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Together

## 2025 CET Accreditation Standards

### Changes to the Wording of Level 1 Indicators

The Alberta Council of Disability Services has determined that a few of the indicators would better serve you with edits to the wording. The purpose of this document is to provide you with a summary of the changes to the indicators.

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| 1.1.L1.1 | <p>Individuals have opportunities for community participation and are engaged in activities based on their needs and desires.</p> <p>Examples include, but are not limited to, <b>group or individual</b> leisure or recreational activities, spiritual activities, cultural activities, community events, Centre-based socialization activities <b>with</b> other individuals, etc.</p>       |
| 1.1.L1.2 | <p>Individuals participate in <b>specific</b> activities and events that are based on their <b>own unique</b> interests and personal enjoyment and that create opportunities for social engagement.</p>  |
| 1.1.L1.3 | <p>The service provider, <b>including respite providers</b>, demonstrates engagement techniques and strategies that:</p> <ol style="list-style-type: none"> <li>encourage individuals to be involved in their communities,</li> <li>support community engagement, and</li> <li><b>may</b> facilitate social inclusion in activities that meet the individuals' needs and interests.</li> </ol> |
| 1.1.L1.4 | <p>The service provider maintains positive and constructive relationships with external stakeholders that lend support to community and social inclusion.</p> <p><b>Examples include but are not limited to, employers, day programs, qualified persons/professionals, resource teams, and public use facilities.</b></p>  |
| 1.1.L2.1 | <p>The service provider <b>promotes leadership skill development and facilitates self-advocacy</b> by:</p> <ol style="list-style-type: none"> <li>initiating and developing individual-driven committees <b>within the service provider and/or community</b>, or</li> <li>encouraging individuals to participate in an existing community-based self-advocacy group.</li> </ol>                |

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| 1.2.L1.3 | The service provider, <b>including those providing respite</b> , demonstrates its knowledge of community opportunities and actively manages relationships in the community to support individuals to gain and maintain employment or alternatives to employment that reflect their skills and abilities.  |
| 1.2.CH.1 | The service provider, <b>including respite providers</b> , supports children and/or youth in developing age-appropriate life skills.  |
| 1.2.CH.2 | The service provider, <b>including respite providers</b> , demonstrates ongoing communication with the children's and/or youth's support networks regarding their progress, and attainment of goals and milestones.   |
| 1.3.L1.1 | When individuals require AT and/or EI, a qualified professional assesses <b>what AT and/or EI</b> is required or is most appropriate to meet the individuals' needs.  |
| 1.3.L1.2 | Individuals have access to <b>the required</b> AT and/or EI that increases their independence and social integration.   |
| 1.3.L1.3 | The service provider demonstrates that it advocates for and requests reasonable accommodations <b>where AT and/or EI is needed, or the assessed AT and/or EI is not meeting the needs of the individuals.</b>   |
| 1.3.L1.4 | The service provider, <b>including respite providers</b> , is knowledgeable about the AT and/or EI used by individuals, and it <b>promotes/reports the required</b> maintenance of any that are in use.   |
| 1.3.L1.5 | A qualified person or staff member has evaluated, supported and monitored the use of AT and/or EI to <b>evaluate whether it has achieved</b> appropriate outcomes that are based on the assessment conducted by the qualified professional.<br><br>Outcomes may include, but are not limited to, maintaining personal safety, increasing capacity, reducing barriers, and demonstrating independence. |
| 2.1.L1.4 | Individuals are respectfully supported in their need for privacy, autonomy and independence. They have access to staff and supports as needed.<br><br>Examples of <b>staff/respite staff's</b> respect include, but are not limited to, knocking before entering the individuals' room; and supporting individuals to do what they can, as they can, without intervening.                             |

