

CRITERIA

Toronto Operating Criteria for Agencies providing Special Needs Resourcing



Introduction

Toronto Children’s Services is the Consolidated Municipal Service Manager (CMSM) for the City of Toronto and has responsibility for planning and managing a broad range of child care services. Children’s Services is therefore responsible for supporting child care arrangements that meet acceptable standards of care for families.

Toronto Children’s Services promotes an inclusive child care model by supporting a range of service options for families. Special Needs Resourcing provides services and supports to licensed group and home child care programs to promote the inclusion of all children, including those with extra support needs.

We endorse the Ontario Municipal Social Service Association’s definition of children with special needs: “Children ranging in age from birth to twelve years who, due to emotional, familial, physical, behavioural, developmental, cognitive, communicative or emotional factors are at risk of not maximizing their potential. Special needs encompasses children, who require support and assistance with daily living, whether formally diagnosed or not and whether a diagnosis is short or long term in nature.”

Special Needs Resource Agencies are funded by the City of Toronto and the focus of their contracted service is two fold. First, to provide individual and specialized support that enables children with special needs to be fully included in quality child care programs. Second, to work collaboratively with licensed child care programs to continually improve the overall quality of care for ALL children, by supporting programs to implement effective practices. A quality child care system has significantly greater capacity to meet the needs of children with special needs effectively. Special Needs Resource staff use their skills, experience and expertise to strengthen the general capacity in the system by providing individual and program consultation

The Operating Criteria for Special Needs Resource agencies outlines clear expectations and operating standards that must be met in order to maintain a Special Needs Resourcing contract with the City of Toronto. It is a vehicle for continuous service improvement and a means to measure the quality of Special Needs Resourcing services funded by the City of Toronto. In addition, the Operating Criteria serves as an important self-evaluation and planning tool by providing a framework for Special Needs agencies to review and evaluate their own internal practices and procedures.

Special Needs Resourcing Operating Criteria History

Children’s Services has been using an Operating Criteria to assess group and home child care for more than 15 years.

Throughout the fall and winter of 2006/2007 Children’s Services embarked on a consultation process with a wide range of stakeholders who support and provide services to children with special needs. They were asked about their vision of the current model of access to licensed child care and to the auxiliary support services for children with special needs.

One of the resulting recommendations was to “develop a best practice document that provides a framework for effective evaluation of whether funded agencies are meeting their contractual obligations.”

Children’s Services embraced this recommendation, and brought together a committed group of service providers to develop an Operating Criteria for Special Needs Resource Agencies. This is the first time Special Needs Resourcing programs have been formally evaluated and held to operating standards and practices.

The Operating Criteria for Special Needs Resource Agencies builds on the “Effective Practices in Special Needs” manual developed in 2007.

Principles and Values of Toronto Children's Services

In partnership with the community, Children's Services promotes equitable access to high quality care for children and support for families and caregivers.

An integrated approach to planning and management ensures that services to children promote early learning and development, responds to families' needs and choices, and respects the diversity of Toronto's many communities.

Toronto Children's Services believes that:

1. Children come first and the best interests of the child must always be of paramount importance in any service decision.
2. Children's individual differences must be recognized and respected and the value of diversity needs to be celebrated.
3. Children have the right to quality child care services in a safe and healthy environment that provides opportunities to reach developmental milestones that are in line with their unique growth and development patterns.
4. Children have the right to be free from corporal punishment, isolation, physical confinement, and all forms of abuse.
5. Informed parental choice about children's services is a fundamental right.
6. Eligible families have the right to equitable access to service that meets the unique needs of their children.

Toronto Children's Services values:

1. Service quality and working in partnership with the community.
2. Community and consumer involvement in service planning.
3. Excellence in customer service and recognition that staff are pivotal in this pursuit and will be viewed as the organization's most valuable resource.
4. The strength of diversity and the inherent value of a workforce that reflects the community it serves.
5. Planning that allows resources to be used in a way that is optimally efficient and has maximum impact.
6. Its historic contribution to the field of child care and a commitment to preserving its leadership role

Every Child Belongs



Children's Services shares the City of Toronto's belief that there is strength in diversity and is committed to an inclusive child care system that promotes positive and healthy environments for children.

Every Child Belongs Vision:

"Children with special needs and their families have access to child care and appropriate supports in the neighbourhood where they live."

Every Child Belongs Principles:

Inclusion:

Children with special needs have the same opportunity to attend and actively participate in child care programs as their peers.

Quality:

Child care programs and Special Needs Resourcing Agencies strive for responsive, timely evidence based best practices in the area of inclusion.

Partnerships:

A successful partnership between parents, childcare staff, and specialized services is essential in order to meet the individual needs of each child within a group setting. Participation of Parents/Guardians is recognized as integral to the successful inclusion of children with special needs in child care.

Accessibility:

Children with special needs and child care staff have access to supports which facilitate high quality inclusive early childhood experiences.

