

## iLinc Component B: Overview of Safety

Purpose	To reinforce participants' understanding of safety and to support the accurate and timely assessment of safety and the safety decision as well as the development of safety plans that protect children in child welfare cases.
Rationale	All child welfare supervisors are charged with the responsibility for supporting the assessment and planning for the safety of children. Every supervisor must understand the importance of workers assessing and managing safety at every contact in a child welfare case and be able to convey expectations, monitor, and provide feedback to their workers as they perform safety assessments. In order to use the Performance Management Cycle to supervise safety assessments, supervisors must have knowledge of what safety is and how to accurately assess safety in child welfare cases.
Learning Objectives	<p>Participants will be able to:</p> <p><i>Cognitive</i></p> <ul style="list-style-type: none"> <li>• define safety in protective and nonprotective child welfare cases</li> <li>• define safety criteria</li> <li>• identify the steps in accurately assessing safety</li> <li>• identify safety factors</li> <li>• describe the five safety decisions</li> <li>• identify ways to convey expectations, monitor, and provide feedback to their workers regarding their safety assessments</li> <li>• describe the purpose and components of a safety plan</li> </ul> <p><i>Affective</i></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p><i>Operative</i></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>
Materials	Handouts, LEARNING OBJECTIVES, SAFETY DEFINED, DECIDING

ON SAFETY, A SAFETY PLAN; PowerPoint slides, WELCOME TO... (SLIDE #1), RESOURCES (SLIDE #2), PURPOSE (SLIDE #3), SAFETY IN A PROTECTIVE CASE (SLIDE #4), A PROTECTIVE CASE IS (SLIDE #5), A PROTECTIVE CASE IS {CONTINUED}(SLIDE #6), DEFINITION OF SAFE {PROTECTIVE} (SLIDE #7), , ASSESSING SAFETY (SLIDE #8), SAFETY ASSESSMENT FACTS (SLIDE #9), DECIDING ON SAFETY (SLIDE #10), SAFETY ASSESSMENT – STEP #1 (SLIDE #11), SAFETY ASSESSMENT – STEP #2 (SLIDE #12), SAFETY ASSESSMENT – STEP #3 (SLIDE #13), SAFETY ASSESSMENT – STEP #4 (SLIDE #14), SAFETY IN NONPROTECTIVE CASES (SLIDE #15), DEFINITION OF SAFETY {NONPROTECTIVE} (SLIDE #16), SAFETY ASSESSMENT PROCESS – NONPROTECTIVE CASES (SLIDE #17), SUMMARY (SLIDE# 18); Whiteboard, FIVE SAFETY DECISIONS, WEBSHARE LINK, EXPANDED SAFETY FACTORS.

Time 120 minutes.

## Learning Process

Introducing the program

Display PowerPoint slide #1, WELCOME TO...

State: "Welcome participants to the iLinc session."

**Ancillary instruction:**

- Briefly introduce the trainer(s).
- Make sure all participants are connected, i.e., they can hear your voice and their microphones are working properly. Also check to see if all participants understand and are able to use the tool palette (text chat, feedback, etc.).
- If necessary, explain each tool.
- Ask if all participants can see the PowerPoint slide on the powerboard being displayed. Ask them to respond with a "yes" or "no" by using the feedback area on their palette. If a participant answers "no," click the circled arrows icon on the upper right corner of the window and ask the question again.

**Comment:** All participants should have completed an *Introduction to iLinc* training which teaches them to use iLinc.

Display PowerPoint slide #2, RESOURCES.

**Ancillary instruction:** Explain that they should have the handouts, LEARNING OBJECTIVES which helps them understand what we hope to accomplish and, SAFETY DEFINED, DECIDING ON SAFETY and A SAFETY PLAN which we will discuss during the training session.

Display PowerPoint slide #3, PURPOSE.

