self-administer medications, or administer medications to their children? If so, what training is provided to these residents? Who conducts the training? How is a resident's ability to responsibly self-medicate assessed? Who does the assessment? What type of supervision and monitoring is provided, and by whom?
- Does your program administer anti-psychotic medications to residents? If so, who reviews the physician's written report and trains staff regarding monitoring requirements? Who is responsible for obtaining appropriate consents for antipsychotic medication? Who is responsible to inform the resident about the treatment, risks and side effects? What procedure does the program follow if a resident refuses to consent?

Educational Services [3.03(1)(a)20 and 22, as required by 3.06(5)]

Your plan must answer the following questions:

- Will educational services be provided in house, by local public schools, or by agreement with an off-site, recognized private school?
- If educational services are provided in house, what education authority will approve your program?

You must submit written documentation that the educational program which residents attend has been approved by the local school committee, the Department of Education, or Educational Services in Institutional Settings. Such documentation may be a letter from any of the above authorities.

For shelter programs:

Who will be responsible for obtaining information about the educational status of residents? How will this information be obtained, and when?

How will you use the information obtained about a child's educational background to assist in providing an appropriate education for the child? Will you request that the responsible school provide books, assignments, and a tutor? Will you provide a tutor? If so, what will the tutor's qualifications be?

Will you transport the resident to school in his home community so he can continue his education?

Vocational Services [3.03(1)(a)23, as required by 3.06(6)]

Your plan should answer the following questions:

Will a vocational program be offered to all residents?

Will participation be voluntary?

Will the program be provided on site, or at another location?

Will you conduct formal vocational evaluations? If so, using what tools?

What other vocational or vocational preparation services will you provide? Will residents be taught about different fields of work they might choose to enter? Will residents read want ads, complete application forms, practice interviewing skills, write resumes? Will you discuss good "work habits", such as punctuality, attendance, proper dress, workplace etiquette, a willing attitude? Will you discuss the "realities" of the world of work, such as "starting at the bottom", "working your way up" and deference to authority?

Will residents have "jobs" within the program in which they can practice their work skills?

Will residents be allowed to pursue and hold jobs outside the program?

Recreational Services [3.03(1)(a)24, as required by 3.06(7)]

Your plan should answer the following questions:

Who will oversee the recreation program?

What types of individual and group activities will be available to residents, both on and off site?

What materials are available for on-site activities? Are there materials for both indoor and outdoor activities? Are board games, cards, books, magazines, pens, colored pencils, chalk, charcoal, pastels, paints, paper, glue, scissors, and other art supplies available? Are yarn, thread, various types of needles and patterns for handwork, and other craft supplies available? Are there materials for traditional team sports, as well as "new" (non-competitive) games available? Who is responsible to maintain and replenish recreation materials?

Who will be involved in choosing and approving the particular activities in a given week or month?

What types of activities will not be approved?
Who will determine appropriate supervision levels for particular activities?
Who will arrange and approve transportation for recreation activities? What types of transportation will the program use?
Will participation be voluntary?

For teen parent programs:

If your program does not directly provide recreational services, how will you monitor the teen parent's provision of appropriate recreational services to his/her child?
Will the program establish rules about particular activities?
How will the program educate teen parents about available and appropriate recreational resources?

Follow-Up Services [3.03(1)(a)25, as required by 3.06(12)]

Your plan must address the following questions:

How will you know whether a child will receive follow-up services from a referring or placing agency?
If the child is not receiving follow-up services from a referring or placing agency, who will be responsible to arrange appropriate on-going services for the child in his/her new environment?
Who will be responsible to contact children not receiving follow-up services from a placing or referring agency?
What will you do if the child is not receiving the services s/he needs?
Who will be responsible to document follow-up contacts?