The delivery of specialized supports in child care is embedded within a broader strategy for a system of childcare where all children can maximize their potential.

Equity:

Specialized supports are assigned based on the general population base and the rate of prevalence for special needs.

Flexibility:

Specialized supports are delivered in a way that allows service providers to adjust services based on current needs and agency's expertise.

Capacity Building:

Inclusion is a process not a product, and there are issues of capacity that will take time for the community to respond to appropriately. Training is valued as an important contributor to quality and inclusion and will be available and coordinated by the child care and special needs resourcing communities to meet staff needs and build capacity.

Accountability:

Funded services are governed, delivered and accounted for, in a way that is transparent to the user and local taxpayer.

Role of Agency Supervisor / Manager

The Supervisor's / Manager's leadership abilities play a pivotal role in the quality of a program. They need to show:

- Knowledge of working with children with special needs within child care environments
- Evaluation skills to ensure that a high-quality program / support system is achieved and maintained
- Effective communication and collaboration skills with other agencies
- Effective supervision of staff
- Well-developed leadership skills
- Awareness of and the ability to use resources within the community
- Commitment to their own professional development
- Sound financial management skills
- Ongoing maintenance of accurate records
- Participation in inclusion advocacy

Role of the Children's Services Resource Supervisor/Consultant

Special Needs Resourcing Agencies with a service contract will receive a detailed bi-annual Operating Criteria assessment. This assessment will be completed by a Children's Services Resource Supervisor / Consultant.

The assessment will be done in consultation with the agency to ensure the development of long and short-term program goals. The Resource Supervisor / Consultant will provide additional support and consultation by visiting the agency throughout the year to support the agency in achieving their goals.

In addition, the Resource Supervisor / Consultant will conduct an annual analysis of the agencies operating budget and quarterly financial reviews.

Using the Operating Criteria

There are three core components included in the Operating Criteria for Special Needs Resourcing:

1. Service Delivery
2. Evaluation
3. Administration

The Financial Management operating criteria is assessed every three years.

Each item is measured on a progressive 1-4 measurement scale:

- 1 = Does Not Meet Expectations
- 2 = Needs Improvement
- 3 = Meets All Expectations
- 4 = Exceeds Expectations

Agencies with a service contract for Special Needs Resourcing must meet expectations (score of 3) in all items of the Operating Criteria in order to maintain their contract with the City of Toronto.

Toronto Children's Services Operating Criteria For Special Needs Resourcing

Eligibility for a Service Contract

To qualify for a service contract with Children's Services to provide Special Needs Resourcing services in the City of Toronto, an agency must:

1. Be financially viable as per the financial viability process.
2. Meet the requirements of the Special Needs Operating Criteria as prescribed in this document.
3. Be operationally efficient.
4. Be able to provide adequate case supervision for staff.

Request for a Service Contract

Programs requesting consideration for a Special Needs Service contract must submit a written request to the General Manager, Children's Services.

Ability to approve new service contracts will depend on the availability of funds, identified service need and compliance with the above mentioned conditions. The agency will subsequently be sent a letter acknowledging their request, and if conditions are such that the request can be pursued, the following information will be forwarded:

- The Children's Services Special Needs Operating Criteria
- Financial Viability Assessment Package
- Budget Package
- Insurance Requirements
- Toronto Child Care Service Plan

Program and Premises Review

The agency must meet the standards outlined in the Operating Criteria for Special Needs Resourcing and Financial Management Criteria as part of the service contract process. Following receipt of a service contract request, a Children's Services Resource Supervisor / District Consultant will be available to support the applicant with the process.

The applicant may decide to undertake a self-evaluation of the program using the Operating Criteria. When the applicant feels that their program meets the Operating Criteria, they must contact the Children's Services Resource Supervisor / District Consultant who will then complete an assessment of the agency using the Operating Criteria for Special Needs Resourcing. This review will allow the Children's Services Resource Supervisor / District Consultant to evaluate the agency's policies, procedures and records.

The results of the review will be discussed with the applicant in detail and a copy of all reports left at the agency. Any concerns outlined must be rectified before a service contract can be approved.

Financial Viability

To ensure that agencies with a service contract will be able to provide stable and continuous service to childcare programs, families and the community, an evaluation of their financial viability is also required. Past financial history, as detailed in financial statements and references, a statement of net worth, and a cash flow forecast for the next 12 month period will form the basis of the financial assessment.

Budget

The City of Toronto requires that an operating budget is completed and approved before entering into a service contract with an agency. The budget package contains the appropriate forms and includes instructions for completion. On the basis of the approved budget, annualized funding will be established.

Toronto Children's Services Operating Criteria For Special Needs Resourcing

Insurance

To protect the City of Toronto from third party liability suits and to ensure adequate coverage, the following requirements must be met:

- A minimum of \$2,000,000 liability coverage for Bodily Injury and Property Damage.
- The City of Toronto has been named as Additional Insured.
- The policy contains a cross liability clause of standard wording acceptable to the City Solicitor.