State:

- One of your fundamental responsibilities as a child welfare supervisor is to promote the accurate and timely assessment of safety and the development of safety interventions for children on your workers' caseloads so that these children are protected from situations that place them in immediate or impending danger of serious harm.
- This training session informs you on what caseworkers are taught about safety assessments, making safety decisions and safety plans, gets us all on the same page regarding current definitions and language used in New York State child welfare practice and clarifies or confirms that you are

aware of the most current policy regarding promoting safety in child welfare cases.

- The training is designed to *reinforce* your understanding of safety and support you in promoting accurate safety assessments and safety decisions as well as the development of safety plans that protect children in child welfare cases that you supervise.
- In this session we are offering a foundation for examining the supervision of casework related to promoting child safety. Classroom sessions that follow will build on this foundation.
- We will first examine the issue of safety in protective cases.

**Comment:** The issue of safety in nonprotective cases will be examined later in the session.

**Caution:** The remainder of the iLinc session is a review of safety that most, if not all, participants know. Be sure and honor this throughout the presentation by using such phrases as, “You may recall that...,” “As you may remember from previous trainings...,” etc.

Defining safety in protective cases

Display PowerPoint slide #4, SAFETY IN A PROTECTIVE CASE.

Ask: “Can anyone remind us what a protective case is?”

**Ancillary instruction:** Remind participants to use their hand-raising tool on their iLinc palette and to start speaking when the instructor recognizes them by name indicating that they have been “given the floor.” Remember to thank participants for their work.

Display PowerPoint slide #5, A PROTECTIVE CASE IS.

Explain: A “protective” case is:

- ✓ a case undergoing a CPS investigation;
- ✓ a family services case opened for preventive or foster care services while the CPS investigation is still ongoing (prior to the investigation conclusion);

**Ancillary instruction:** Display PowerPoint slide #6, A PROTECTIVE CASE IS (CONTINUED).

- ✓ a family services case in which CPS has indicated a report (some credible evidence found) of alleged child abuse or maltreatment and that prompted the

opening of the case for preventive or foster care services;

- ✓ a family services case in which a family has been receiving services for reasons unrelated to abuse or maltreatment (e.g. JD/PINS) and a new CPS report is indicated on the family.

Display PowerPoint slide #7, DEFINITION OF SAFE (PROTECTIVE).

**Ancillary instruction:** Refer to handout SAFETY DEFINED and tell participants that both the protective and non-protective definitions are on the handout. Explain that non-protective safety will be discussed later in the training program.

State: “In a “protective case,” a child is safe when there is no immediate or impending danger of serious harm to a child’s life or health as a result of acts of commission or omission (actions or inactions) by the child’s parent(s) or caretaker(s).

Inquire: “How do you explain the term “immediate danger” to new workers?

**Ancillary instruction:** Invite participants to use the hand-raising tool if they wish to give the answer.

**Comment:** A child is in *immediate* danger when presently exposed to serious harm.

**Example:** A preventive worker goes to a home which has no heat in below-freezing temperatures and finds a 3-year-old child dressed in summer clothing who is shivering and turning blue. This situation illustrates immediacy because the child is shivering now, is turning blue, and there is no heat in the house at this time.

Ask: “How do you explain the term “impending danger” to new workers?

**Ancillary instruction:** Invite participants to use the hand-raising tool if they wish to give the answer.

**Comment:** A child is in *impending* danger when exposure to serious harm is emerging, about to happen, or is a reasonably foreseeable consequence of current circumstances.

**Example:** A preventive worker goes to a home during a typical cold NYS winter. There is heat in the house today, however, the mother says that she doesn’t have money to pay the

heating bill, the utility company is turning off the heat in two days and there are very young children living in the home.

Reviewing the safety  
assessment

Display PowerPoint slide #8, ASSESSING SAFETY.

State:

- The heart of safety is identifying present or emerging *danger* and taking action to protect each child from serious harm.
- So let's turn our attention to how caseworkers go about this.

**Ancillary instruction:** Display PowerPoint slide #9, SAFETY ASSESSMENT FACTS.

- All child welfare workers are required to do safety assessments. This includes preventive, foster care, and adoptive workers as well as CPS workers.
- Furthermore, child welfare workers are required to assess safety *during every case contact* throughout the entire time child welfare staff are involved with the family and take into consideration all children in the home.

