



PERMANENCY PLANNING: A PERMANENT PLAN FOR LIFELONG ROOTS

What is permanency planning for a child taken into care by the Director of Youth Protection?

ENSEMBLE  
on fait avancer le Québec

Québec 

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- Commission des droits de la personne et des droits de la jeunesse
- Fédération des familles d'accueil du Québec

These partners participated in the elaboration of this brochure before coming into force of the Act to modify the organization and governance of the health and social services network in particular by abolishing the regional agencies.

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Masculine pronouns are used generically in this document.

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A PERMANENT PLAN FOR LIFELONG ROOTS

Leah is eight months old and severely neglected by her mother. She is malnourished and receives very little stimulation. She has significant developmental delays and health problems. Her father left her mother and abandoned Leah when she was born. Her young mother is completely overwhelmed and unable to cope with her child's needs.

Jacob is seven years old and lives with his parents. He regularly sees his parents fighting. This frightens him and gives him nightmares. He cries a lot and has started bullying his friends.

Rémi is 16 years old. He has quit school and started taking drugs. He often runs away from home. Recently, his parents found him in the hospital after an overdose. He has been living on the street for a few weeks and refuses all help.

These three children's situations were reported to the Director of Youth Protection (DYP). Their security and development were considered to be in danger, and they were removed from their families. The DYP is responsible for ensuring that they have stability in their lives and...

A PERMANENT PLAN FOR LIFELONG ROOTS.

This brochure shows why it is important for a child in care to have a permanent plan. It explains the principles guiding the choice of a permanent plan and the steps involved in achieving it. Lastly, it describes each of the different types of permanent plans.

This brochure is for parents, foster families and anyone else involved in permanency planning for a child taken into care by the DYP. It is also for young people who want to understand what permanency planning is all about.

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WHAT IS A PERMANENT PLAN AND WHY IS IT IMPORTANT FOR A CHILD IN CARE?

For children in care, having a permanent plan means living in a stable environment with a significant person who meets their needs and forms a permanent attachment relationship with them.

It is vital for children to establish an emotional relationship with a person in their lives and to be able to depend on that person. Children generally develop that relationship with their parents through the care and attention their parents give them. This relationship helps children develop physically, emotionally, intellectually and socially.

Sometimes, however, parents may have trouble meeting their child's needs, which requires the Director of Youth Protection (DYP) to intervene. In these situations, the DYP has the obligation to help the parents so that their child can remain with them or return to live with them. If it is not possible for the child to return to his family environment, the DYP is responsible for offering the child another living environment and for ensuring the stability necessary for his development.

Choosing a permanent plan for a child is a critical decision that will have a major impact on the child's future.

The Different Permanent Plans



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There are several possible permanent plans. Keeping the child in the family environment and returning the child to the family environment are the preferred plans. The choice of a permanent plan is guided by the child's interest and needs.

WHAT ARE THE PRINCIPLES GUIDING THE DYP'S CHOICE OF A PERMANENT PLAN?

A child's permanent plan is chosen in accordance with the principles set out in the Youth Protection Act (YPA).

RESPECT FOR THE CHILD'S INTEREST AND RIGHTS

Any decision made under the YPA must respect the child's interest and rights.

Respecting the child's interest and rights means ensuring the child's well-being and meeting the child's needs.

This is a fundamental principle. That is why, throughout the intervention process, everyone asks the question: Is it in the child's interest?

KEEPING THE CHILD IN THE FAMILY ENVIRONMENT

Any decision made under the YPA must aim to keep the child in the family environment.

Everything must be done to achieve that objective. All community resources must be called into play to support the parents and to allow their child to live with them.

CONTINUITY OF CARE AND STABLE RELATIONSHIPS AND LIVING CONDITIONS

When a child is removed from his family, every decision made under the YPA must aim at ensuring continuity of care and stable relationships and living conditions appropriate to his needs and age.

Whenever possible, children are placed with people who are the most significant to them, such as their grandparents or other members of their extended families. When children are unable to return to live with their parents, their stability must be ensured in another living environment on a permanent basis.

PRIMACY OF PARENTAL RESPONSIBILITY

Parents have primary responsibility for their child. This principle applies whether or not their child has been placed in another living environment.

ACTIVE PARTICIPATION OF THE PARENTS AND THE CHILD

Any intervention under the YPA must encourage the child's and the parents' active participation in the decisions concerning them.