Nutritional Services [3.03(1)(a)26, as required by 3.07(6)]

Your plan must answer the following questions:

Who will be responsible for the overall food program?
Who will prepare menus, and what training has that person received?
Will residents have input to the menu?
Who will be responsible for purchasing food? Where will food be purchased? How often will food be purchased? Will residents be involved?
Where and how will food be stored?
Who will prepare the meals? Will residents be involved? Will training in safe food handling be provided to staff and residents involved?
How will the special dietary needs of residents be known to the "cook", and how will these be accommodated?
How will meals be served?
If a resident simply does not care for a meal served, will an alternative meal be available?

Who will be present with residents during meals?

For teen parent and transition to independent living programs:

What training will be provided to residents who are responsible for their own nutritional services?

Who will provide the training?

Will there be an assessment of each resident's understanding of the information presented?

How will the program monitor and supervise the nutrition of residents?

Behavior Management [3.03(1)(a)27, as required by 3.07(7)]

Your plan for behavior management must include a list of all program rules, and a description of the consequences for breaking program rules. The plan must also include rewards for following program rules.

Your plan must answer the following questions:

How will residents be involved in establishing rules and consequences?

Who will determine what consequence will be given in a particular circumstance?

How, when and by whom will a child be informed of a consequence?

Will a child have an opportunity to "grieve" a consequence?

Will there be a system of administrative review of consequences?

Will the program use passive physical restraint in any circumstance? If so, under what circumstances? What alternative interventions will be attempted prior to restraint? What system of restraint will be used? Who will train staff? Will staff receive periodic retraining? How many staff will be involved in the restraint? How will you assure proper supervision of other residents while staff are involved in restraint?

Will there be a system to evaluate the effectiveness of consequences given, including restraint?

Will the program use time-out or separation from the group as a consequence? Under what circumstances? For how long? Who will be authorized to approve time-out for a period longer than 30 minutes?

Who will be responsible to complete incident reports for behavioral incidents? How soon must the reports be completed? Who will review the reports?

For teen parent programs:

How will the program educate teen parents about acceptable behavior management practices for use with their children?

What practices will the program allow teen parents to use?

What are the rules for teen parents?

Allowance Policy [3.03(1)(a)28, as required by 3.07(8)(b)]

The program's allowance policy must answer the following questions:

- Does the program provide an allowance to residents? If so, how is the amount of the allowance determined?
- Can the allowance be withheld or forfeited?
- If the program does not provide an allowance, are there opportunities for residents to earn money? If so, how?
- Can residents hold their own money?
- Are there any limits on how residents spend their money? If so, who sets the limits, and how are they determined?

Visit, Mail and Telephone Policies [3.03(1)(a)29, as required by 3.07(9)]

The communication policy must answer the following questions:

- Under what circumstances will children be allowed visitors in the program?
- When and how often will visitors be allowed?
- What is the process for obtaining approval of a request to visit during a time other than established visiting hours?
- Who may visit?
- Where will visits take place?
- What staff, if any, will be present during the visit?
- Under what circumstances would a person be denied the opportunity to visit based on "safety risk" to residents or staff?
- Under what circumstances will residents be allowed to visit outside the facility?
- When a resident is visiting off site, how will staff know: where the resident is; who is responsible for him/her; when the resident is expected to return, and what action to take if s/he fails to return?
- Who delivers mail to residents? How often?
- How do staff know if a resident may not receive mail from a particular correspondent?
- Who is responsible to return mail to sender with the reasons therefore?
- Are there any restrictions on residents' outgoing mail?
- Does the program provide paper, envelopes, and stamps for residents? In what quantity?
- What are the rules for telephone use? When, how often, and for what duration may a resident use the telephone? Who pays for long-distance calls? Are there different rules for incoming and outgoing calls?
- What is the process for adding people to the "approved caller" list?

Runaway Procedures [3.03(1)(a)30, as required by 3.07(10)]

Your plan must answer the following questions:

How will staff and/or shelter home parents be made aware of residents with a history of running?

What procedures will the program employ to prevent running?