**Example:** When a preventive worker makes an appointment to interview a family in their home regarding plans for the parents to attend parent education classes, the worker must also conduct a safety assessment regarding all children living in the home.

- The ongoing assessment of safety is especially crucial when a child welfare worker becomes aware of changes that might have an impact on a child's safety status, such as a caretaker's new boyfriend/girlfriend, sudden caregiver illness, etc.

Ask: "What expectations have you set with your workers for conducting ongoing safety assessments?"

**Ancillary instruction:** Tell participants to use their hand-raising tool to respond to this question.

State:

- The ongoing assessment of safety is documented in progress notes. Reviewing progress notes is one way supervisors monitor these ongoing assessments.
- The safety assessment is also documented in the safety assessment protocol at specified intervals. As you are

mostly likely aware, these are:

- ✓ within 24 hours of a child fatality occurring and there is the presence of surviving children in the home;
- ✓ within 7 days of the receipt of an oral report from the SCR;

**Ancillary instruction:** Remind participants that a new Safety Assessment is required in response to any registered “subsequent” reports and must also be completed within 7 days from receipt of the report.

- ✓ within 7 days of a CPS investigation conclusion, (i.e., within 7 days prior, but not beyond investigation conclusion);
- ✓ at every FASP, and;
- ✓ at case closing of a family services case.

Display PowerPoint slide #10, DECIDING ON SAFETY.

Explain:

- Protective safety assessments follow a specific process involving four main steps. The safety assessment protocol in which workers document safety assessments and plans is designed to support this process.
- The four steps are listed on the PowerPoint slide you are viewing now as well as on the handout, DECIDING ON SAFETY.
- Let’s examine each of these steps now in more detail.

**Ancillary instruction:** Display PowerPoint slide #11, SAFETY ASSESSMENT – STEP #1.

- The first step in assessing safety is that the worker must identify any safety factors that are present in the child’s current living situation.
- As you know, a safety factor is a behavior, condition, or circumstance *that has the potential to place* a child in immediate or impending danger of serious harm. These include specific parent/caretaker behaviors, conditions in the home, family dynamics, history, and other circumstances.

**Ancillary instruction:** Open synchronous web browsing link to

OCFS' "Expanded Safety Factors."

- There are 18 safety factors that identify conditions or behaviors which could be of harm to children. The expanded safety factors you are viewing on the screen provide examples of each of the 18 safety factors and are available on CONNECTIONS in "On-line Help."
- In the Common Core and CPSRT, we emphasize the importance of memorizing the safety factors so that workers will have them for recall and application when they are out in the field.
- It is important to note that this first step in a safety assessment does not require a worker to evaluate whether the safety factors rise to the level of immediate or impending danger of serious harm to a child, but rather it requires the worker to identify whether they currently exist in the child's living situation.
- The existence of a safety factor should be viewed as a "red flag alert" and remind a worker that further assessment of safety is needed.
- Documentation, whether it be in the Safety Assessment or in progress notes, should be specific and concrete regarding the individuals, behaviors, conditions, and/or circumstances that correspond to the safety factors the worker finds to be present.

**Ancillary instruction:** Display PowerPoint Slide #12, SAFETY ASSESSMENT – STEP #2.

- Step two of the safety assessment is for workers to determine, based on the identification of one or more safety factor(s) and application of the criteria, if any safety factors, alone or in combination, have created a situation in which the child is in immediate or impending danger of serious harm.
- The criteria used in this step are:
  - ✓ the seriousness of behaviors/circumstances reflected by the safety factor;
  - ✓ the number of safety factors identified;
  - ✓ the degree of the child's vulnerability and need for protection;
  - ✓ the age of the child.



**Ancillary instruction:** Display PowerPoint Slide #13, SAFETY ASSESSMENT – STEP #3.

- The third step in the assessment of safety requires the worker to identify which of the five safety decisions most accurately reflects the current safety status of children/youth.

