

CREATING EXCELLENCE TOGETHER
SITE SURVEY REPORT
FOR
ELVES SPECIAL NEEDS SOCIETY

ACCREDITATION LEVEL 1
FOR ADULTS WITH DISABILITIES

+ RESPITE FOR CHILDREN AND ADULTS
WITH DISABILITIES



2016 STANDARDS



MEANINGFUL WORK
STRONGER
COMMUNITIES



BASIC INFORMATION

SERVICE PROVIDER

Name	Elves Special Needs Society		
Address	10825 – 142 Street	Region	Edmonton
City / Province	Edmonton, Alberta	Postal Code	T5N 3Y7
Area Code / Phone	780-454-5310	Area Code / Fax	780-454-5889

SITE SURVEY DETAILS

Survey ID (SID#)	1558	Accreditation Level 1	Accredited
Survey Dates	February 11, 12, 13, 2020	Term	February 2023

SURVEY TEAM

Team Leader	Viviane Widdifield
Team Member	Sheri Brown-Kreshewski

SERVICES SURVEYED

Community Access
Fetal Alcohol Spectrum Disorders (FASD) Respite Program for Children

NUMBER OF PERSONS WITH ORGANIZATION

Individuals accessing service	80
Employees	180
Board Members	12
Volunteers	5

NUMBER OF FILES REVIEWED

Individuals accessing service	7
Staff	9

NUMBER OF CONVERSATION PARTICIPANTS

Total # Adults accessing service	5
<i>Breakdown</i> # with Complex Support Needs	0
# who also access Respite	1
# who only access Respite	0
Total # Children accessing service	2
<i>Breakdown</i> # with Complex Support Needs	0
# who also access Respite	2
# who only access Respite	0
Family Members and/or Friends	7
Guardians	7
Employees	13
Volunteers	1
Board Members	4

Total Conversations: 36

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DECISION AND SITE SURVEY SUMMARY PAGES

ACCREDITATION LEVEL 1 AWARDED

Standards Area	Required Compliance	Your Results	
		Standards Met from Total	Compliance
Quality of Life	80%	11/11	100%
Quality of Service	80%	11/11	100%
Organizational Framework	75%	24/ 24	100%
Organizational Framework Mandatory Standards		Mandatory Standards 31-33: Met	

ADDITIONAL INDICATORS FOR RESPIRE FOR CHILDREN AND ADULTS WITH DISABILITIES AWARDED

LEGEND for the FOLLOWING TABLES:

M = Met
QL = Quality of Life

NM = Not Met
QS = Quality of Service

NA = Not Applicable
STD = Standard

P = Present
NP = Not Present

LEVEL 1 SUMMARY

Section: Quality of Life/Service Standards	QL STD	QS STD	# of Indicators rated:			Rating for Standard
			P	NP	NA	
Homes	1		0	0	9	NA
		13	0	0	9	NA
Choices and Decision Making	2		6	0	0	M
		14	6	0	0	M
Relationships	3		7	0	0	M
		15	7	0	0	M
Rights	4		8	0	0	M
		16	8	0	0	M
Personal Control	5		7	0	0	M
		17	7	0	0	M
Community Inclusion	6		7	0	0	M
		18	9	0	0	M
Employment Scenario 1	7.1		0	0	6	NA
Employment Scenario 2		19.1	0	0	7	NA
	7.2		0	0	8	NA
		19.2	0	0	8	NA



Section: Quality of Life/Service Standards		QL STD	QS STD	# of Indicators rated:			Rating for Standard
				P	NP	NA	
Employment Scenario 3	at least 1 of the scenarios in Stds 7/19	7.3		0	0	7	NA
Alternatives to Employment		8	19.3	0	0	8	NA
Leisure	Both scenarios must be rated	9		5	0	0	M
Health Scenario 1		10.1		5	0	1	M
Health Scenario 2		10.2		7	0	1	M
Safety		11		1	0	6	M
Abuse Prevention	Both scenarios must be rated	12		4	0	1	M
		23		8	0	1	M
		24		4	0	1	M

Section: Organizational Framework Standards		STD	# of Indicators rated:			Rating for Standard	
			P	NP	NA		
Intake		25		9	0	0	M
Service Planning with Individuals		26		8	0	0	M
Rights		27		7	0	0	M
Concern Resolution		28		6	0	0	M
Abuse Prevention		29		5	0	0	M
Confidentiality		30		8	0	0	M
Unanticipated Situations or Behaviours of Concern		31		6	0	0	M
Planned Positive Procedures		32		10	0	0	M
Planned Restrictive Procedures		33		13	0	0	M
Assistive Technology &/or Environ. Interventions		34		9	0	0	M
Risk Management		35		11	0	0	M
Health and Safety Scenario 1	Both scenarios must be rated	36.1		6	0	0	M
Health and Safety Scenario 2		36.2		8	0	0	M
Medication Administration Sc 1	Only 1 scenario should be rated	37.1		10	0	0	M
Medication Administration Sc 2		37.2		0	0	3	M
Human Resources Planning		38		5	0	0	M
Human Resources Policies and Procedures		39		17	0	0	M
Employee Success		40		10	0	0	M
Employee Training and Development		41		9	0	0	M
Employee Satisfaction		42		7	0	0	M
Governance Structure Scenario 1	Only 1 scenario should be rated	43.1		9	0	3	M
Governance Structure Scenario 2		43.2		0	0	8	NA
Governance Structure Scenario 3		43.3		0	0	6	NA



Section: Organizational Framework Standards	STD	# of Indicators rated:			Rating for Standard
		P	NP	NA	
Outcome Evaluation	44	9	0	0	M
Purpose and Values	45	4	0	0	M
Overall Planning	46	4	0	0	M
Financial Management	47	7	0	1	M

RESPIRE FOR CHILDREN AND ADULTS WITH DISABILITIES SUMMARY

Section: Quality of Life/Service Standards	QL STD	QS STD	# of Indicators rated:			Rating for Standard
			P	NP	NA	
Relationships	3	15	7	0	0	M
Rights	4	16	7	0	0	M
Personal Control	5	17	2	0	0	M
Health	10	22	3	0	3	M
Safety	11	23	6	0	0	M
Abuse Prevention	12	24	5	0	1	M

Section: Organizational Framework Standards	STD	# of Indicators rated:			Rating for Standard
		P	NP	NA	
Planned Restrictive Procedures	33	4	0	1	M
Health and Safety	36	5	0	0	M
Employee Success	40	2	0	0	M
Employee Training and Development	41	2	0	0	M

COMMENDATIONS: SPECIFIC TO STANDARDS

Std(s)	Commendation
25	Elves is commended for the comprehensive and user-friendly information package and brochures that are available to applicants, which provide a great overview of the supports available and their lifelong learning environment that is dedicated to individuals with complex medical/learning needs.
28	Elves is commended for their Staff Relations Committee, which provides staff with opportunities to share their own voice and communicate concerns in a solution focused manner. Monthly meetings of this committee reflect the organizations commitment to ongoing responsiveness to staff's innovative ideas and to staff's concerns in a way that reflects respect, encouragement, and effective communication.
33	Elves is commended a detailed and comprehensive Behaviour Supports Policy section that includes a visual flow chart for easy reference by staff. The flow chart and policy provide staff with the tools required to ensure planned restrictive procedures are developed, implemented, and reviewed in a way that demonstrates respect for the individuals accessing service



SURVEY OVERVIEW

Elves Special Needs Society (Elves)

- Elves is a private, non-profit organization that offers school, respite, and day programs for individuals with developmental disabilities of all ages.
- The service provider's motto is "possibility can become ability."
- The key is a partnership between the learners, their family members, and Elves' experts in the field of learning and development.
 - Family is critical to the individuals' success, and instrumental to their progress across their lifespans.
 - Supports are centred on each of the individuals' abilities and goals and align with the individuals' and their guardians' identified desired direction for growth and development.
- Elves has been in business for over 45 years.
 - It began by providing services to children and later expanded to providing day supports for adults
 - Individuals who began as children with Elves transitioned into the adult services.
- Elves serves citizens in the city of Edmonton and surrounding area; its services are offered in the Edmonton region.
- Elves receives their funding for adult services through the Ministry of Community and Social Services; Disabilities, Inclusion and Accessibility Division, Edmonton Region (DIAD-Edmonton Region)
- Elves' children's services are funded through the Family Supports to Children with Disabilities.

Services Provided

- Community Access Day Program
 - Recreational, personal hygiene, daily living program to adults through site-based services.
 - Clients are supported in groups ranging from six to eight individuals who are supported by three or four personnel (instructors).
 - Supports may also include Registered Nursing/Licensed Practical Nursing care, Physical/Occupational Therapist assistance, and Community Access – Activity Facilitation.
- FASD Respite Program
 - A partnership with the Kids Kottage at Elves Child Development Centre.
 - Offers activities to support children diagnosed with, or with a query of, Fetal Alcohol Spectrum Disorder.
 - This program also offers parents and caregivers the time and resources they require to meet their entire families' needs.

Individuals Accessing Service

- Adult supports are accessed by individuals who are twenty plus
- Children ages three to eight access children's services in the FASD Respite Program.
- Individuals of all ages have developmental disabilities and may have other special needs such as
 - Autism
 - FASD



-
- Down Syndrome
 - Cerebral Palsy.
 - Cognitive and physical/medical disabilities
 - Medically fragile
 - The individuals' supports reflect their specific needs, which may include gastrostomy-tube feeding, safety measures related to epilepsy, therapy for maintenance of muscle tone and range of motion, etc.

Accomplishments and Commendations

- Elves has provided services for children and adults with severe physical and developmental disabilities since 1973, thereby celebrating its 47th anniversary in January 2020.
- Elves is to be commended for currently being in the process of completing a facility enhancement project, which includes the development of additional group learning spaces with state-of-the-art design wheelchair accessibility and adaptive environments to support individuals with complex medical and development learning support needs (target population). This addition is the result of an identified group of individuals who will be transferring from the school system into adult services. This demonstrates the organization's forward thinking and responsiveness to their mission and to the individuals and families who require their support.