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| 2.1.L1.5 | The service provider, <b>including respite providers</b> , demonstrates its use of policies and procedures that promote the individuals' right to privacy, dignity and respect, as well as their freedom from coercion.  |
| 2.1.CH.1 | The service provider, <b>including respite providers</b> , demonstrates an awareness of the flexibility needed to meet the evolving needs of children and youth.   |
| 2.1.CH.2 | The service provider, <b>including respite providers</b> , demonstrates respect for the role of the parents, guardians, and family members in caring for children and youth.   |
| 2.2.L1.4 | <p>The service provider, <b>including respite providers</b>, promotes personal expression and engagement in activities that support the individuals according to their needs and wants in the areas of:</p> <ul style="list-style-type: none"> <li>a. gender, gender identity, and sexual orientation</li> <li>b. religious beliefs, and</li> <li>c. cultural identity.</li> </ul> <p>This may be relevant for Indigenous individuals in recognizing and acknowledging efforts and actions towards reconciliation.</p> |
| 2.2.L1.5 | The service provider engages <b>staff and respite staff, where applicable</b> , in program development, staff training, and service delivery that is respectful and inclusive of the individuals' sexual, religious, and cultural identities.  |
| 2.3.L1.2 | The service provider, <b>including respite providers</b> , has a well-documented process for informal and formal complaint processes that demonstrates a focus on resolution for individuals and staff.  |
| 2.3.L1.3 | Staff <b>and/or the respite provider</b> are aware of the informal and formal concern resolution processes and are knowledgeable about how to support individuals in identifying, voicing, and addressing their concerns.  |
| 2.3.L1.4 | The service provider, <b>including respite providers</b> , documents concerns that have been addressed along with the outcomes of any required actions to eliminate similar issues.  |
| 2.3.L1.5 | The service provider supports ongoing and continuous improvement by using the outcomes of the conflict resolution process along with evaluation of its services from individuals, their support networks and advocates, and staff/ <b>respite staff</b> .  |

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| 2.4.L1.2 | <p>Individuals have a <b>support system</b> that can:</p> <ol style="list-style-type: none"> <li>support them in decision making <b>reflective of their wishes and interests, and/or</b></li> <li><b>can</b> advocate for <b>supports from alternate decision makers (legal, financial, guardians, family members)</b>, as appropriate.</li> </ol>   |
| 2.4.L1.3 | <p>The service provider, <b>including respite providers</b>, demonstrates that they:</p> <ol style="list-style-type: none"> <li>support individuals to make their own choices and decisions, and</li> <li><b>knows when to engage others from the individuals' support network.</b></li> </ol>   |
| 2.4.CH.2 | <p>The service provider, <b>including respite providers</b>, demonstrates knowing when children and youth are able to take on increased responsibility and can make more decisions independently.</p>  |
| 2.4.CH.3 | <p>The service provider, <b>including respite providers</b>, demonstrates a working relationship with the parents and/or guardians that draws upon their experience to support their children and youth to gain independence and make more age-appropriate choices and decisions.</p>  |
| 2.5.L1.4 | <p>The service provider, <b>including respite providers</b>, demonstrates its use of policies and procedures to enable individuals to make informed decisions, where applicable.</p>   |
| 2.5.L1.5 | <p>The service provider, <b>including respite providers</b>, demonstrates its use of policies and procedures to prevent coercion, discrimination, exploitation, abuse, neglect, and violence against individuals.</p>  |
| 2.5.L1.6 | <p>The service provider, <b>including respite providers</b>, has appropriate safeguards in place to manage personal data and it demonstrates its use of policies and procedures to ensure that the right people have access and are authorized to use and/or release the individuals' personal information.</p> <p>Examples of safeguards include, but are not limited to, keeping files in a secure place and taking cyber security measures.</p> |
| 3.4.L1.2 | <p>Individuals who have experienced a planned positive or restrictive approach, or procedure, and the staff members, <b>including respite providers</b>, who were involved, debriefed the incident.</p>  |