**Ancillary instruction:** Display Whiteboard, FIVE SAFETY DECISIONS.

- The safety decision captures the worker's assessment of the presence of safety factors that may or may not place a child in immediate or impending danger of serious harm, and actions that are needed to protect the children from danger.

**Suggestion:**

- Ask for a volunteer to use a drawing tool from the pallet and place a checkmark on the Whiteboard in front of Safety Decision #1 as well as to read the first safety decision.
- Be sure to give the volunteer the floor.
- The first safety decision represents a situation where no safety factors are identified and no actions to protect are necessary. As you know, this does not mean that there are no issues placing children at risk of future harm. Also, a CPS report could still be determined to be indicated, even though no safety factors are present.

**Example:** A parent is known to have had a drinking problem but there are no signs or indications that the parent is currently drinking. A worker would not identify the safety factor for alcohol abuse in this situation. However, if this past alcohol abuse problem was within the past two years, this would be recorded on the RAP as it contributes to the likelihood of abuse or maltreatment in the future.

**Suggestion:**

- Ask for a volunteer to use a drawing tool from the pallet and place a checkmark on the Whiteboard in front of Safety Decision #2 as well as to read the second safety decision.
- Be sure to give the volunteer the floor.
- The second safety decision is applicable where one or more safety factors are present, but none of them rises to the level of immediate or impending danger of serious harm. No actions to protect the children are necessary but workers

must address the safety factors with the parents and/or caretakers and closely monitor the situation.

**Example:** The mother's boyfriend is an on-again-off-again resident of her apartment and he drinks a lot. He gets "drunk" a couple of times a week, gets "stoned" with his buddies outside of the apartment, and is generally clueless about raising kids. He tolerates their presence but does not engage them.

The apartment has lead paint, a lot of trash is spilling out of the garbage cans, there are many dishes piled here and there, and dirty clothes are strewn all over the bedrooms. There is not much food in the fridge or cabinets.

The children are 9 and 11 years old. They are developmentally on target and attend school regularly.

The mother is at home with the kids most of the time before and after school. She does not use drugs other than smoking an occasional joint. She does often drink one or two beers at night with her boyfriend. When she works on Saturdays, she sends the children over to their grandma's, which is down the street. This is also where the kids often go for dinner during the week when the mother and her boyfriend are together or if the food stamps have run out and the mother didn't get to the food pantry.

**Suggestion:**

- Ask for a volunteer to use a drawing tool from the pallet and place a checkmark on the Whiteboard in front of Safety Decision #3 as well as to read the third safety decision.
- Be sure to give the volunteer the floor.
- The third safety decision is for the situation where one or more safety factors are present, that place the child(ren) in immediate or impending danger of serious harm, and the parents/caretakers and child welfare staff was able to put a safety plan in place to control for the safety of the children, negating the need for a protective removal.

**Example:** An intoxicated parent provides the caseworker with the name and phone number of a relative who can supervise her children and the worker assists the parent in arranging for the relative to supervise the children until the parent is able to do so.

- The third safety decision involves the children remaining in "the care of the parents or caretakers." Some workers may need you to clarify that "the care of the parents or caretakers" can mean having a safety plan that includes an arrangement, in which the parent and caseworker agree that the child will move temporarily to a relative's home, but remain in the parent's custody, such as in the

previous example of the intoxicated mother sending her children to stay with a relative.

**Suggestion:**

- Ask for a volunteer to use a drawing tool from the pallet and place a checkmark on the Whiteboard in front of Safety Decision #4 as well as to read the fourth safety decision.
- Be sure to give the volunteer the floor.
- The fourth safety decision is where one or more children are in immediate or impending danger of serious harm and removal from the child's parent or person(s) legally responsible is necessary to protect the child's life or health.

**Example:** A parent is under the influence of cocaine, leaves the 1 and 5 year old children unsupervised, and there are no other resources available to supervise the children until the parent is able to do so. Therefore, the children are put in protective custody and placed in a foster home.