HOMES

STANDARD 1 – LEVEL 1 – NOT APPLICABLE

Individuals have homes

- NA 1 The individual’s preferences and choices regarding living arrangements have been honoured and supported where possible
- NA 2 The individual has given his home a personalized and welcoming appearance
- NA 3 The individual has established day-to-day routines and has the flexibility to change them to suit his needs and desires
- NA 4 The individual has a means of accessing his home whenever he wants
- NA 5 The individual’s home
 - a. has adequate safety features built in
 - b. has sufficient space for him to move about and access all areas of the house
 - c. has a functional layout
 - d. has been adapted to meet his needs
- NA 6 The individual’s home reflects his culture and is supportive of his traditions
- NA 7 The individual’s home has the proper housing support model to meet his needs

Alternate indicators that replace Indicators 1 to 7 if ...

A. The service provider does not provide residential supports

- NA 1 The individual receives advice on residential matters from service provider staff

B. The service provider provides limited residential supports only

- NA 1 The individual’s home is assessed to be safe

STANDARD 13 – LEVEL 1 – NOT APPLICABLE

Individuals are supported to have homes

- NA 1 Staff honour and support the individual’s preferences and choices regarding where he is living and with whom
- NA 2 Staff encourage and support the individual to personalize his home
- NA 3 Staff support the individual’s routines and adjust their supports to meet his changing needs and preferences
- NA 4 Staff ensure the individual accesses his home whenever he wants
- NA 5 Staff ensure that the layout and functionality of the individual’s home suit his needs
- NA 6 Staff respect and support the individual’s culture and traditions
- NA 7 The visibility of the service provider’s support is not overly intrusive or conspicuous

Alternate indicators that replace Indicators 1 to 7 if ...

A. The service provider does not provide residential supports

- NA 1 Service provider staff
 - a. advise the individual on residential matters as requested
 - b. follow up with the individual or residential staff
- NA 2 Service provider staff share information about the individuals’ concerns or their concerns with residential staff when it is appropriate to do so

COMMENTS – STANDARDS 1 & 13 – LEVEL 1

[RETURN TO SUMMARY TABLE](#)

Elves does not provide Residential Services, therefore Standards 1 and 13 are Non-Applicable.



CHOICES AND DECISION MAKING

STANDARD 2 – LEVEL 1 – MET

Individuals make decisions about everyday matters

- P** 1 The individual makes known her wants, needs, likes and dislikes in regard to everyday matters
- P** 2 The individual chooses what activities and events to participate in on a day-by-day basis
- P** 3 The individual receives balanced information about the possible outcomes (i.e., positive or negative impact) of her options so she can make informed decisions about everyday matters
- P** 4 The individual makes decisions about everyday matters
- P** 5 The individual experiences the outcomes of daily decisions
- P** 6 The individual
 - a. chooses and uses the possessions she needs on a day-by-day basis
 - b. has control over her day-by-day spending

STANDARD 14 – LEVEL 1 – MET

Individuals are supported to make decisions about everyday matters

- P** 1 Staff take into consideration the individual's wants, needs, likes and dislikes as they relate to everyday matters
- P** 2 Staff assist the individual to choose activities and events she wants to participate in on a day-by-day basis
- P** 3 Staff give the individual balanced information about various options with the goal of helping her make informed decisions about everyday matters
- P** 4 Staff assist the individual to make decisions about everyday matters
- P** 5 Staff assist the individual to experience the outcomes of daily decisions
- P** 6 Staff assist the individual to
 - a. choose and use the possessions she needs on a day-by-day basis
 - b. maintain control over her day-by-day spending

COMMENTS – STANDARDS 2 & 14 – LEVEL 1

[RETURN TO SUMMARY TABLE](#)

Elves has met the expectations of these Standards.



RELATIONSHIPS

STANDARD 3 – LEVEL 1 – MET

Individuals have strong, positive relationships

- P** 1 The individual has natural supports in his life
- P** 2 The individual's relationships bring meaning to his life
- P** 3 The individual chooses who he wants to spend time with, as well as when and where they meet
- P** 4 The individual has activities and/or goes to events that include family members and/or friends
- P** 5 The individual meets new and/or like-minded people with whom he can develop positive relationships
- P** 6 The individual accesses resources and information to help him
 - a. learn about and have healthy relationships
 - b. build positive social skills
 - c. remove himself from risky or harmful relationships
 - d. recover from the consequences of an unhealthy relationship
- P** 7 The individual receives help to overcome any barriers he has to meeting people and forming relationships

STANDARD 15 – LEVEL 1 – MET

Individuals are supported to build strong, positive relationships

- P** 1 Staff support the individual to find, develop and benefit from natural supports
- P** 2 Staff support the individual to have relationships that are meaningful to him
- P** 3 Staff support the individual to choose who he wants to spend time with, as well as when and where they meet
- P** 4 Staff support the individual to spend time with his family members and/or friends as appropriate to the situation or setting
- P** 5 Staff support the individual to meet new and/or like-minded people from whom he could develop positive relationships
- P** 6 Staff provide and/or support the individual to access resources and information to help him
 - a. learn about and have healthy relationships
 - b. build positive social skills
 - c. remove himself from risky or harmful relationships
 - d. recover from the consequences of an unhealthy relationship
- P** 7 Staff have strategies to overcome barriers to the individual meeting people and forming relationships

COMMENTS – STANDARDS 3 & 15 – LEVEL 1

[RETURN TO SUMMARY TABLE](#)

Elves has met the expectations of these Standards.



STANDARD 3 – RESPITE SERVICES – MET

Individuals have strong, positive relationships

- P** 1 The individual develops social and relationship skills in safe environments
- P** 2 The individual has regular contact with people from his cultural background
- P** 3 The individual chooses alternative social settings if he does not enjoy the setting he is in

STANDARD 15 – RESPITE SERVICES – MET

Individuals are supported to have strong, positive relationships

- P** 1 Respite staff assist the individual to build positive relationships and to develop social and relationship skills in safe environments
- P** 2 Respite staff support the individual to establish or maintain connections in his community
- P** 3 Respite staff support the individual to choose alternative social settings if he does not enjoy the setting he is in
- P** 4 Respite staff support the individual to spend time with family members or friends other than his parents or regular caregivers

COMMENTS – STANDARDS 3 & 15 – RESPITE

Elves has met the expectations of these Standards.



RIGHTS

STANDARD 4 – LEVEL 1 – MET

Individuals exercise their rights and responsibilities

- P** 1 The individual is aware of her
 - a. human rights
 - b. legal rights
 - c. cultural rights
 - d. rights as an individual accessing service
- P** 2 The individual's lifestyle choices and traditional and cultural practices are honoured
- P** 3 The individual has personal and private space, and others respect her need for privacy and confidentiality
- P** 4 The individual knows how to or receives support to speak out and/or advocate for dignified and respectful treatment from others
- P** 5 The individual respects the rights of others and is aware of the impact of her actions on others
- P** 6 The individual makes decisions about and has given informed consent for her service planning as it relates to her overall outcome
- P** 7 Restrictions on the individual's rights have occurred with her full involvement, knowledge and informed consent
- P** 8 The individual has access to information around
 - a. personal directives
 - b. advance care planning
 - c. end of life care

STANDARD 16 – LEVEL 1 – MET

Individuals' rights are upheld

- P** 1 Staff are aware of and support the individual's
 - a. human rights
 - b. legal rights
 - c. cultural rights
 - d. rights as an individual accessing service
- P** 2 Staff honour and support the individual's lifestyle choices and traditional and cultural practices
- P** 3 Staff
 - a. support the individual to keep her space personal and private
 - b. respect the individual's right to privacy and confidentiality
- P** 4 Staff support the individual when a need requires speaking out and/or advocating for dignified and respectful treatment from others
- P** 5 Staff support the individual to respect the rights of others and to understand the impact of her actions on others
- P** 6 Staff
 - a. support the individual to make decisions about her service planning as it relates to her overall outcome
 - b. ensure the individual gives informed consent



-
- P** 7 Staff use the service provider's practices for involving the individual in decisions about restricting her rights
 - P** 8 Staff are aware of and support the individual's decisions around personal directives, end of life care and advance care planning

COMMENTS – STANDARDS 4 & 16 – LEVEL 1

[RETURN TO SUMMARY TABLE](#)

Elves has met the expectations of these Standards.



STANDARD 4 – RESPITE SERVICES – MET

Individuals exercise their rights and responsibilities

- P** 1 The individual’s rights are upheld
 - a. while in respite care
 - b. relative to specific protections and provisions
- P** 2 The individual informs respite staff if others, including her caregivers, do not treat her with respect
- P** 3 The individual has physical space within the respite setting that she considers her own

STANDARD 16 – RESPITE SERVICES – MET

Individuals’ rights are upheld

- P** 1 Respite staff uphold the individual’s rights
 - a. while in respite care
 - b. relative to specific protections and provisions
- P** 2 Respite staff treat the individual with dignity and respect
- P** 3 Respite staff assist the individual when she indicates that she is not treated with respect
- P** 4 Respite staff respect the physical space that the individual considers her own

COMMENTS – STANDARDS 4 & 16 – RESPITE

Elves has met the expectations of these Standards.



PERSONAL CONTROL

STANDARD 5 – LEVEL 1 – MET

Individuals exercise personal control

- P** 1 The individual has control over his life given his personal circumstances
- P** 2 The individual uses the information and support he receives to overcome barriers to personal control and to develop skills, which helps him to function more independently
- P** 3 The individual's personal care is done in a private place and in a manner that respects his dignity
- P** 4 The individual accesses Assistive Technology (AT) and/or Environmental Interventions (EI) as needed to support his independence and reduce his reliance on staff support
- P** 5 The individual knows how or is supported to use and maintain his AT and/or EI
- P** 6 The individual participates in his own person-centred planning to the greatest extent possible
- P** 7 The individual participates in his own transition planning to the greatest extent possible

STANDARD 17 – LEVEL 1 – MET

Individuals are supported to exercise personal control

- P** 1 Staff support the individual to have control over his life given his personal circumstances
- P** 2 Staff support the individual to overcome barriers to personal control and develop skills that enable him to function more independently
- P** 3 Staff assist the individual with personal care in a private place and in a manner that respects his dignity
- P** 4 Staff ensure the individual accesses AT and/or EI as needed to support his independence and reduce his reliance on staff support
- P** 5 Staff provide or request resources to help the individual know how to use and maintain his AT and/or EI
- P** 6 Staff support the individual in his own person-centred planning by encouraging him to express his preferences or, if able, make decisions regarding his goals and supports
- P** 7 Staff support the individual to participate in transition planning by encouraging him to make choices or express his preferences

COMMENTS – STANDARDS 5 & 17 – LEVEL 1

[RETURN TO SUMMARY TABLE](#)

Elves has met the expectations of these Standards.