COMMUNITY INVOLVEMENT

Any intervention under the YPA must encourage the involvement of the different community resources, such as local community service centre (CLSC), schools, daycare centres and community organizations. These community resources play an important role in supporting parents and children.

IMPORTANCE OF CONSIDERING A CHILD'S CONCEPT OF TIME

Children do not have the same concept of time as adults. This difference must be taken into account in any intervention under the YPA. The younger the child, the more important it is to act quickly to ensure the child's stability. That is why a maximum placement period has been set according to the child's age (see page 9).

RESPECT FOR THE CHARACTERISTICS OF CULTURAL COMMUNITIES AND NATIVE COMMUNITIES

Any intervention under the YPA must respect the characteristics of the child's cultural community or Native community, including the community's values, customs, language and lifestyle.

Under the YPA, the child and his parents have various established rights, including the right to be consulted, the right to be informed, the right to be heard and the right to be supported and assisted by a person of their choice. These rights must be respected at every step in the process of choosing a child's permanent plan.

For further information on children's and parents' rights, see the brochure *Your Child's Situation Has Been Reported to the DYP - What Do You Need to Know Now?* made available online by the Ministère de la Santé et des Services sociaux at: msss.gouv.qc.ca, by clicking **Publications**.

HOW IS THE CHILD'S PERMANENT PLAN CHOSEN?

When a child **is removed** from the family environment or when a child **is kept** in the family environment but **is at risk of being removed**, the process of choosing a permanent plan for the child is initiated.

This process is carried out with the parents and the child. It consists of three steps:

STEP 1: Clarifying the permanent plan.

STEP 2: Determining and developing the permanent plan.

STEP 3: Achieving the permanent plan.

STEP 1: CLARIFYING THE PERMANENT PLAN

Clarifying the permanent plan involves:

- assessing the child's needs, according to the child's age, characteristics, viewpoint and overall situation;
- assessing the parents' ability to assume their role and responsibilities, taking into account both their strengths and their challenges;
- making sure of the parents' commitment to their child and their level of motivation for taking the necessary means to meet their child's needs;
- determining all the resources available to help the child and the parents.

STEP 2: DETERMINING AND DEVELOPING THE PERMANENT PLAN

The purpose of this step is to determine and develop a permanent plan that corresponds to the child's interest. Keeping the child with his parents and returning the child to his parents are the preferred permanent plans.

If it is unclear or uncertain that the child can remain with or return to live with his parents, another option, called an **alternative plan**, is arranged. This alternative plan involves working with the parents and their child to plan for another stable and permanent living arrangement for the child. For example, the child could be entrusted to a significant person willing to commit to a long-term relationship with the child.

STEP 3: ACHIEVING THE PERMANENT PLAN

The permanent plan is achieved when the child is living permanently in a stable environment with his family or in another living environment.

Achieving the child's permanent plan does not necessarily put an end to the DYP's intervention. For example, if the child remains in the care of his foster family or of a significant person until the age of majority, the DYP's intervention continues.

An intervention plan (IP) must be developed for each child taken into care by the DYP. Permanency planning is the cornerstone of the intervention plan.

The intervention plan (IP) guides the parents, the child and the DYP at every step of the permanency planning process. This plan outlines:

- the needs of the child and parents;
- the target objectives;
- the means that the parents, the child and the DYP will use to correct the situation;
- the time frame for achieving the objectives;
- the services offered.

An individual service plan (ISP) may be developed if help is needed from other community resources. When the school is involved in the intervention, an intersectoral individual service plan (IISP) is developed.

While these intervention plans are being developed, the child's situation and permanent plan are regularly reviewed.

*Children do not have
the same concept of time as adults.*

WHAT IS THE MAXIMUM PLACEMENT PERIOD BEFORE THE CHILD'S PERMANENT PLAN IS CHOSEN?

When a child is removed from the family environment and placed in another living environment, the decision to reunite the child with his parents must be made within a certain time limit. This time limit is called the **maximum placement period**. This period is designed to meet the child's need for stability and to avoid multiple placements. The period differs according to the child's age.

MAXIMUM PLACEMENT PERIOD	CHILD'S AGE		
	Under 2 years of age	From 2 to 5 years of age	6 years of age or over
	12 months	18 months	24 months

Parents therefore have a limited time to correct the situation so that their child can return to live with them. To do so, parents must receive all the help they need during their child's placement.

When the maximum placement period has elapsed and the child is unable to return to live with his family because his parents are not in a position to meet his needs, it is the court that determines the measures to be taken to ensure continuity of care and stability on a permanent basis.