- When placement is required, workers must clearly identify *which children* are placed in foster care or an alternative placement.
- It is possible that one or more children will be placed out of the home while others remain in the care of their parent(s) or person(s) legally responsible. In these cases, it is necessary for the worker to explain what actions and/or circumstances protect those children, who are remaining at home and in the care and custody of their parents and/or caretakers.
- While this information is documented in the safety plan, it is so crucial that the safety of children remaining in the home is not overlooked that it must also be documented with safety decision #4.
- It is important to remember that in the case of the removal of Indian children, there are ICWA placement preferences and notifications rules, outlined in the law, which must be followed.

**Suggestion:**

- Ask for a volunteer to use a drawing tool from the pallet and place a checkmark on the Whiteboard in front of Safety Decision #5 as well as to read the fifth safety decision.
- Be sure to give the volunteer the floor.
- The fifth safety decision is applicable where we do not have

access to the child to complete our safety assessment, but have reason to believe that the child may be in immediate or impending danger of serious harm.

- In the Common Core and CPSRT trainings, we are advising workers that if safety decision #5 is selected, supervisory consultations are necessary to determine the next steps to take, such as seeking court intervention (including the “access” law), involving law enforcement, etc.

**Example:** A neighbor reported that an intoxicated parent loaded the children into the car and drove off. The family’s current whereabouts are unknown.

**Ancillary instruction:** Display PowerPoint slide #14, SAFETY ASSESSMENT – STEP #4.

- The fourth step pertaining to child safety is for the worker to develop and implement a safety plan, if a child is in immediate or impending danger of serious harm, which controls the danger and protects the child from what is placing him or her in immediate or impending danger of serious harm for as long as the danger exists.

**Ancillary instruction:** Refer participants to the handout, A SAFETY PLAN.

- A safety plan must control *all* the conditions/behaviors causing the child to be in immediate or impending danger of serious harm.
- Controlling interventions must be initiated immediately upon identifying that a child is in immediate or impending danger. Additionally, safety plans are not expected to rehabilitate or change behaviors or conditions. They are specifically designed to temporarily control the dangerous situation until more permanent change can occur.
- When implementing a safety plan and documenting the safety interventions, it is crucial to go beyond identifying a service or type of intervention.

**Example:** “Intensive home-based services” is not a viable safety intervention until it is active (in other words, not while the family is on the waiting list). Also, IHB professionals often provide some change-promoting services to families in addition to controlling interventions. It is necessary to clarify what it is that the IHB professionals are doing that protects the child from immediate or impending danger of serious harm.

*Ancillary instruction:*

- Elicit examples of what actions an IHB caseworker takes that protects the child (e.g., IHB activates immediately and gets an emergency food supply for the family right now).
  - Be sure to give the volunteers the floor.
- Safety plans include specifically who will do what, how often and for how long.
  - For safety interventions to be part of a viable safety plan, they must be available immediately. Additionally, people who are integral to the plan must be capable of and committed to carrying out the plan.
  - We also always implement the least intrusive interventions possible that will protect a child. For example, while a protective removal is the highest level of safety intervention, depending on circumstances, there may be other appropriate methods of protecting a child from a dangerous situation while the child remains at home.
  - Managing safety includes continuously reassessing safety and monitoring the efficacy of any safety plan that has been implemented.
  - Safety plans may need to be modified in response to changes in the family's circumstances so that children are continuously protected from danger.

*Ancillary instruction:*

- Ask participants to share examples of safety plans their workers have used with their families.
- Instruct participants to use their hand-raising tool on the palette if they want to respond.

Examining safety in nonprotective cases

Display PowerPoint slide #15, SAFETY IN NONPROTECTIVE CASES.

Explain:

- Let's turn our attention now to safety in nonprotective cases.
- Nonprotective cases are defined as those cases in which we are not focused on ameliorating currently identified abuse/maltreatment issues.