STANDARD 5 – RESPITE SERVICES – MET

Individuals exercise personal control

- P** 1 The individual’s personal care is done in a private place and in a manner that respects his dignity

STANDARD 17 – RESPITE SERVICES – MET

Individuals are supported to exercise personal control

- P** 1 Respite staff assist the individual with personal care in a private place and in a manner that respects his dignity

COMMENTS – STANDARDS 5 & 17 – RESPITE

- Elves has met the expectations of these Standards.



COMMUNITY INCLUSION

STANDARD 6 – LEVEL 1 – MET

Individuals are included and participate in their communities

- P** 1 The individual is involved in her community with other community members
- P** 2 The individual knows people in her community and interacts meaningfully with them
- P** 3 The individual contributes to her community
- P** 4 The individual participates in community activities that are not organized by the service provider
- P** 5 The individual has access to whatever information she needs to be involved in her community to the extent that she desires and is capable of
- P** 6 The individual participates in her community in a way that establishes her as a recognized community member
- P** 7 The individual knows why she feels safe while in the community

STANDARD 18 – LEVEL 1 – MET

Individuals are supported to be part of their communities

- P** 1 Staff understand their role in terms of making contacts ahead of time and building relationships and connections
- P** 2 Staff ensure that the individual knows about, accesses and is involved in her community with other community members
- P** 3 Staff support the individual to get to know and connect meaningfully with people in her community
- P** 4 Staff support the individual to contribute to her community in the way she desires
- P** 5 Staff support the individual to participate in community activities that are not organized by the service provider
- P** 6 Staff provide the individual information that helps her to be involved in her community to the extent that she desires and is capable of
- P** 7 Staff support the individual to participate in her community in a way that establishes her as a recognized community member
- P** 8 Staff
 - a. support the individual to be safe while she is in the community
 - b. know what risk management plans or safety plans are in place to ensure the individual's safety
- P** 9 Staff understand their role in terms of fading out their support

COMMENTS – STANDARDS 6 & 18 – LEVEL 1

[RETURN TO SUMMARY TABLE](#)

Elves has met the expectations of these Standards.



EMPLOYMENT

STANDARD 7 – LEVEL 1 – SCENARIO 1 – NOT APPLICABLE

Individuals develop vocational skills

- NA 1 The individual's current vocational skill-developing activities
 - a. are based on his interests, abilities, preferences and unique circumstances
 - b. include learning workplace-related communication and social skills
- NA 2 The individual accesses employability-enhancing activities and volunteer options that are based on his documented strengths, interests and goals
- NA 3 The individual participates in activities that are conducive to learning new employment skills
- NA 4 The individual's volunteer placements do not replace paid positions
- NA 5 The individual develops relationships with others in the setting
- NA 6 The individual participates in a regular review that
 - a. evaluates the development of his employability skills
 - b. ensures that activities are modified as appropriate

STANDARD 19 – LEVEL 1 – SCENARIO 1 – NOT APPLICABLE

Individuals are supported to develop vocational skills

- NA 1 Staff identify the individual's current vocational skill-developing activities and ensures that they
 - a. are based on his unique circumstances, preferences, interests and abilities
 - b. include learning workplace-related communication and social skills
- NA 2 Staff support the individual to access employability-enhancing activities and volunteer options that are based on his documented strengths, interests and goals
- NA 3 Staff support the individual to participate in activities that are conducive to learning new employment skills
- NA 4 Staff ensure that volunteer placements do not replace paid positions
- NA 5 Staff support the individual to develop relationships with others in the setting
- NA 6 Staff conduct a regular review that
 - a. evaluates the development of the individual's employability skills
 - b. ensures that activities are modified as appropriate
- NA 7 Staff
 - a. facilitate activities that help the individual development work skills
 - b. facilitate volunteering options
 - c. ensure activities and options relate to the individual's employability and their employment interests

COMMENTS – STANDARDS 7 & 19 – LEVEL 1 – SCENARIO 1

[RETURN TO SUMMARY TABLE](#)

Standards 7 and 19, Scenario 1 is not applicable to this service provider.



STANDARD 7 – LEVEL 1 – SCENARIO 2 – NOT APPLICABLE

Individuals actively seek competitive employment

- NA 1 The individual's employment plans and job targets are based on his choices, preferences, and skills
- NA 2 The individual participates in a variety of career exploration activities that are within the limits of the job market and the individual's abilities
- NA 3 The individual gets answers to any questions he has about seeking employment
- NA 4 The individual develops skills around typical hiring processes including
 - a. personal presentation
 - b. communication
 - c. job interviews
- NA 5 The individual is supported to engage with employers and/or recruiters and attend job interviews
- NA 6 The individual learns the skills he needs to talk to a potential employer about accommodations or modifications to a workspace or job description that will enable him to work at that job
- NA 7 The individual connects with natural supports that can help him meet his employment search outcomes
- NA 8 The individual participates in regular reviews that evaluate where he is at with meeting his employment search outcomes

STANDARD 19 – LEVEL 1 – SCENARIO 2 – NOT APPLICABLE

Individuals are supported to seek competitive employment

- NA 1 Staff document, honour and support the individual's choices, preferences and skills regarding his employment plans and job targets
- NA 2 Staff arrange career exploration activities that are within the limits of the job market and the individual's abilities
- NA 3 Staff find answers to any questions the individual has about seeking employment
- NA 4 Staff support the individual to develop skills around typical hiring processes including
 - a. personal presentation
 - b. communication
 - c. job interviews
 - d. self-marketing tools
- NA 5 Staff support the individual to engage with employers and/or recruiters and attend job interviews
- NA 6 Staff support the individual to talk to a potential employer about accommodations or modifications to a workspace or job description that will enable him to work at that job
- NA 7 Staff support the individual to connect with natural supports that can help him meet his employment search outcomes
- NA 8 Staff conduct regular reviews to evaluate the individual's employment search outcomes and ensure that they are revised as appropriate

COMMENTS – STANDARDS 7 & 19 – LEVEL 1 – SCENARIO 2

[RETURN TO SUMMARY TABLE](#)

Standards 7 and 19, Scenario 2 is not applicable to this service provider.



STANDARD 7 – LEVEL 1 – SCENARIO 3 – NOT APPLICABLE

Individuals are competitively employed or self-employed

- NA 1 The individual's employment is based on his choices, preferences and skills
- NA 2 The individual and his employer understand each other's perspective and needs and talk about work-related issues
- NA 3 The individual participates in training when needed to obtain new skills and/or to sustain his employment
- NA 4 The individual participates in regular, employer-led performance evaluations that highlight
 - a. areas of strength
 - b. areas for improvement
 - c. workplace-related goals
 - d. compensation reviews
- NA 5 The individual is employed in an inclusive environment where he participates in and/or spends time in various settings with colleagues
- NA 6 The individual receives at least minimum wage
- NA 7 The individual has mechanisms in place to ensure his safety
 - a. while travelling to and from work
 - b. while at work
 - c. when the job requires the use of PPE

STANDARD 19 – LEVEL 1 – SCENARIO 3 – NOT APPLICABLE

Individuals are supported to be competitively employed or self-employed

- NA 1 Staff honour and support the individual's choices, preferences and skills regarding his employment
- NA 2 Staff support the individual and his employer to understand each other's perspective and needs and to talk about work-related issues
- NA 3 Staff support training initiatives to help the individual to obtain new skills and/or to sustain his employment
- NA 4 Staff advocate for and support the individual to attend regular, employer-led performance evaluations that highlight
 - a. areas of strength
 - b. areas for improvement
 - c. workplace-related goals
 - d. compensation reviews
- NA 5 Staff ensure the individual is employed in an inclusive environment
- NA 6 Staff advocate for the individual to receive a wage that is consistent with the current minimum wage
- NA 7 Staff ensure mechanisms are in place to protect the individual's safety
 - a. while travelling to and from work
 - b. while at work
 - c. when the job requires the use of PPE
- NA 8 Staff regularly review and evaluate the individual's employment goals and ensure that they
 - a. are revised as appropriate
 - b. include plans for vocational growth and independence

COMMENTS – STANDARDS 7 & 19 – LEVEL 1 – SCENARIO 3

[RETURN TO SUMMARY TABLE](#)

Standards 7 and 19, Scenario 3 is not applicable to this service provider.



ALTERNATIVES TO EMPLOYMENT

STANDARD 8 – LEVEL 1 – MET

Individuals participate in activities that are alternatives to employment

- P** 1 The individual accesses activities that are alternatives to employment that meet the intent of this standard
- P** 2 The individual's alternatives to employment
 - a. are based on her personal circumstances, preferences and interests
 - b. are at a level that matches her abilities
 - c. are meaningful to her
 - d. support her to negotiate her schedule of activities
 - e. enable her to participate in them as much or as little as she desires or is able
- P** 3 The individual's alternatives to employment are conducive to maintaining skills and remaining productive and active
- P** 4 The individual's alternatives to employment are inclusive and are conducive to
 - a. spending time with people in various settings
 - b. developing relationships with others in the setting
- P** 5 The individual takes part in a regular review and evaluation to ensure her activities are genuine alternatives to employment and can be modified as appropriate

STANDARD 20 – LEVEL 1 – MET

Individuals are supported to participate in activities that are alternatives to employment

- P** 1 Staff are aware of the individual's alternatives to employment and know why they fit into the intent of these standards
- P** 2 Staff use strategies to ensure that the individual's alternatives to employment
 - a. match her personal circumstances, preferences and interests
 - b. are at a level that matches her abilities
 - c. are meaningful to her
 - d. support her to negotiate her schedule of activities
 - e. enable her to participate in them as much or as little as she desires or is able
- P** 3 Staff know how the individual's alternatives to employment are conducive to maintaining skills and remaining productive and active
- P** 4 Staff know how the individual's alternatives to employment are inclusive and are conducive to
 - a. to spending time with people in various settings
 - b. to developing relationships with others in the setting
- P** 5 Staff conduct regular reviews and evaluations to ensure that her activities are genuine alternatives to employment and are modified as appropriate
- P** 6 Staff implement strategies to identify changes in
 - a. the individual's activity levels
 - b. her interests and abilities

COMMENTS – STANDARDS 8 & 20 – LEVEL 1

[RETURN TO SUMMARY TABLE](#)

Elves has met the expectations of these Standards.