In some cases, before the end of the maximum placement period, the court may decide that the child is unable to return to his family.

The court may also extend the maximum placement period for the following reasons:

- the child is expected to return to live with his family in the short term;
- the interest of the child requires it;
- serious reasons have been raised, such as failure to provide the services agreed upon in the intervention plan (IP).

WHAT ARE THE DIFFERENT PERMANENT PLANS?

Preferred Permanent Plans

Keeping the child in the family environment and returning him to the family environment are the preferred permanent plans unless these two options are not in the child's interest.

KEEPING THE CHILD IN THE FAMILY ENVIRONMENT

Some parents may have trouble assuming one or more of their responsibilities and may need help. Despite these problems, it is generally preferable for their child to live with them.

All means are taken to keep the child in his family environment. Services are offered by the integrated centre* and various community resources. The extended family, the school or the daycare centre can also help support parents and children. Parents must take an active part in the intervention to correct the situation.

The DYP's intervention ends when the child's security or development is no longer in danger. The DYP must ensure that the parents are capable of assuming their responsibilities and meeting the needs of their child even if some problems remain.

RETURNING THE CHILD TO THE FAMILY ENVIRONMENT

When a child must be removed from the family environment, everything possible is done to help the child return to live with his family within the maximum placement period under the YPA.

Services are offered by the integrated centre and various community resources (CLSC, community organizations, specialized resources). The extended family, the school or the daycare centre can also help support parents and their child. Parents must take an active part in the intervention to correct the situation.

In general, the DYP's intervention does not end when the child returns to live with his parents. The DYP continues to support and help the child and his parents until the child's security or development is no longer in danger.

Before ending his intervention, the DYP must be convinced that the parents are capable of assuming their responsibilities and meeting the needs of their child even if some problems remain.

* The term "integrated centres" includes both integrated health and social services centres (CISSS) and integrated university health and social services (CIUSSS).

When the DYP intervenes with the child and his parents, the integrated centre and the various community resources may offer them different services, such as:

- parenting skills workshops;
- support groups;
- family support;
- psychosocial follow-up;
- rehabilitation services.

Specialized services may also be provided for specific difficulties, such as alcoholism, drug abuse or mental health problems.

When the DYP ends his intervention and the child or the parents still need help, he must inform them of the services and resources available in their community and must explain how to access those resources. These resources include the CLSC, community organizations or any other service provider.

The DYP, with the consent of the parents and child, must also:

- advise them and personally refer them to community resources, that is, make initial contact with these resources;
- forward any relevant information about the situation to the community resource in question.

When a permanent plan has been achieved, the parents can in most cases maintain an important place in their child's life if they remain committed to their child.

Alternative Permanent Plans

When it is not possible for a child to remain with or return to his parents, the DYP chooses, along with the parents and the child, an alternative permanent plan in accordance with the **child's interest and needs**.

Alternative permanent plans include:

- placing the child with a significant person until the age of majority;
- having the child adopted;
- appointing a tutor under the YPA;
- placing the child in a foster family until the age of majority;
- placing the child in a resource offering specific care until the child reaches the age of majority;
- developing a permanent plan geared toward independent living.

The DYP recommends the alternative permanent plan and **the court decides** which permanent plan is chosen, after hearing from all those concerned.

The court takes into account the child's and parents' concerns and viewpoints about the permanent plan.

PLACING THE CHILD WITH A SIGNIFICANT PERSON UNTIL THE AGE OF MAJORITY

Placing a child with a significant person is a permanent plan if it continues until the child reaches the age of majority and if it offers long-term stability.

A person is significant to a child if there are strong emotional bonds between them. For example, this person may be a member of the extended family involved in the child's life.

Children are usually able to convey the quality of their relationship with that person, either through words or through attitudes and behaviour if they are very young or have limited verbal skills.

The DYP assesses the significant person by examining in particular:

- the quality of the person's relationship with the child;
- the person's willingness to make a long-term commitment to the child;
- the person's ability to raise the child and oversee the child's development;
- the person's ability to deal with the child's parents and extended family if relationships are maintained with them.

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Your responsibilities as a significant person

As a significant person, you assume the child's day-to-day custody, care, education and supervision. You make **routine decisions** concerning the child (see page 15). The court may also allow you to make **major decisions** for the child (see page 15).

You may also be required to comply with certain court-ordered conditions, such as an order prohibiting contact between the child and one of the parents.