**Example:**

- A CPS investigation was unfounded, yet the family states they need help in learning new parenting skills regarding discipline.
- A child is exhibiting behaviors that have culminated in JD or PINS adjudications and the family needs child welfare intervention to promote change.

**Ancillary instruction:**

- Remind participants that cases such as the first example are sometimes known as “voluntary” cases.
  - Display PowerPoint slide #16, DEFINITION OF SAFETY (NONPROTECTIVE).
  - Also remind participants that both the protective and non-protective definitions are on the handout SAFETY DEFINED, which we looked at earlier.
- In a nonprotective case, safe is the decision that one or more children, parents, caretakers, family members, or community members are *not* likely to be in immediate or impending danger of serious harm, or will *not* likely face a serious threat to their emotional, physical, or developmental well-being.
  - What is similar in both *protective* and *nonprotective* assessment of safety is that the focal behavior or condition rises to a level that places someone in immediate or impending danger of serious harm, requiring an immediate response to control the situation until more long-term change promoting activities help families sustain positive change in those dangerous behaviors and conditions.
  - What is different in nonprotective cases is that the safety focus extends beyond the parent/caretaker’s behavior and also examines the child’s behavior and possible danger that his/her behavior may create to the family, the community, and themselves.
  - The non-protective safety assessment also applies to families where there may be conditions or family circumstances that threaten safety, such as an incapacitating illness or injury of a single parent requiring temporary voluntary foster care services for her children until she is able to resume caring for the children.
  - Of course, *all* child welfare workers must be on the alert for both the parent/caretaker behaviors/circumstances that

create danger for children as well as the child behaviors and other conditions that can threaten safety.

**Ancillary instruction:** Display PowerPoint slide #17, SAFETY ASSESSMENT PROCESS – NONPROTECTIVE CASES.

- These are the main steps of the process of safety assessments in nonprotective cases.
- The term *key protecting factors* is used in nonprotective cases.
- Key protecting factors are general family, community and child welfare strengths and actions that serve to protect the family members from immediate or impending danger of serious harm.
- The parent has a prominent role in providing key protecting factors.
- It is the family's responsibility to protect the children and family members.
- It is a part of the child welfare worker's role to assess whether there is danger and therefore a need to protect; to assess what, if any, key protecting factors the family is willing and able to provide; as well as to provide any *additional* key protecting factors that are needed to *fully* protect those in danger.
- Workers document safety in nonprotective cases in progress notes. Additionally, in a narrative box on the safety assessment node of the FASP, the worker will identify any current safety issues and concerns, and describe any key protecting factors that support the present safety of the child's family and or community members.
- Reviewing progress notes and the FASP is one way supervisors monitor caseworkers ongoing safety assessments.
- We know that the primary responsibility of all child welfare workers, regardless of their role, is to conduct thorough safety assessments, including assessments of the presence of both protective and non-protective issues, and take actions to protect children and families from danger.
- Therefore, as supervisors you are always reinforcing and supporting your workers responsibility to fully assess parent/caretaker behaviors, child behaviors and conditions

that impact safety of the child, family and others and, when necessary, to provide an immediate response to control the situation until more long-term interventions can be identified, implemented and change occurs.

Summary points

Display PowerPoint slide #18, SUMMARY.

Conclude:

- We have now conducted a review of safety in both protective and non-protective cases.
- One of your fundamental responsibilities as a child welfare supervisor is to promote the accurate and timely assessment of safety and the development of safety plans on your workers' caseloads that protect children from situations that place them in immediate or impending danger of serious harm.
- In the classroom sessions that follow, it is hoped that this refresher course will assist with your exploration of the conduct of supervision in child welfare.



## Learning Objectives

Participants will be able to:

### Cognitive

- »» define safety in protective and nonprotective child welfare cases
- »» define safety criteria
- »» identify the steps in accurately assessing safety
- »» identify safety factors
- »» describe the five safety decisions
- »» identify ways to convey expectations, monitor, and provide feedback to their workers regarding their safety assessments
- »» describe the purpose and components of a safety plan

### Affective

- »» N/A

### Operative

- »» N/A

## Safety Defined

### Definition of Safe (Protective)

A child is “Safe” when:

there is no immediate or impending danger of serious harm to a child’s life or health, as a result of acts of commission or omission (actions or inactions) by the child’s parent(s) or caretaker(s).