LEISURE**STANDARD 9 – LEVEL 1 – MET*****Individuals enjoy their leisure time***

- P** 1 The individual participates in leisure activities of his choice
- P** 2 The individual participates in leisure activities with others
- P** 3 The individual participates in solitary leisure activities
- P** 4 The individual considers the factors that could affect his leisure time choices
- P** 5 The individual tries a variety of inclusive options and environments that are related to his leisure interests

STANDARD 21 – LEVEL 1 – MET***Individuals are supported in their leisure time pursuits***

- P** 1 Staff support participation in leisure activities that are based on individual's interests and preferences
- P** 2 Staff support the individual to participate in leisure activities with others
- P** 3 Staff help the individual understand and, if possible, resolve factors that could affect his leisure time choices
- P** 4 Staff support the individual to find the right balance between being too busy and not busy enough
- P** 5 Staff implement contingency plans to address unexpected changes to the individual's scheduled leisure activities

Alternate indicator that replaces indicators 1 to 5 for the individual who makes leisure decisions independently

- NA** 1 Staff assist the individual to make informed decisions about which leisure interests to pursue

COMMENTS – STANDARDS 9 & 21 – LEVEL 1[RETURN TO SUMMARY TABLE](#)

Elves has met the expectations of these Standards.



HEALTH

STANDARD 10 – LEVEL 1 – SCENARIO 1 – MET

Individuals take care of their physical health

- P** 1 The individual is aware of her general health as it pertains to her physical needs and wellbeing
- P** 2 The individual visits health care professionals as her physical health needs warrant
- P** 3 The individual
 - a. knows about the impact of lifestyle choices on her health
 - b. is supported to change her choices and/or deal with the consequences of unhealthy lifestyle choices
- P** 4 The individual administers her own medication and is aware of
 - a. why she is taking medication
 - b. how to administer her medication
 - c. what side effects to look for
 - d. what to do in case of a medication-related emergency
- NA** 5 The individual is aware of the support plan related to her use of *pro re nata* (PRN) medication to influence behaviour
- P** 6 The individual's medication is reviewed regularly to ensure that no changes are needed

STANDARD 22 – LEVEL 1 – SCENARIO 1 – MET

Individuals are supported to take care of their physical health

- P** 1 Staff implement strategies to
 - a. assess and monitor the individual's general health as it pertains to her physical needs and wellbeing
 - b. ensure that the individual's wishes and wellbeing are considered in all aspects of her physical health care
- P** 2 Staff access and help the individual to access external resources and health care professionals
- P** 3 Staff ensure that the individual
 - a. knows about the impact of lifestyle choices on her health
 - b. is supported to change her choices and/or deal with the consequences of unhealthy lifestyle choices
- P** 4 Staff use their training to administer medication, or monitor the individual to administer her own medications
- NA** 5 Staff follow any planned restrictive procedures that accompany PRN medication that influences behaviour
- P** 6 Staff ensure that the individual's medication is reviewed regularly and that no changes are needed
- P** 7 Staff meet the individual's specific physical health needs and conditions through
 - a. their knowledge and skills
 - b. their training and the information they have learned
- P** 8 Staff share relevant medical and health information with others
 - a. only as needed



-
- b. in a manner that respects the individual's dignity
 - c. in a manner that takes into account the *Freedom of Information and Protection of Privacy Act* (FOIP)

COMMENTS – STANDARDS 10 & 22 – LEVEL 1 – SCENARIO 1

[RETURN TO SUMMARY TABLE](#)

Elves has met the expectations of these Standards.

Reasons for indicators rated Not Applicable

Standards 10 & 22, Indicator 5: Elves does not administer PRN medications.



STANDARD 10 – LEVEL 1 – SCENARIO 2 – MET

Individuals take care of their mental health

- P** 1 The individual is aware of her general health as it pertains to her mental and emotional needs and wellbeing
- NA** 2 The individual visits health care professionals as her mental health needs warrant
- NA** 3 The individual has access to resources, information and connections that support her mental health
- NA** 4 The individual
 - a. knows about the impact of lifestyle choices on her mental health
 - b. is supported to change her choices and/or deal with the consequences of unhealthy lifestyle choices
- NA** 5 The individual has a treatment plan and routines that support her efforts to improve her mental health

STANDARD 22 – LEVEL 1 – SCENARIO 2 – MET

Individuals are supported to take care of their mental health

- P** 1 Staff are aware of the individual's mental and emotional needs and wellbeing and ensure that the individual's wishes and wellbeing are considered in all aspects of her mental health care
- NA** 2 Staff facilitate appointments with counsellors, psychologists and others who will support the individual's mental health
- NA** 3 Staff support the individual to access external resources and community health services throughout her lifespan
- P** 4 Staff ensure that the individual
 - a. knows about the impact of lifestyle choices on her mental health
 - b. is supported to change her choices and/or deal with the consequences of unhealthy lifestyle choices
 - c. is supported to live a healthy lifestyle
- NA** 5 Staff know how the individual's treatment plan and routines support her efforts to improve her mental health
- P** 6 Staff meet the individual's specific medical health needs through
 - a. their knowledge and skills
 - b. their training and the information they have learned
- P** 7 Staff share relevant medical and health information with others in a way that respects the individual's dignity and choices

COMMENTS – STANDARDS 10 & 22 – LEVEL 1 – SCENARIO 2

[RETURN TO SUMMARY TABLE](#)

Elves has met the expectations of these Standards.

Reasons for indicators rated Not Applicable

Standard 10, Scenario 2, Indicators 2,3,4 &5: These indicators are impacted by decision making from the guardians as minors are in service.

Standard 22, Scenario 2, Indicator 2, 3 &5: These indicators are not completed by staff as minors are in service.



STANDARD 10 – RESPITE – MET

Individuals take care of their physical health

- P** 1 The individual is aware of her general health concerns and specific physical needs
- NA** 2 For the individual who administers her own medication, she is aware of
 - a. why she is taking medication
 - b. how to administer her medication
 - c. what side effects to look for
 - d. what to do in case of a medication-related emergency
- NA** 3 The individual is aware that she takes a PRN medication to influence behaviour

STANDARD 22 – RESPITE – MET

Individuals are supported to take care of their physical health

- P** 1 Respite staff are knowledgeable about the individual's general health concerns and specific physical needs
- NA** 2 Respite staff support the individual's use of PRN medication to influence behaviour according to instructions or written procedures
- P** 3 Respite staff meet the individual's specific physical health needs and conditions through
 - a. their knowledge and skills
 - b. their training and the information they have learned

COMMENTS – STANDARDS 10 & 22 – RESPITE

Elves has met the expectations of these standards.

Reasons for indicators rated Not Applicable

Standard 10, Indicators 2 & 3 and Standard 22, Indicator 2: The guardians are responsible for managing and/or administering the medications of the minors who access Respite services.



SAFETY

STANDARD 11 – LEVEL 1 – MET

Individuals are safe from harm

- NA 1 The individual accesses suitable equipment and procedures to ensure his safety
- NA 2 The individual knows how to use or respond to the safety equipment in his environment and/or receives appropriate support
- NA 3 The individual knows why he feels safe and secure
 - a. in his home
 - b. in his work and community environments
 - c. while he is being transported
- NA 4 The individual participates in mock safety exercises
- NA 5 The individual's physical environment promotes safety through its
 - a. maintenance
 - b. design
 - c. function
- NA 6 The individual has had an assessment done to identify his safety needs

Alternate indicator that replaces Indicators 1 to 6 if the individual's functioning level inhibits his ability to ensure his own safety

- P 1 The individual receives ongoing support to ensure his continual safety

STANDARD 23 – LEVEL 1 – MET

Individuals are supported to be safe from harm

- P 1 Staff ensure the individual has access to suitable equipment and procedures to ensure his safety
- P 2 Staff
 - a. instruct the individual on safety procedures
 - b. support him to use the safety equipment in his environment
 - c. support him during unexpected events where he is unable to safeguard himself
 - d. follow the safety procedures that are kept in the individual's environment
- P 3 Staff ensure the individual's environments are safe, including
 - a. his home
 - b. his work and community environments
 - c. while he is being transported
- P 4 Staff support the individual to participate in mock safety exercises and document the results of the mock safety exercises to
 - a. identify strengths, weaknesses or flaws in the exercises
 - b. change and improve the exercises so they are more realistic
 - c. identify where the individual needs additional support to successfully complete the exercise
 - d. review whether age-related or temporary issues change the individual's ability to stay safe



- P** 5 Staff know
 - a. how often they check the individual's physical environment for safety hazards
 - b. what types of hazards they are trained to look for
 - c. what changes or repairs have been made since the last check
- P** 6 Staff use the results of the individual's assessment to address his safety needs
- P** 7 Staff are aware of and familiar with the maintenance schedule that is in place to ensure that safety equipment is in good working order
- NA** 8 Staff follow protocols around water temperature checks and safe bathing protocols
- P** 9 Staff follow protocols that include reporting any safety issues and/or any incidents that occur, in a timely manner

COMMENTS – STANDARDS 11 & 23 – LEVEL 1

[RETURN TO SUMMARY TABLE](#)

Elves has met the expectations of these Standards.

Reasons for indicators rated Not Applicable

Standard 11, Indicators, 1-6: Individuals are not supported in homes.

Standard 23, Indicator 8: No bathing procedures are completed in the environments where services are offered.