Your responsibilities as parents

Unless the court limits your responsibilities, as the child's parents, you will continue to assume your responsibilities for your child's care, education, supervision and maintenance. You make all the **major decisions** concerning your child (see page 15).

If the significant person who has custody of your child **is recognized** as a foster family, you must pay the contribution for your child's placement required by the integrated centre under the Act Respecting Health Services and Social Services. The amount of this contribution is based on your income.

If the significant person to whom your child is entrusted **is not recognized** as a foster family, you are responsible for paying for your child's maintenance, including food, clothing and school supplies.

Child's contact with relatives

The child may have contact with his parents, brothers and sisters or any other person important to the child unless the court decides otherwise.

The DYP's intervention

The DYP's intervention continues until the child reaches the age of majority. The DYP must ensure that the child has stability and receives all the necessary services. The DYP advises the parents and supports the significant person in his role with the child.

Financial support

When a significant person **is recognized** as a foster family, that person receives financial compensation, according to the payment schedules set by the government. This financial compensation is provided by the integrated centre.

When the significant person **is not recognized** as a foster family, that person does not receive financial compensation. Given that the parents remain responsible for their child's maintenance, they may sign an agreement with the significant person to cover the child's expenses.

Routine decisions include:

- authorizing the child's outings;
- authorizing the child's leisure and after-school activities;
- authorizing the child's relationships;
- setting bedtimes.

Major decisions include:

- enrolling the child in a school;
- signing a driver's licence application form;
- signing a passport application form;
- authorizing the child to smoke cigarettes, get a tattoo or take part in an extreme sport.

ADOPTION OF THE CHILD

Adoption is the permanent plan that offers the child the greatest stability and permanent relationships because it grants adoptive parents responsibilities that extend beyond the child's age of majority.

Adoption entails breaking the filial bond between the child and his parents. The adoptive parents effectively become the child's parents.

The DYP recommends adoption to the court if the child is found to be in one of the following four situations under the Civil Code of Québec:

- the child is more than three months old and has neither paternal nor maternal filiation;
- the father and mother or the tutor has not fulfilled their obligation to provide for the child's care, maintenance and education for at least six months;
- the child's father and mother have been deprived of parental authority and the child has no tutor;
- the child is an orphan and has no tutor.

The DYP assesses the adoptive parents to determine their ability to meet the child's needs and to offer the child a stable and long-term living environment.

The adoption process comprises three steps:

- the parents consent to the adoption or the court declares that the child is eligible for adoption;
- the child is placed with the adoptive parents following the order issued by the court;
- an adoption decision breaks the filial bond.

Your responsibilities as adoptive parents

As adoptive parents, you assume all parental responsibilities, that is, the child's custody, care, education, supervision and maintenance.

Your responsibilities as birth parents

As birth parents, you no longer have any responsibility for your child because your filial bond has been broken.

Child's contact with relatives

The Civil Code of Québec does not allow the court to order the child to maintain contact with his parents, brothers and sisters or any other member of his birth family.

The DYP's intervention

The DYP ends his intervention once the child has been adopted. The DYP must, if necessary, act as liaison with the community resources (see page 11).

Financial support

Adoptive parents who apply to the integrated centre are entitled to receive financial assistance. The terms and conditions of this assistance are set out in the Regulation Respecting Financial Assistance to Facilitate the Adoption of a Child.

This regulation is available online from Publications du Québec:

www.publicationsduquebec.gouv.qc.ca

When a child refuses to be adopted:

- his refusal prevents the adoption if he is 14 years of age or older;
- if the child is younger than 14 years of age, the court may nevertheless rule in favour of the adoption.

At the time of publication of this brochure, the rules respecting adoption in Québec were under review.

TUTORSHIP UNDER THE YOUTH PROTECTION ACT (YPA)

Tutorship is a permanent plan when the child is entrusted until the age of majority to a significant person appointed as tutor by the court.

The DYP recommends to the court that a tutor be appointed if a child is found to be in one of the following three situations under the Civil Code of Québec:

- the child is an orphan and has no tutor;
- the parents fail to assume their obligations concerning their child's care, maintenance or education;
- the child would most likely be at risk if the child were reunited with his parents.

The DYP assesses the significant person by examining in particular:

- the quality of the relationship that the person has developed with the child;
- the person's willingness to make a long-term commitment to the child;
- the person's ability to raise the child and oversee the child's development;
- the person's ability to deal with the child's parents and extended family if relationships are maintained with them.