What procedures will staff and/or shelter home parents follow if a resident runs away?

How long must a child be "missing" before he is considered "on the run"? Will program staff attempt to follow a resident on the run? For how long? Will staff attempt to physically coerce a child to return to the program? What identification/authorization will staff carry to justify their pursuit of a child, if questioned by authorities? How will you assure that there is adequate supervision for children in the program while staff are pursuing a runner? At what point will the child's parent or guardian, the referral source, the local police and DOE, when applicable, be notified of a child's run? Who will notify?

What procedures will be followed when a child returns from a run?

What consequences, if any, will a child receive for running?

Search Procedures [3.03(1)(a)31, as required by 3.07(11)]

Your plan must answer the following questions:

Under what circumstances will you search a resident or his/her belongings?

Who will conduct the search?

Who will witness the search?

What will the search consist of?

Will the resident be asked to disrobe for the search?

Will the resident be present during a search of his/her belongings?

What will you do with contraband you find?

Transportation [3.03(1)(a)32, as required by 3.07(12)]

You must submit copies of the cover page of your vehicle liability insurance coverage, or a letter from your insurance agent which verifies coverage at the amounts required. The evidence submitted must make clear whether the program's liability insurance covers staff when they are transporting residents in their personal vehicles.

Your plan for transportation must answer the following questions:

How will children be transported to school, therapy, medical and other appointments, and home for visits? Will staff transport children in program vehicles, or in their own vehicles? Will the child travel by public transportation?

When children are transported in program vehicles, what staff: child ratio will you require?

Who is responsible to assure that program vehicles are properly registered and inspected?

How will the program insure that registrations and inspections are renewed and kept current?

How will you insure that residents riding in program vehicles wear seat belts during transport as required?

How will the operator of any transport vehicle know about the needs or problems of residents which may cause difficulty during transport, such as motion sickness, seizures, and aggressive behaviors?

How will the operator of any program vehicle know to whom a child may be discharged?

Inspection Certificates [3.03(1)(a)33, 34, 35, 37 as required by 3.08(1)(a), (b), (c) and 3.08(4)(b),(c)]

Your building, fire and health inspection certificates must be less than one year old. Your building inspection must list a maximum capacity for the building. OCCS will not issue a license for a capacity greater than the maximum listed on the building certificate.

Your health inspection certificate must reflect inspection of the entire facility, not just the kitchen area. The certificate must document compliance with Chapter II of the State Sanitary Code, which includes such things as heating, hot water, electrical, garbage and rubbish disposal, asbestos, and rodent and insect control.

Lead-free paint certification is necessary for any building serving children age six or under, or with a mental age of six and under. The inspection must be documented on a form approved by the Department of Public Health Childhood Lead Poisoning Prevention Program.

Potential Emergencies [3.03(1)(a)36, as required by 3.08(2)(a)]

Your plan for meeting potential emergencies must include emergencies caused by fire, power outage, severe weather and staffing problems. It must answer the following questions:

Who is responsible for coordination of emergency planning and procedures?

Who is responsible to assure that evacuation drills are conducted as required?

Who is responsible to conduct quarterly safety training for staff?

Who trains staff in the operation of fire fighting equipment in the program, such as fire extinguishers?

How is the effectiveness of emergency procedures evaluated? Which emergency procedures are evaluated? Do you evaluate the effectiveness of your evacuation drills, restraints, emergency medical or mental health procedures?

Who is responsible for the ongoing assessment of emergency and safety procedures?

What does this assessment include, and how and when is it done? Who is responsible to assure appropriate corrective action after the assessment?

In case of fire:

What should staff do?
What should children do?
Who can pull an in-house fire alarm?
Should someone call the fire department? If so, who?
If the building must be evacuated before calling the fire department, how will the fire department be notified? Who will call?
How will you know if all residents and staff are safely evacuated from the building?
Who can turn off fire alarms and signals? How is this done? When?
Who will be notified in case of a fire? Who is responsible to do this?
If you cannot immediately return to the facility, where will you take program residents?