STANDARD 11 – RESPITE – MET

Individuals are safe from harm

- P** 1 The individual knows why he feels safe and secure in his environment
- P** 2 The individual accesses equipment and procedures that can ensure his safety

STANDARD 23 – RESPITE – MET

Individuals are supported to be safe from harm

- P** 1 Respite staff create a safe environment for the individual
- P** 2 Respite staff know how to
 - a. support the individual to be safe
 - b. manage situations or environments that could pose risk
 - c. respond to emergencies and follow emergency procedures
- P** 3 Respite staff practise safety in all aspects of their work
- P** 4 Respite staff follow protocols for reporting safety issues and/or incidents in a timely manner

COMMENTS – STANDARDS 11 & 23 – RESPITE

Elves has met the expectations of these Standards.



ABUSE PREVENTION

STANDARD 12 – LEVEL 1 – MET

Individuals are free from abuse

- P** 1 The individual is free from the various forms of abuse
- P** 2 The individual knows
 - a. what abuse is
 - b. how to prevent abuse
 - c. how to report abuse
- P** 3 The individual knows someone she can turn to if she were abused or threatened with abuse
- NA** 4 The individual has received physical, emotional and/or medical support following exposure to an abusive situation
- P** 5 The individual is safe and is protected from any situation that could expose her to abuse

STANDARD 24 – LEVEL 1 – MET

Individuals are supported to be free from abuse

- P** 1 Staff support the individual to be free from the various forms of abuse
- P** 2 Staff inform the individual about what it would mean
 - a. to be abused
 - b. how to prevent abuse
 - c. how to report abuse
- NA** 3 Staff give the individual physical, emotional and/or medical support following exposure to an abusive situation
- P** 4 Staff keep the individual safe and protected from
 - a. any situation that could expose her to abuse
 - b. any ongoing risks of abuse
 - c. any allegations of abuse
- P** 5 Staff use the information that they have learned in regards to preventing, detecting and reporting abuse

COMMENTS – STANDARDS 12 & 24 – LEVEL 1

[RETURN TO SUMMARY TABLE](#)

Elves has met the expectations of these Standards.

Reasons for indicators rated Not Applicable

Standard 12, Indicator 4 & Standard 24, Indicator 3: No abuse allegations have occurred.



STANDARD 12 – RESPITE – MET

Individuals are free from abuse

- P** 1 The individual is free from the various forms of abuse
- P** 2 The individual knows someone she can turn to if she were abused or threatened with abuse
- P** 3 The individual is safe and is protected from any situation that could expose her to abuse

STANDARD 24 – RESPITE – MET

Individuals are supported to be free from abuse

- P** 1 Respite staff support the individual to be free from the various forms of abuse
- P** 2 Respite staff keep the individual safe and protected from
 - a. any situation that could expose her to abuse
 - b. any ongoing risks of abuse
 - c. any allegations of abuse
- NA** 3 Respite staff give the individual physical, emotional and/or medical support following exposure to an abusive situation

COMMENTS – STANDARDS 12 & 24 – RESPITE

Elves has met the expectations of these Standards.

Reasons for indicators rated Not Applicable

Standard 24, Indicator 3: No abuse allegations have occurred.



INTAKE

STANDARD 25 – LEVEL 1 – MET

The service provider has a fair and unbiased process for accepting individuals into service

- P** 1 Policy and procedures give clear criteria around
 - a. requesting and obtaining pertinent information about applicants who are entering and/or changing service
 - b. using this information to develop the correct support model
- P** 2 Practice is consistent with policy and procedures around obtaining and using pertinent information about applicants to develop support models
- P** 3 The service provider ensures that the information about its support and service options is comprehensive
- P** 4 The information package is reviewed and revised as needed
- P** 5 The intake process provides seamless transition for individuals to
 - a. move into adult or senior services
 - b. transfer to other service providers
 - c. access increased support
 - d. access a change of services within the organization
- P** 6 The service provider provides comprehensive information about the applicant and his/her specific support needs
- P** 7 The service provider obtains information that is used to create the appropriate support model for the applicant
- P** 8 The service provider evaluates the fit for service for each applicant
- P** 9 The service provider has a documented orientation process for individuals

COMMENTS – STANDARD 25 – LEVEL 1

[RETURN TO SUMMARY TABLE](#)

Elves has met the expectations of this Standard.

Commendations

Elves is commended for the comprehensive and user-friendly information package and brochures that are available to applicants. These packages provide a comprehensive overview of the supports available and the organization's lifelong learning environment is dedicated to individuals with complex medical and learning needs.



SERVICE PLANNING WITH INDIVIDUALS

STANDARD 26 – LEVEL 1 – MET

The service provider has a process to plan with individuals

- P** 1 Policy and procedures outline how to support individuals to do transition planning in response to changes in their lives
- P** 2 Practice is consistent with policy and procedures around supporting individuals to do transition planning
- P** 3 Policy and procedures outline how to inform individuals and their support networks about personal directives and end of life care plans
- P** 4 Practice is consistent with policy and procedures around informing individuals and their guardians about personal directives and end of life care plans
- P** 5 The service provider obtains relevant information about the individuals’
 - a. preferences
 - b. expectations
 - c. interests
 - d. strengths
 - e. abilities
 - f. support needs
 - g. cultural interests
- P** 6 The service provider ensures that individuals have authority over and provide informed consent in regards to all areas of their planning and outcomes
- P** 7 The service provider ensures that it assesses the individuals’ quality of life
- P** 8 Person-centred approaches are used in service delivery

COMMENTS – STANDARD 26 – LEVEL 1

[RETURN TO SUMMARY TABLE](#)

Elves has met the expectations of this Standard.



RIGHTS

STANDARD 27 – LEVEL 1 – MET

The service provider has processes to ensure that the individuals' rights are protected

- P** 1 Policy and procedures clarify the involvement and authority of guardians and/or family members in regards to the rights of individuals
- P** 2 Practice is consistent with policy and procedures around the involvement and authority of guardians and/or family members in regards to the rights of individuals
- P** 3 The service provider has a written statement of rights of individuals
- P** 4 The service provider teaches individuals about their rights and responsibilities and the rights of others
- P** 5 The rights of individuals' statement
 - a. is regularly reviewed
 - b. includes appropriate stakeholders in the reviews
- P** 6 The service provider informs employees about its practices for obtaining the individuals' informed consent
- P** 7 The service provider supports individuals to uphold their rights and to obtain legal assistance

COMMENTS – STANDARD 27 – LEVEL 1

[RETURN TO SUMMARY TABLE](#)

Elves has met the expectations of this Standard.



CONCERN RESOLUTION

STANDARD 28 – LEVEL 1 – MET

The service provider has a fair, reasonable and unbiased process for addressing concerns

- P** 1 Policy and procedures outline the concern resolution process for individuals, and includes
 - a. launching informal and formal concerns
 - b. documenting the concerns and resolutions
 - c. following up on the concerns and resolutions
- P** 2 Practice is consistent with policy and procedures about the concern resolution process for individuals, and includes the details outlined in the procedures
- P** 3 The service provider
 - a. informs individuals about the informal and formal concern resolution processes and the appeal process
 - b. assesses their understanding of these processes
 - c. supports individuals to express their concerns or lodge an appeal
- P** 4 The process for doing regular check-ins with individuals and guardians provides a safe environment to share concerns
- P** 5 The service provider takes corrective action to prevent future occurrences of situations that have led to concerns or appeals
- P** 6 The service provider accesses the appropriate external resources to be involved in the concern resolution process

COMMENTS – STANDARD 28 – LEVEL 1

[RETURN TO SUMMARY TABLE](#)

Elves has met the expectations of this Standard.

Commendations

Elves is commended for their Staff Relations Committee, which provides staff with opportunities to share their own thoughts and ideas and to communicate their concerns in a solution focused manner. Monthly meetings of this committee reflect the organization’s commitment to an ongoing responsiveness to staff’s innovative ideas as well as to their concerns in a way that reflects respect, encouragement, and effective communication.



ABUSE PREVENTION

STANDARD 29 – LEVEL 1 – MET

The service provider has a process to protect individuals from abuse and to report, review and follow up on any allegations of abuse

- P** 1 Policy and procedures include provincial requirements regarding abuse prevention, reporting and follow up
- P** 2 Practice is consistent with policy and procedures around preventing, reporting and following up on abuse
- P** 3 The service provider informs individuals and their advocates about preventing, recognizing and reporting abuse
- P** 4 The service provider supports individuals who are reported to have been abused
- P** 5 The service provider ensures that its employees are trained in abuse prevention and reporting

COMMENTS – STANDARD 29 – LEVEL 1

[RETURN TO SUMMARY TABLE](#)

Elves has met the expectations of this Standard.



CONFIDENTIALITY

STANDARD 30 – LEVEL 1 – MET

The service provider has a process to ensure that information about individuals is kept confidential

- P** 1 Policy and procedures outline how to protect the individuals' confidentiality
- P** 2 Practice is consistent with policy and procedures about how to protect the individuals' confidentiality
- P** 3 Policy and procedures meet the relevant funders' and legislative requirements
- P** 4 Practice is consistent with policy and procedures about meeting funders' and legislative requirements
- P** 5 The service provider informs employees about its practices around protecting individuals' confidentiality
- P** 6 Release of Information forms protect the individuals' confidentiality by
 - a. being specific to the individuals identified
 - b. being authorized by the individuals
 - c. identifying to whom the information will be released
 - d. having a start and end date

QUALITY OF SERVICE

Staff are supported in relation to keeping individuals' information confidential

- P** 1 Staff
 - a. protect the individuals' confidentiality when using their electronic mobile devices, social media, etc.
 - b. use electronic devices and social media responsibly
- P** 2 Staff protect the individuals' confidentiality in their daily interactions with individuals

COMMENTS – STANDARD 30 – LEVEL 1

[RETURN TO SUMMARY TABLE](#)

Elves has met the expectations of this Standard.