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| 3.4.L1.3                        | Staff, <b>including respite providers</b> , are aware of the planned positive and restrictive procedures for the individuals they serve and can demonstrate effective de-escalation skills and techniques.  |
| 3.4.L1.4                        | Staff, <b>including respite providers</b> , understand and demonstrate the use of positive and restrictive procedures to support the individuals' health and personal development.  |
| 3.4.L1.5                        | The service provider, <b>including respite providers</b> , demonstrates an expectation of responsiveness to a situation or behaviour of concern through the planned development.<br><b>The service provider demonstrates</b> ongoing review of behaviour support plans.   |
| 4.1.L1.2                        | Staff, <b>including respite providers</b> , support, encourage and facilitate the individuals' engagement with and connection to their current natural supports and balance these connections with the individuals' desire to be connected to and engaged with persons in their social circles.                               |
| 4.1.L1.3                        | Staff, <b>including respite providers</b> , create opportunities to increase the individuals' social circles by encouraging their participation in community activities and events.   |
| <b>4.1.L1.5</b><br><b>* NEW</b> | <b>Staff support individuals to choose alternate social settings when they are not enjoying the social setting that they are in with the aim to increasing social interaction and/or personal enjoyment.</b>  |
| 4.2.L1.2                        | Staff, <b>including respite providers</b> , engage in ongoing awareness and education regarding the qualities of healthy relationships to increase safety, reduce harm, and become alerted to unsafe relationships.   |
| 4.2.L1.3                        | The service provider, <b>including respite providers</b> , promotes safe and healthy relationships and demonstrates respectful communication at all levels (e.g., staff, individuals, stakeholders) to create a positive workplace culture.   |
| 4.2.CH.1                        | Staff, <b>including respite providers</b> , develop <b>age and individual appropriate</b> strategies for working with children and youth and their parents and/or guardians to support the children and youth to identify and share their feelings about their relationships, their personal concerns and/or their successes. |

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| 5.1.L1.2                 | Staff, including respite providers, demonstrate knowledge about the individuals' general health and physical needs through their training, acquired knowledge and exhibited skills.  |
| 5.1.L1.3                 | The service provider, including respite providers, fully supports individuals to be engaged in, actively plan for, and manage their own physical, emotional, and mental health.  |
| 5.2.L1.2                 | Staff, including respite providers, demonstrate the knowledge and expertise to complete critical incidents and near miss reports on time and with sufficient detail.   |
| 5.3.L1.2                 | <p>Staff, including respite providers, demonstrate:</p> <ol style="list-style-type: none"> <li>their knowledge about the types of abuse and the risk factors for individuals,</li> <li>their awareness of internal reporting requirements, and</li> <li>their knowledge about how to access supports for individuals.</li> </ol>   |
| 5.3.L1.3                 | Staff, including respite providers, demonstrate their knowledge of policies and procedures that describe how to make individuals aware of abuse and how to report any abuse, including abuse that may occur in person, online, and within or outside the service.  |
| 5.3.L1.4<br><b>* NEW</b> | The service provider demonstrates how staff are informed and provides mechanisms to discuss/report concerns of abuse, or risk of abuse, without fear of reprisal.  |
| 6.1.L1.1                 | <p>The organization has a detailed HR strategy that:</p> <ol style="list-style-type: none"> <li>reflects leading practice,</li> <li>supports recruitment and retention activities,</li> <li>develops staffing levels appropriate for the services delivered and staffing models based on the services delivered (e.g., residential, community access, employment, respite),</li> <li>demonstrates intentional succession planning,</li> <li>demonstrates annual evaluation and performance reviews, and</li> <li>uses internal and external stakeholder feedback on service delivery to influence strategic planning, staff development and HR processes.</li> </ol> |

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| <b>6.1.L1.3</b><br><b>* NEW</b> | Staff, including respite providers, have submitted the appropriate background checks prior to providing services. Background checks may include a Vulnerable Sector Search or just a Criminal Record Check. For Children & Youth it may include an Intervention Record check. |
| <b>6.1.L1.4</b><br><b>* NEW</b> | In a respite/support home, all persons living in the home 18 years of age and over have an up to date Vulnerable Sector Search.   |
| <b>6.1.L1.5</b><br><b>* NEW</b> | The service provider demonstrates a process for all staff, respite providers, and respite/support home providers to disclose any new criminal charges and/or convictions.   |
| <b>6.2.L1.3</b>                 | Staff, including respite providers, are supported to meet their training requirements and they have engaged in, or have access to, the necessary training to meet the needs of individuals and to support their own personal and career development.                          |
| <b>6.2.L1.4</b>                 | Staff, including respite providers, have training in and access to the necessary tools and resources to fulfill their duties.<br><br>Tools and resources may include, but are not limited to, communication technology, resource libraries, etc.                              |
| <b>6.3.L1.1</b>                 | The organization ensures that staff, including respite providers, have the appropriate training and demonstrate the skills necessary to effectively assess and address risk behaviour.  |

For further information about any of these standards, please contact ACDS at

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