In case of power outage:

What should staff do?
What should children do?
How will you avoid accidents from tripping or falling in the facility?
How long can you remain in the facility without power?
How will you provide for heat, hot water and meals?
Who will decide whether and when you should seek alternate shelter?
If you seek alternate shelter, where will you go?
Who must be notified if you evacuate, and who will call?

In case of severe weather:

What should staff and children do if a hurricane, tornado, blizzard or other severe weather is threatened?
How will you protect staff and children from injuries?
How will you insure sufficient food reserves, in the event travel becomes impossible?

In case of staffing shortages:

What is expected of staff on duty if staff from the next shift call in or don't arrive at their scheduled times?
Who will decide if substitutes are needed?
Who can call for substitutes?
If the required staffing is not available, who must be notified?
How will staff assure that residents are properly supervised if staffing is short?

Your ongoing assessment of emergency and safety procedures should include a review of the effectiveness of all procedures employed, including evacuation drills, restraints, and medical and mental health emergencies. In addition, your ongoing assessment should include routine facility inspection to detect trip hazards, frayed electrical cords, improperly labeled or stored toxic substances, poorly lit areas, blocked exits, damaged or improperly functioning appliances or utensils, and other potential hazards, depending on your population. It should include testing of

all smoke and fire detection equipment, and checking first aid kits and outdoor equipment and areas for potential hazards.

Water Safety [3.03(1)(a)38, as required by 3.08(5)(g)]

Your plan for monitoring resident safety around swimming areas must address all bodies of water to which residents will be exposed, whether designated for swimming or other recreational use. Your plan must answer the following questions:

Are there rules about where residents may go for swimming or other water activities?

Must a lifeguard be on duty?

What staff:child ratio do you require for water activities?

Where are staff stationed during water activities?

How will staff know which residents are capable of self-preservation in the water?

Will there be different rules for residents who can swim, as compared to those who cannot?

How will staff know if residents have medical conditions which require a higher level of supervision than normal, such as seizures?

What system of monitoring will the program use? Will there be a "buddy system"? Will there be periodic check-ins?

What should staff do if a resident appears to be "missing" during a water activity?

FOR SHELTER HOME PROGRAMS

Qualifications of Shelter Home Parents [3.03(1)(b)1, as required by 3.09(2)]

Once you have determined that the shelter home parents have passed the "CORI" test, what other qualifications are you looking for?

Must the shelter parents have parenting experience?

Must the shelter parents be able to read and write?

Must the shelter parents speak English?

Physical Requirements of Shelter Homes [3.03(1)(b)2, as required by 3.09(3)]

In addition to those things OCCS requires, are there other requirements for shelter homes?

Orientation [3.03(1)(b)3, as required by 3.09(4)]

Your plan must answer the following questions:

- Who will conduct the shelter parent orientation?
- How often will the complete orientation be repeated?
- How will the orientation be scheduled? Will it include several evening sessions over several weeks? Saturday sessions? How long will each session last?
- Will orientation be a group or individual process?
- How will first aid and CPR information be provided, and by whom?

Assessment [3.03(1)(b)4, as required by 3.09(5)]

Your plan must answer the following questions:

- Who will assess shelter parent applicants?
- How many home visits will be made during the assessment?
- How many assessment meetings will be required?
- How long will the assessment take?

On-going Training [3.03(1)(b)5, as required by 3.09(8)]

Your plan should answer the following questions:

- How much on-going training will be required of shelter parents?
- How much training will be offered?
- How will the training be scheduled? Evenings, weekends, days?
- Who will provide the training?
- Who will choose the topics?
- Will training be group or individual?

Agreements with Shelter Home Parents [3.03(1)(b)6, as required by 3.09(9)(a) and (b)]

Your general shelter home parent agreement and your agreement upon placement of an individual child must include all information specified in the regulations.