UNANTICIPATED SITUATIONS OR BEHAVIOURS OF CONCERN

STANDARD 31 – LEVEL 1 – MET

The service provider has a process for responding to unanticipated situations or behaviours of concern

- P** 1 Policy and procedures about unanticipated situations or behaviours of concern outline
 - a. the type of positive approaches that may and may not be used
 - b. the type of restrictive approaches that may and may not be used
 - c. the types of situations in which they may be used
 - d. the follow up and documentation that is required
 - e. the criteria for initiating a planned procedure
- P** 2 Practice is consistent with policy and procedures when employees respond to unanticipated situations or behaviours of concerns
- P** 3 Training in non-violent crisis intervention meets industry standards
- P** 4 Incident reports for unanticipated situations or behaviours of concern meet specified timelines for being
 - a. documented and submitted to management
 - b. reviewed by management
- P** 5 Incident reports of unanticipated situations or behaviours of concern include
 - a. the reviews done by the individuals and any other persons involved with and/or connected to the incident
 - b. the decisions made
 - c. the strategy for following up on the incident
 - d. a strategy to address incidents, situations or behaviours that are likely to recur

QUALITY OF SERVICE

Staff are supported in relation to behaviours of concern

- P** 1 Staff respond to unanticipated situations or behaviours of concern according to policy and procedures

COMMENTS – STANDARD 31 – LEVEL 1

[RETURN TO SUMMARY TABLE](#)

Elves has met the expectations of this Standard.



PLANNED POSITIVE PROCEDURES

STANDARD 32 – LEVEL 1 – MET

The service provider uses planned positive procedures in response to anticipated situations or behaviours of concern

- P** 1 Policy and procedures outline how to use, monitor and evaluate planned positive procedures in response to anticipated situations or behaviours of concern
- P** 2 Practice is consistent with policy and procedures around using, monitoring and evaluating planned positive procedures in response to anticipated situations or behaviours of concern
- P** 3 The service provider informs its employees about the general use of positive procedures

Indicators 4 to 8 are not applicable if the service provider does not have any planned positive procedures currently in use

- P** 4 Planned positive procedures document approved strategies to address situations and behaviours of concern
- P** 5 Documentation for planned positive procedures includes
 - a. a description of the situation or behaviour of concern
 - b. a summary of the basic functional assessment that was done to explain, minimally,
 - i. what led up to the behaviour of concern
 - ii. the behaviour's consequences for the individual
 - c. the positive procedures that are included in the plan to support behaviour change
 - d. a strategy and timeline for evaluating effectiveness
 - e. documented, informed consent from the individual and/or guardian
- P** 6 An appropriate body reviews the planned positive procedure prior to implementation
- P** 7 The service provider ensures employees are oriented to the individuals' planned positive procedures
- P** 8 The service provider uses professionals and/or accesses additional resources to research skill-development strategies that can be added to or replace planned positive procedures

QUALITY OF SERVICE

Staff are supported in relation to behaviours of concern

- P** 1 Staff understand the purpose of and know how to use positive procedures
- P** 2 Staff's descriptions of the planned positive procedures they use with the individuals they support is consistent with the plans

COMMENTS – STANDARD 32 – LEVEL 1

[RETURN TO SUMMARY TABLE](#)

Elves has met the expectations of this Standard.



PLANNED RESTRICTIVE PROCEDURES

STANDARD 33 – LEVEL 1 – MET

The service provider uses planned restrictive procedures in response to anticipated situations or behaviours of concern

- P** 1 Policy and procedures give clear criteria around the ethical and appropriate use of
 - a. planned restrictive procedures in response to anticipated situations or behaviours of concern
 - b. planned restrictive procedures that include a positive component
- P** 2 Practice is consistent with policy and procedures around following accepted guidelines for the use of planned restrictive procedures

Indicators 3 to 11 are not applicable if the service provider's policy states that it does not use planned restrictive procedures

- P** 3 The service provider informs its employees about the appropriate use of restrictive procedures

Indicators 4 to 11 are not applicable if the service provider does not have any planned restrictive procedures currently in use

- P** 4 The service provider gives individuals clear information about its practices on using and reviewing planned restrictive procedures
- P** 5 Risk assessments are completed before developing and implementing planned restrictive procedures
- P** 6 Full functional assessments are completed before developing and implementing planned restrictive procedures
- P** 7 Documentation for planned restrictive procedures includes
 - a. a description of the situation or behaviour of concern
 - b. a summary of the risk assessment
 - c. a summary of the functional assessment that explains, minimally, what possibly led up to the behaviour of concern and the consequences of the behaviour for the individual
 - d. positive procedures to be included in the plan to support behaviour change
 - e. restrictive procedures to be included in the plan
 - f. a strategy to reduce or eliminate (the need for) the planned restrictive procedure (as much as possible)
 - g. termination criteria for the planned restrictive procedure
 - h. documented, informed consent from the individual and/or guardian
- P** 8 Relevant qualified persons are used when developing, implementing, monitoring and reviewing planned restrictive procedures
- P** 9 An appropriate body is used to approve the planned restrictive procedures
- P** 10 Planned restrictive procedures document approved strategies to address situations and behaviours of concern
- P** 11 The service provider ensures employees are oriented to the individuals' planned restrictive procedures



QUALITY OF SERVICE

Staff are supported in relation to behaviours of concern

- P** 1 Staff understand the purpose of and know how to use restrictive procedures
- P** 2 Staff's descriptions of the planned restrictive procedures they use with the individuals they support are consistent with the plans

COMMENTS – STANDARD 33 – LEVEL 1

[RETURN TO SUMMARY TABLE](#)

Elves has met the expectations of this Standard.

Commendations

Elves is commended for having a detailed and comprehensive Behaviour Supports Policy section that includes a visual flow chart for easy reference by staff. The flow chart and policy provide staff with the tools required to ensure PRP are developed, implemented, and reviewed in a way that demonstrates respect for the individuals accessing service.



STANDARD 33 – RESPITE SERVICES – MET

The service provider uses planned restrictive procedures in response to anticipated situations or behaviours of concern

- P** 1 The service provider ensures that respite staff implement planned restrictive procedures according to ethical and legal standards
- P** 2 The service provider ensures that training in restrictive procedures is specific to the individuals that respite staff support
- P** 3 The service provider ensures that planned restrictive procedures contain restrictive elements that were developed and monitored as part of a written plan

STANDARD 33 – RESPITE SERVICES – QUALITY OF SERVICE

Staff are supported in relation to behaviours of concern

- P** 1 Respite staff receive training in the use of restrictive procedures
- NA** 2 Respite staff use their training to implement restrictive procedures

COMMENTS – STANDARD 33 – RESPITE

Elves has met the expectations of these Standards.

Reasons for indicators rated Not Applicable

Indicator 2: Currently there are no restrictive procedures in place.



ASSISTIVE TECHNOLOGY AND/OR ENVIRONMENTAL INTERVENTIONS

STANDARD 34 – LEVEL 1 – MET

The service provider supports individuals to use AT and/or EI

- P** 1 Policy and procedures outline how to investigate and use AT and/or EI to
 - a. enhance individuals' independence in daily living
 - b. increase their control in various environments
 - c. promote their inclusion in community settings
- P** 2 Practice is consistent with policy and procedures around investigating and using AT and/or EI
- P** 3 Policy and procedures require consultation with professionals who are qualified to assess and authorize the use of AT and/or EI, including any that might limit the individuals' autonomy
- P** 4 Practice is consistent with policy and procedures around using qualified professionals to assess and authorize the use of AT and/or EI, including any that might limit the individuals' autonomy
- P** 5 Guidelines outline the intent and use of AT and/or EI and how to maximize the users' safety and independence
- P** 6 Guidelines for the use of AT and/or EI follow restrictive procedures when it is in place to address a behaviour of concern
- P** 7 The service provider obtains informed consent before using AT and/or EI
- P** 8 Written procedures describe how to support individuals to maintain and/or replace their AT and/or EI as needed
- P** 9 The service provider gives employees information and instruction about the techniques for using any AT and/or EI that are in place

COMMENTS – STANDARD 34 – LEVEL 1

[RETURN TO SUMMARY TABLE](#)

Elves has met the expectations of this Standard.



RISK MANAGEMENT

STANDARD 35 – LEVEL 1 – MET

The service provider has a process to manage risk

- P** 1 Policy and procedures
 - a. outline how the service provider develops, implements, and evaluates risk management strategies
 - b. define acceptable levels of risk for individuals, employees, the organization, and the community
- P** 2 Practice is consistent with policy and procedures around
 - a. developing, implementing and evaluating risk management strategies
 - b. identifying acceptable levels of risk for individuals, employees, the organization and the community
- P** 3 The service provider regularly conducts organizational risk assessments and takes action to reduce and eliminate hazards
- P** 4 The service provider regularly reviews and revises its emergency response plans
- P** 5 The service provider ensures that employees and individuals are trained on safety issues and risk management
- P** 6 The service provider oversees choices that individuals make that may involve some risk
- P** 7 The service provider makes copies of inspection reports available and/or ensures its licences are current
- P** 8 The service provider reviews and acts upon recommendations contained in inspection reports
- P** 9 Processes ensure full disclosure when individuals transition to another service or service provider
- P** 10 The service provider uses risk management systems, conducts proficiency assessments and does random checks

QUALITY OF SERVICE

Staff are supported to manage risk

- P** 1 Staff understand their roles and responsibilities in managing risks

COMMENTS – STANDARD 35 – LEVEL 1

[RETURN TO SUMMARY TABLE](#)

Elves has met the expectations of this Standard.



HEALTH AND SAFETY

STANDARD 36 – LEVEL 1 – SCENARIO 1 – MET

The service provider has a process to address the health and safety of employees

- P** 1 Policy and procedures
 - a. include clear criteria around the health and safety of employees
 - b. align with relevant legislation
- P** 2 Practice is consistent with policy and procedures around supporting or improving the health and safety of its employees
- P** 3 Employees transport individuals safely
- P** 4 Incident reports for accidents, incidents and/or near misses meet specified timelines for being
 - a. documented and submitted to management
 - b. reviewed by management
- P** 5 Incident reports around critical incidents, including near misses, include
 - a. the reviews done by the employees and any other persons involved with and/or connected to the incident
 - b. the decisions made
 - c. the strategy for following up on the incident
 - d. a strategy to address incidents, situations or behaviours that are likely to recur
- P** 6 The service provider has a process for employees to report potential health or safety concerns that ensures confidentiality, due care and appropriate follow up

COMMENTS – STANDARD 36 – SCENARIO 1 – LEVEL 1

[RETURN TO SUMMARY TABLE](#)

Elves has met the expectations of this Standard.