When the situation allows it, the child and parents are consulted over the choice of tutor.

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Your responsibilities as tutor

Generally, you act as both tutor to the person and tutor to property for the child.

As tutor to the person, you perform the role of parent to the child.

You therefore assume the child's custody, care, maintenance, education and supervision. You are responsible for **routine decisions** and **major decisions** concerning the child (see page 15).

As tutor to property, you are responsible for the child's possessions.

Legally, your responsibilities as tutor end when the child reaches 18 years of age. They may also end in other circumstances, for example, if you petition the court to be replaced or if the court reinstates one of the parents as tutor.

Your responsibilities as parents

As parents, you **no longer assume** your parental responsibilities for the child's custody, care, education, supervision and maintenance, but you legally remain parents. You can contest a decision made by the tutor. If you cannot agree with the tutor, you must petition the court and show that the tutor's decision is not in your child's interest.

Child's contact with relatives

The child may have contact with his parents, brothers and sisters or any other person significant to the child unless the court decides otherwise. It is usually the tutor who decides what is best for the child. In some situations, however, a court decision may be necessary, such as when the tutor and the child's parents cannot agree on the frequency of contact.

The DYP's intervention

The DYP's intervention ends once a tutor is appointed and the child is entrusted to the tutor. The DYP must, if necessary, act as liaison with the community resources (see page 11).

Financial support

Tutors who apply to the integrated centre are entitled to financial assistance until the child reaches 18 years of age. This financial assistance may continue until the child reaches 21 years of age if the child is enrolled in secondary education.

The terms and conditions of this financial assistance are set out in the Regulation Respecting Financial Assistance to Facilitate Tutorship to a Child.

This regulation is available from Publications du Québec:

www.publicationsduquebec.gouv.qc.ca

Tutorship is described in detail in the brochure *Becoming a Tutor in the Best Interest of the Child: What Do You Need to Know About Tutorship Under the Youth Protection Act?* This brochure is made available online by the Ministère de la Santé et des Services sociaux at:

msss.gouv.qc.ca, by clicking **Publications**.

PLACING THE CHILD IN A FOSTER FAMILY UNTIL THE AGE OF MAJORITY

Placing the child in a foster family is a permanent plan, provided that the foster family is willing to make a long-term commitment to the child. This is necessary to avoid moving the child from one foster family to another.

The integrated centre offering protection services and rehabilitation is responsible for assessing and selecting the child's foster family.

Your responsibilities as a foster family

As a foster family, you assume the child's day-to-day custody, care, education and supervision. You make **routine decisions** concerning the child (see page 15). The court may also allow you to make **major decisions** for the child (see page 15).

You may also be required to comply with certain court-ordered conditions, such as an order prohibiting contact between the child and one of his parents.

Your responsibilities as parents

Unless the court limits your responsibilities, as the child's parents, you will continue to be responsible for your child's care, education, supervision and maintenance. You make all the **major decisions** concerning your child (see page 15).

You must pay the contribution for your child's placement required by the integrated centre under the Act Respecting Health Services and Social Services. The amount of this contribution is based on your income.

Child's contact with relatives

The child may have contact with his parents, brothers and sisters or any other person significant to the child unless the court decides otherwise.

The DYP's intervention

The DYP's intervention continues until the child reaches the age of majority. The DYP must ensure that the child has stability and receives all the necessary services. The DYP supports the parents and works in collaboration with the foster family.

Financial support

Foster families receive financial compensation, according to the payment schedules set by the government. This financial support is paid by the integrated centre.

PLACING THE CHILD IN A RESOURCE OFFERING SPECIFIC CARE UNTIL THE AGE OF MAJORITY

Placing a child until the age of majority in a resource offering specific care is the permanent plan chosen when the child has special needs that cannot be met in another environment. For example, this permanent plan is chosen when a child has serious physical or intellectual disabilities or mental health problems.

The selected resource, such as a physical rehabilitation centre or a foster family under the responsibility of the rehabilitation centre, must not only be adapted to the child's needs but must also offer the child a stable environment until the age of majority. Special attention must be paid to the stability of the child's care providers and the quality of the emotional relationship that the child develops with them.

Your responsibilities as a resource offering specific care

As a resource offering specific care, you assume the child's day-to-day custody, care, education and supervision. The child's caregivers make **routine decisions** concerning the child (see page 15). The court may also allow the primary caregivers to make **major decisions** for the child (see page 15).