### Definition of Safe (Nonprotective)

Nonprotective safety is:

the decision that one or more children, parents, caretakers, family members, or community members are not likely to be in immediate or impending danger of serious harm, or will not likely face a serious threat to their emotional, physical, or developmental well-being.

## Deciding on Safety

Safety assessment is a process in which a caseworker:

➔ Identifies the presence of safety factors. That is done by gathering information on the presence of safety factors. (Safety factors are a behavior, condition, or circumstance *that has the potential to place* a child in immediate or impending danger of serious harm. These include specific parent/caretaker behaviors, conditions in the home, family dynamics, history, and other circumstances.)

This process includes gathering specific information from interviews and observations as well as review of past history as to the presence or absence of *each* safety factor.

➔ Determines if, alone or in combination, the safety factors identified place the child(ren) in immediate or impending danger of serious harm, taking into account:

- ✓ the seriousness of behaviors/circumstances reflected by the safety factor
- ✓ the number of safety factors identified
- ✓ the degree of the child's vulnerability and need for protection
- ✓ the age of the child

➔ Makes a safety decision; decides the child's safety status and the need for protective action.

➔ Develops and implements a safety plan, if a child is in immediate or impending danger of serious harm, that controls the danger and protects the child from what is placing him or her in immediate or impending danger of serious harm for as long as the danger exists. (This is known as managing safety.)

## WHITEBOARD– Five Safety Decisions

1. No safety factors were identified at this time. Based on currently available information, there is no child(ren) likely to be in immediate or impending danger of serious harm. No Safety Plan/Controlling Interventions are necessary at this time.
2. Safety Factors exist, but do *not* rise to the level of immediate or impending danger of serious harm. No Safety Plan/Controlling Interventions are necessary at this time. However, identified Safety Factors have been/will be addressed with the Parent(s)/Caretaker(s) and reassessed.
3. One or more safety factors are present that place the child(ren) in immediate or impending danger of serious harm. A Safety Plan is necessary and has been implemented/maintained through the actions of the Parent(s)/Caretaker(s) and/or either CPS or child welfare staff. The child(ren) will remain in the care of the Parent(s)/Caretaker(s).
4. One or more Safety Factors are present that place the child(ren) in immediate or impending danger of serious harm. Removal to, or continued placement in, foster care or an alternative placement setting is necessary as a Controlling Intervention to protect the child(ren).

*Note:* If safety decision #4 is chosen, it is necessary to document which children were placed or remain in foster care or an alternative placement. Also, if applicable, caseworkers must identify the protecting factors that allow each child(ren), if any, to remain in the home.

5. One or more safety factors are present, that place or may place the child(ren) in immediate or impending danger of serious harm, but parents(s)/caretaker(s) has refused access to the child or fled, or child's whereabouts are unknown.

## A Safety Plan

A safety plan:

- is a clearly identified set of actions, including controlling interventions when necessary, that have been or will be taken without delay to protect the child(ren) from immediate or impending danger of serious harm.
- addresses all of the behaviors, conditions, or circumstances that create the immediate or impending danger of serious harm to the child(ren).
- specifies the tasks and responsibilities of all persons (parent/caretaker, household/family members, caseworker, or other service providers) who have a role in protecting the child(ren).
- delineates the time frames associated with each action or task in the plan that must be implemented.
- identifies how the necessary actions and tasks in the plan will be managed, and by whom.
- must be modified in response to changes in the family's circumstances, as necessary, to continually protect the child(ren) throughout the life of the case.
- is necessary until the protective capacity of the parent/caretaker is sufficient to eliminate immediate or impending danger of serious harm to the child(ren) in the absence of any controlling interventions.