STANDARD 36 – LEVEL 1 – SCENARIO 2 – MET

The service provider has a process to address the health and safety of individuals accessing service

- P** 1 Policy and procedures
 - a. include clear criteria around the health and safety of individuals accessing service
 - b. align with relevant legislation
- P** 2 Practice is consistent with policy and procedures around supporting or improving the health and safety of individuals
- P** 3 The service provider shares information with its employees about individual-specific health concerns
- P** 4 The service provider’s mock safety exercises are designed to prepare individuals to respond to real life emergencies
- P** 5 The process for monitoring water temperature and outlining safe bathing protocols protects individuals from injury
- P** 6 The service provider
 - a. addresses barriers to the individuals’ relationships
 - b. provides information on how to have relationships that are healthy, safe and respectful
- P** 7 The service provider ensures that individuals understand what they have learned about safe relationships and the appropriate use of the Internet and social media
- P** 8 The service provider supports individuals to find information about and to access relevant alternative medical services

COMMENTS – STANDARD 36 – LEVEL 1 – SCENARIO 2

[RETURN TO SUMMARY TABLE](#)

Elves has met the expectations of this Standard.



STANDARD 36 – RESPITE SERVICES – MET

The service provider has a process to address the health and safety of respite staff and individuals accessing respite services

- P** 1 Policy and procedures outline how to ensure the safety of respite staff when working alone with individuals accessing respite services
- P** 2 Practice is consistent with policy and procedures around ensuring the safety of respite staff when working alone with individuals
- P** 3 Supports and resources are in place to maximize the safety of the respite environment
- P** 4 The service provider requires respite staff to submit to the appropriate background checks before supporting individuals with disabilities and/or children
- P** 5 The service provider ensures that respite homes that are not owned by the individuals, their parents or family members is safe

COMMENTS – STANDARD 36 – RESPITE

Elves has met the expectations of these Standards.



MEDICATION ADMINISTRATION

STANDARD 37 – LEVEL 1 – SCENARIO 1 – MET

The service provider administers medication

- P** 1 Policy and procedures outline how to administer medication in a safe and consistent manner
- P** 2 Practice is consistent with policy and procedures around administering prescription and non-prescription medication in a safe and consistent manner
- P** 3 The service provider
 - a. assesses whether the individuals are capable of taking their own medication
 - b. supports individuals who want to take their own medication
- P** 4 The service provider ensures that employees receive standardized medication administration training
- P** 5 The service provider ensures that employees undergo a proficiency assessment prior to administering medication
- P** 6 Documented informed consent is obtained from individuals before employees administer medication or give medication reminders
- P** 7 The service provider reviews medication errors and facilitates corrective action
- P** 8 Guidelines on restrictive procedures speaks to administering PRN medications for behaviours of concern

QUALITY OF SERVICE

Staff are supported to administer medication

- P** 1 Staff know how to administer medication
- P** 2 Staff know how to
 - a. respond to a medication error or refusal
 - b. take the necessary follow-up action

COMMENTS – STANDARD 37 – LEVEL 1 – SCENARIO 1

[RETURN TO SUMMARY TABLE](#)

Elves has met the expectations of this Standard.

Policies and Documentation

- The following policies address the service provider's process for administering prescription and non-prescription medication:
 - Policy 17.1 – Medication
 - Policy 17.2 – PRN Medication
 - Policy 17.3 – Controlled Medication
 - Policy 17.4 – Medication Profile
 - Policy 17.5 – Medical Card
 - Policy 17.6 – Medication Storage
 - Policy 17.7 - Medication Administration
 - Policy 17.8 – Medication Administration Documentation
 - Policy 17.9 Drug Administration Form



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- Policy 17.10 Medication Authorization
 - Policy 17.11 Medication Classification
 - Policy 17.12 Medication Administration on Field Trips
 - Policy 17.13 Medication Transportation, Delivery and Supply



STANDARD 37 – LEVEL 1 – SCENARIO 2 – NOT APPLICABLE***The service provider does not administer medication***

- NA 1 Policy and procedures state that the service provider does not administer medication but its employees
 - a. must be familiar with individuals' medication
 - b. need to know what to do if there is a medication incident
- NA 2 Practice is consistent with policy and procedures around the non-administration of medications, and the proper response to medication incidents
- NA 3 The service provider supports individuals who take their own medication and follows up on medication incidents

COMMENTS – STANDARD 37 – LEVEL 1 – SCENARIO 2[RETURN TO SUMMARY TABLE](#)

Standard 37, Scenario 2 is not applicable to this service provider.



HUMAN RESOURCES PLANNING

STANDARD 38 – LEVEL 1 – MET

The service provider conducts human resources planning

- P** 1 Staffing numbers are sufficient to meet the individuals' needs and goals
- P** 2 The service provider considers staffing needs and develops a plan to address them
- P** 3 The service provider incorporates external, organizational and workforce influences into the human resources planning process
- P** 4 Human resources planning strategies address the efficient operation of all levels of the organization
- P** 5 The service provider considers diversity and inclusion when doing its human resources planning.

COMMENTS – STANDARD 38 – LEVEL 1

[RETURN TO SUMMARY TABLE](#)

Elves has met the expectations of this Standard.



HUMAN RESOURCES POLICIES AND PROCEDURES

STANDARD 39 – LEVEL 1 – MET

The service provider enacts policy and procedures regarding areas of employment

- P** 1 Human resources policy and procedures outline how to align with relevant provincial and federal legislation and standards
- P** 2 Practice is consistent with policy and procedures around aligning with relevant legislation and standards
- P** 3 Policy and procedures outline how to conduct background checks on employees
- P** 4 Practice is consistent with policy and procedures around conducting background checks on employees
- P** 5 Policy and procedures outline how employees are to disclose criminal convictions for which there has been no pardon
- P** 6 Practice is consistent with policy and procedures around documenting incidents where employees have disclosed criminal convictions for which there has been no pardon
- P** 7 Policy and procedures outline how to respond to employee conflicts of interest
- P** 8 Practice is consistent with policy and procedures around responding to employee conflicts of interest
- P** 9 The service provider supports employees during any allegation of wrongdoing
- P** 10 The maintenance of employee files provides consistency around
 - a. format and content
 - b. access and confidentiality
- P** 11 The service provider has a code of conduct that guides employees

QUALITY OF SERVICE

Staff are supported in relation to human resources policy and procedures

- P** 1 Staff use the service provider's workplace rules to safeguard and protect themselves
- P** 2 Staff access their personnel files
- P** 3 Staff understand the service provider's communication mechanisms, and indicate that they are effective
- P** 4 Staff understand their written roles and responsibilities, and indicate they reflect their current duties
- P** 5 Staff understand the service provider's code of conduct
- P** 6 Staff access employee benefits and resources

COMMENTS – STANDARD 39 – LEVEL 1

[RETURN TO SUMMARY TABLE](#)

Elves has met the expectations of this Standard.



EMPLOYEE SUCCESS

STANDARD 40 – LEVEL 1 – MET

The service provider supports employee success by being an employer of choice

- P** 1 Policy and procedures outline how to review employees' roles and responsibilities
- P** 2 Practice is consistent with policy and procedures around reviewing employees' roles and responsibilities
- P** 3 Policy and procedures outline how to ensure that subcontractors understand and comply with the obligations of their contracts
- P** 4 Practice is consistent with policy and procedures around ensuring that subcontractors understand and comply with the obligations of their contracts
- P** 5 The performance review system requires
 - a. a method and process to “trigger” reviews
 - b. periodic reviews and a formal or informal annual review
 - c. formal documentation of the results of the reviews, including objectives
- P** 6 The service provider develops employee qualifications and competencies according to industry standards
- P** 7 The service provider develops and maintains a written job description for each position
- P** 8 The service provider has resources in place that support individuals with complex needs
- P** 9 The service provider supports employees to be successful in their work

QUALITY OF SERVICE

Staff are supported to succeed in their work

- P** 1 Staff describe how the service provider supports them to succeed at their work

COMMENTS – STANDARD 40 – LEVEL 1

[RETURN TO SUMMARY TABLE](#)

Elves has met the expectations of this Standard.

STANDARD 40 – RESPITE SERVICES – MET

The service provider supports employee success by being an employer of choice

- P** 1 Policy and procedures outline how to ensure that subcontractors understand and comply with the obligations of their contracts
- P** 2 Practice is consistent with policy and procedures around ensuring subcontractors understand and comply with the obligations of their contracts

COMMENTS – STANDARD 40 – RESPITE

Elves has met the expectations of these Standards.



EMPLOYEE TRAINING AND DEVELOPMENT

STANDARD 41 – LEVEL 1 – MET

The service provider promotes training and development

- P** 1 The written minimum standards of education and training for each position meet industry standards
- P** 2 The service provider sets mandatory learning requirements for employees who work with individuals with complex needs
- P** 3 Orientation and workplace learning is used to support employees to perform their jobs as defined by their written roles and responsibilities
- P** 4 The service provider assesses what its employees have learned after taking training, as well as how they apply this knowledge in their work
- P** 5 The service provider assesses what its employees have learned after taking mandatory courses, as well as how they apply this knowledge in their work
- P** 6 The service provider ensures that its employees'
 - a. mandatory training is current and up-to-date
 - b. formal educational requirements are current and up-to-date
- P** 7 Workplace learning and development
 - a. is included in the planning process
 - b. has resources allocated for it
 - c. has time allocated for employees to participate
- P** 8 The service provider assesses what additional education its employees need and implements a plan to address it

QUALITY OF SERVICE

Staff are supported in relation to training and development

- P** 1 Staff are competent and have the skills to implement the training that they have received to support individuals accessing service

COMMENTS – STANDARD 41 – LEVEL 1

[RETURN TO SUMMARY TABLE](#)

Elves has met the expectations of this Standard.