The resource may also be required to comply with certain court-ordered conditions, such as an order prohibiting contact between the child and one of his parents.

Your responsibilities as parents

Unless the court limits your responsibilities, as the child's parents, you will continue to be responsible for your child's care, education, supervision and maintenance. You make all the **major decisions** concerning your child (see page 15).

You must pay the contribution for your child's placement required by the integrated centre under the Act Respecting Health Services and Social Services. The amount of this contribution is based on your income.

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Child's contact with relatives

The child may have contact with his parents and brothers and sisters unless the court decides otherwise. Contact with any other person significant to the child may be limited by the executive director of the establishment or by the court if this is the child's interest.

The DYP's intervention

The DYP's intervention continues until the child reaches the age of majority. The DYP must ensure that the child has stability and receives all the necessary services. The DYP supports the parents and works in collaboration with the resource offering specific care.

Financial support

Some resources offering specific care may receive financial compensation, according to the payment schedules set by the government.

DEVELOPING A PERMANENT PLAN ORIENTED TOWARD INDEPENDENT LIVING

Permanent plans oriented toward independent living are intended for certain youth who are 16 years of age or older. It involves working with the youth to arrange the living conditions that will allow him to live independently after the age of majority.

The DYP is responsible for ensuring that all young people unable to return to live with their parents are adequately prepared to live independently because the DYP's intervention ends when they reach 18 years of age. This plan is designed to prepare young people to:

- develop their independence, for example by learning to maintain an apartment and manage a budget;
- successfully live in society, for example by developing their social skills or becoming involved in their community;
- enhance their job prospects, for example by qualifying for employment or continuing their studies;
- develop a dependable social support system.

This permanent plan can be achieved in different settings, such as a rehabilitation centre, foster family or community resource. These young people may also live in an apartment with or without supervision.

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Your responsibilities as a residential resource

As a residential resource, you assume the youth's day-to-day custody, care, education and supervision. The youth's caregivers make **routine decisions** concerning them (see page 15). The court may also allow the primary caregivers to make **major decisions** for the child (see page 15).

The residential resource may also be required to comply with certain court-ordered conditions, such as an order prohibiting contact between the youth and one of his parents.

Your responsibilities as parents

Unless the court limits your responsibilities, as the youth's parents, you will continue to be responsible for your child's care, education, supervision and maintenance. You make all the **major decisions** concerning your child (see page 15).

You must pay the contribution for your child's placement required by the integrated centre under the Act Respecting Health Services and Social Services. The amount of this contribution is based on your income.

If you authorize your child to live independently in an apartment, you remain responsible for him and continue to make all the decisions that your child cannot legally make, such as signing a lease.

Youth's contact with relatives

The youth may have contact with his parents and brothers and sisters, unless the court decides otherwise. Contact with any other person significant to the youth may be limited by the executive director of the establishment or by the court.

The DYP's intervention

The DYP's intervention continues until the youth reaches the age of majority. The DYP must ensure that the youth receives all the necessary services and is capable of living independently. The DYP must, if necessary, act as liaison with the community resources (see page 11).

Financial support

Some residential resources may receive financial compensation by the integrated centre, according to the payment schedules set by the government.

FINANCIAL SUPPORT FOR FOSTER FAMILIES

Foster families are involved in several types of permanent plans.

Foster families entrusted with the care of a child receive financial compensation until the child reaches the age of 18 years. This financial support may continue until the age of 21 years if the youth is enrolled in secondary education.

The DYP is responsible for ensuring that all young people unable to return to live with their parents are adequately prepared to live independently.

EVERY CHILD NEEDS A PERMANENT PLAN FOR LIFELONG ROOTS

Leah is now two years old. She has been entrusted to her godmother's care until she turns 18 years old and has stayed in contact with her mother. She is much better now and making progress. Leah's godmother will soon be appointed as her tutor.

Jacob is nine years old now. He returned to live with his parents after having spent ten months with a foster family. His parents are getting along better now and they are receiving help from their CLSC.

Rémi is almost 18 years old. He lives on his own in an apartment with the support of an educator. He is attending high school and has a part-time job. He is back in contact with his parents and sees them regularly.

Leah, Jacob and Rémi now have their very own permanent plans.

Each child needs and is entitled to live in a stable environment with loving and dependable people.

Each child is unique and must have a personalized permanent plan that meets his needs, regardless of his age.

Each child must have roots that last a lifetime.

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