Minimum training as per CET Standards includes

- Non-Violent Crisis Intervention: Updated every 3 years
- First Aid/CPR: Updated every 2 years
- Medication Administration – Reviewed Annually
- Positive Behaviour Supports – Updated every 3 years
- Abuse Prevention and Response Protocol – Updated Annually
- Mandt Training – updated every year
- Individualized training based on client support needs (i.e. seizure protocol, Trauma Informed Care, FASD, G-tube feeding) reviewed in 3-year cycle/as required due to support need changes.



Workplace learning and development includes

- Safe Bathing – In-Service provided by Nursing Staff upon orientation
- Safety Training (Lift and Transfer) – In-Service provided by nursing staff at orientation.



STANDARD 41 – RESPITE SERVICES – MET

The service provider uses training to promote safety and continuity of care

- P** 1 The service provider sets minimum training and orientation requirements for respite staff

QUALITY OF SERVICE

Staff are supported to use their training

- P** 1 Respite staff use their training while providing respite support

COMMENTS – STANDARD 41 – RESPITE

Elves has met the expectations of these Standards.

Elves Special Needs Service provides respite – day services for children and youth with developmental delays, severe communication, intellectual, and medical, and complex neurodevelopmental profiles. Training is tailored to the individuals the staff support and staff are provided orientation to the support needs of everyone served. Training requirements vary based on the individual served, however minimal training is highlighted (as indicated below).

QUALITY OF SERVICE

Minimum training given to respite staff includes

- FASD 101
- Abuse Prevention Policy
- AHA Trauma Informed Care
- Sensory Training
- Occupational Health and Safety
- WHIMIS
- Orientation sessions – Standard 41 Respite General Orientation, Summer Program Overview, and Supports specific to each individual served
- Mandt Training – updated every year



EMPLOYEE SATISFACTION

STANDARD 42 – LEVEL 1 – MET

The service provider has effective practices that promote employee satisfaction

- P** 1 The service provider determines and promotes the employees' wellbeing and satisfaction
- P** 2 The service provider includes employees in discussions and decisions about their rights and responsibilities
- P** 3 The concern resolution process for employees includes informal and formal mechanisms
- P** 4 The concern resolution process enables employees to
 - a. state their case a number of times
 - b. bypass their immediate supervisors and be heard by upper management as warranted
 - c. be supported when presenting their case
 - d. be heard by a neutral third party
- P** 5 The service provider documents concerns raised through the concern resolution process
- P** 6 The service provider investigates strategies for removing any barriers its employees have identified and it documents the process and results
- P** 7 The service provider promotes employee recognition by showing its appreciation and by acknowledging employees' contributions in tangible ways

COMMENTS – STANDARD 42 – LEVEL 1

[RETURN TO SUMMARY TABLE](#)

Elves has met the expectations of this Standard.



GOVERNANCE STRUCTURE

STANDARD 43 – LEVEL 1 – SCENARIO 1 – MET

The service provider has a process for making decisions and a governance structure that operates under the auspices of the Societies Act

- P** 1 Policy and procedures define conflicts of interest for the Board of Directors and outline the difference between board conflicts and employee conflicts
- P** 2 Practice is consistent with policy and procedures around responding to board conflicts of interest
- NA** 3 Policy and procedures outline how to align with applicable standards or legislation when it employs individuals accessing service in a social enterprise
- NA** 4 Practice is consistent with policy and procedures around aligning with applicable standards or legislation for employing individuals accessing service in a social enterprise
- P** 5 The service provider is in compliance with all applicable legislation and regulations
- P** 6 The service provider and/or board members recruit members to the Board of Directors
- P** 7 New board members complete the Board of Directors' orientation process and act according to their duties
- P** 8 The board receives regular input and feedback from appropriate stakeholders
- P** 9 The board's policies and/or bylaws and other articles of incorporation
 - a. describe the various board positions
 - b. describe the board's responsibilities
 - c. describe the areas that the board presides over
 - d. clarify the relationship between the board and the service provider management
 - e. describe the roles of each
 - f. describe the legal responsibilities of operating a social enterprise
- P** 10 The Chief Executive Officer/Executive Director and the board members act in accordance with their governance roles as established by policies and/or bylaws and other articles of incorporation
- P** 11 The board minutes substantiate the review of the budget and audited statements
- NA** 12 The board operates a social enterprise according to the expectations and regulations set out by the board and other governing factors

COMMENTS – STANDARD 43 – LEVEL 1 – SCENARIO 1

[RETURN TO SUMMARY TABLE](#)

Elves has met the expectations of this Standard.

Policies and Documentation

Reasons for indicators rated Not Applicable

Indicator 3,4,12: Elves does not operate a social enterprise.



STANDARD 43 – LEVEL 1 – SCENARIO 2 – NOT APPLICABLE

The service provider has a process for making decisions and a governance structure that operates either under the auspices of the Companies Act or as an unincorporated business

- NA 1 Policy and procedures include guidelines for the financial management of the organization
- NA 2 Practice is consistent with policy and procedures around the financial management of the organization
- NA 3 Policy and procedures define conflicts of interest for the owner and/or operator and outline the difference between owner and/or operator conflicts and employee conflicts
- NA 4 Practice is consistent with policy and procedures around responding to owner and/or operator conflicts of interest
- NA 5 The service provider is in compliance with all applicable legislation and regulations
- NA 6 The service provider involves relevant persons in its governance decision-making process
- NA 7 Documentation clarifies the relationship between and the roles of the owner and/or operator
- NA 8 The owner and/or operator receives regular input and feedback from appropriate stakeholders

COMMENTS – STANDARD 43 – LEVEL 1 – SCENARIO 2

[RETURN TO SUMMARY TABLE](#)

Standard 43, Scenario 2 is not applicable to this service provider.



STANDARD 43 – LEVEL 1 – SCENARIO 3 – NOT APPLICABLE

The service provider has a process for making decisions and a governance structure that

- A. is tied-in to multi-levelled institutions and organizations and, therefore, receives accreditation for specific services only*
- B. is subject to the governance of a larger organization that oversees the services being accredited*

- NA 1 Policy and procedures include guidelines around the financial management of the services being reviewed
- NA 2 Practice is consistent with policy and procedures around the financial management of the services being reviewed
- NA 3 The service provider is in compliance with all applicable legislation and regulations
- NA 4 The service provider involves relevant persons in its day-to-day decision-making process relative to its services
- NA 5 Documentation clarifies the relationship between the governance team and the management team of the services being reviewed
- NA 6 The service provider receives regular input and feedback from stakeholders who are involved in the services that are being reviewed

COMMENTS – STANDARD 43 – LEVEL 1 – SCENARIO 3

[RETURN TO SUMMARY TABLE](#)

Standard 43, Scenario 3 is not applicable to this service provider.



OUTCOME EVALUATION

STANDARD 44 – LEVEL 1 – MET

The service provider facilitates continuous quality improvement and outcome evaluation

- P** 1 Policy and procedures outline how to facilitate continuous quality improvement and outcome evaluation
- P** 2 Practice is consistent with policy and procedures around facilitating continuous quality improvement and outcome evaluation
- P** 3 The data collection system supports outcome monitoring, evaluation and quality improvement efforts
- P** 4 The service provider instructs employees on how to monitor and measure outcomes and how to use its data collection system
- P** 5 The service provider achieves its objectives, which are part of the strategic plan
- P** 6 The service provider's annual review of its strategic plan
 - a. ensures that the data it collects is relevant
 - b. measures its success indicators
 - c. facilitates changes as necessary to effect its outcomes or goals
- P** 7 The continuous quality improvement and outcome evaluation system integrates all levels of the organization
- P** 8 The outcome evaluation process
 - a. monitors the individuals' goals
 - b. ensures that its employees understand and support individuals to reach their goals

QUALITY OF SERVICE

Staff are supported in relation to continuous quality improvement and outcome evaluation

- P** 1 Staff know how to use the service provider's data collection system

COMMENTS – STANDARD 44 – LEVEL 1

[RETURN TO SUMMARY TABLE](#)

Elves has met the expectations of this Standard.



PURPOSE AND VALUES

STANDARD 45 – LEVEL 1 – MET

The service provider has practices that promote its purpose and values

- P** 1 The written statement of mission, vision, purpose and values promote these principles
- P** 2 The service provider describes
 - a. how and when it reviews the services it offers and delivers
 - b. how its services remain congruent with its purpose and values
- P** 3 The service provider
 - a. regularly reviews its purpose and values statement
 - b. includes appropriate stakeholders in the review
- P** 4 The mission statement is consistent with the service provider’s legal authorization

COMMENTS – STANDARD 45 – LEVEL 1

[RETURN TO SUMMARY TABLE](#)

Elves has met the expectations of this Standard.



OVERALL PLANNING

STANDARD 46 – LEVEL 1 – MET

The service provider has an overall planning process that guides the organization

- P** 1 Planning is an inclusive process that considers the stakeholders' current needs and preferences
- P** 2 Planning considers organizational needs in relation to the individuals accessing service
- P** 3 Planning considers internal and external factors that can have an impact on the service provider and its present and future directions
- P** 4 The service provider
 - a. has a business continuity plan
 - b. reviews the plan at least annually

COMMENTS – STANDARD 46 – LEVEL 1

[RETURN TO SUMMARY TABLE](#)

Elves has met the expectations of this Standard.



FINANCIAL MANAGEMENT

STANDARD 47 – LEVEL 1– MET

The service provider has an administrative process that demonstrates fiscal responsibility and accountability

- P** 1 The accounting and administrative processes meet the requirements of the funding and legislative sources
- P** 2 The accounting procedures follow acceptable accounting principles
- P** 3 Financial audits are completed
- NA** 4 Recommendations from the last two audits have been addressed
- P** 5 The service provider arranges for insurance coverage and ensures that it meets the requirements of the funding sources
- P** 6 The service provider has safeguards when they manage the individuals' funds
- P** 7 The service provider clearly outlines any fees that it may charge
- P** 8 The service provider
 - a. aligns its fiscal responsibility with government requirements
 - b. maintains accurate employment records
 - c. maintains payroll records

COMMENTS – STANDARD 47 – LEVEL 1

[RETURN TO SUMMARY TABLE](#)

Elves has met the expectations of this Standard.