A copy of the full insurance policy must be provided before entering into a service contract. Proof of renewal will be needed annually thereafter.

Service Contracts

When all requirements have been met, a service contract between the City of Toronto and the agency can be established. The contract outlines the responsibilities and requirements of each party.

The agency will be required to submit detailed quarterly service and financial year to date reports and "meet expectations" (score of 3) on all items of the Operating Criteria for Special Needs Resourcing in order to maintain a contract in good standing with the City of Toronto.

Agencies Not in Compliance with the Operating Criteria

Failure of an agency to comply with any section of the Special Needs Resourcing or the Financial Management Criteria may result in the imposition of sanctions. Sanctions are designed to ensure that services return to optimal operating status.

Starting with criteria visits in 2012, a date to be in compliance will be given for items not in compliance.

Depending on the nature of the violation, any or all of the following steps may be taken, and they may not be progressive in nature:

1. "A period of grace" to allow the agency to take corrective action may be negotiated where there is a violation of a temporary or less serious nature. If the agency does not comply within the period of grace, further sanctions will be imposed.
2. A written warning detailing the nature of the infraction, the remedial action necessary and the time frame for compliance will be given. If the situation is not corrected, a "stop payment" order is placed on the agency. A stop payment order withholds any further payments to the agency from Children's Services. If the agency complies within the time indicated, the stop payment is lifted and regular schedule of funding payments resumes. If not, the agency's service contract will be in jeopardy.
3. Termination of the Service Contract will occur when there are serious concerns about the agency's ability to provide quality Special Needs Resourcing services. Frequent "stop payment" orders are indicative of such concern. If there are three (3) stop payment orders placed on an agency within a two (2) year period, the service contract will be terminated.

Placing a contract in jeopardy is the last step before termination of the service contract. When the contract is in jeopardy, two Toronto Children's Services Resource Supervisors/Consultants will complete the Operating Criteria Assessment and the Agency will be given one final deadline. If the agency is still not in compliance, the contract will be terminated.

REFERENCES:

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Palsha, Sharon A , Wesley, Patricia W. (1998) *Improving quality in early childhood environments through on-site consultation Topics in Early Childhood Special Education*. Austin:Winter 1998. Vol. 18, Iss. 4, p. 243 (11pp.)

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Sandall, S., McLean, M. E. & Smith, Barbara J. (2000) *DEC recommended practices in early intervention/early childhood special education*. Longmont, CO: Sopris West

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SERVICE DELIVERY (items 1 - 12)

Documentation:

Documentation shapes the service delivery for individual and program consultations. All documentation reflects family centred practices and recognizes a collaborative model of service delivery. Every Child Belongs consultative services includes Special Needs Resource consultation (SNR) and Intensive Resource Support services(IRS). Any question that refers to working with individual children applies to both SNR and IRS staff.

Recommended documentation includes:

1. Service Initiation (Intake)
2. Informed Consents
3. Service Plan Agreement
4. Screen/Assessment Guidelines
5. Individual or Program Consultation Plan
6. Discharge / Summary Report

Partnerships / Collaboration:

Effective collaboration ensures that there is shared responsibility for planning, developing goals, implementing strategies, problem solving, community training/capacity building and evaluating practices.

It is essential that Special Needs Resource staff have effective communication skills as well as the capacity to develop partnerships and work within a team.

Special Needs Resource Agencies recognizes the leadership role of all management and front line staff in advocating for the inclusion of children with special needs and their families by promoting broader system changes.

Working Together:

The Working Together section is designed to assist agencies and staff to begin to develop, maintain, and improve relationships with elementary schools, family support programs, and community agencies.

This section considers the framework of the Best Start Plan:Toronto Vision for Children. This plan strives to ensure that a continuum of supports and services is developed which uses resources efficiently and responds to the changing needs of children and families.



Expertise from these sectors work together with families to develop innovative, high quality, effective practices that support the inclusion of children with special needs in a seamless and comprehensive manner.

| SERVICE DELIVERY | | | | | |
|-------------------------------|--|--|---|--|--|
| Section 1 | ① | ② | ③ | ④ | Score |
| Documentation | Does Not Meet Expectations | Needs Improvement | Meets Expectations | Exceeds Expectations | |
| 1. Service Initiation | <input type="checkbox"/> No service initiation documentation in place | Service initiation documentation identifies child's: <ul style="list-style-type: none"> <input type="checkbox"/> Name <input type="checkbox"/> Date of birth <input type="checkbox"/> Parent/guardian information <input type="checkbox"/> Phone number <input type="checkbox"/> Home address <input type="checkbox"/> Reason for referral | Service initiation documentation identifies other information for child, including: <ul style="list-style-type: none"> <input type="checkbox"/> Referral source <input type="checkbox"/> Past services <input type="checkbox"/> Present services <input type="checkbox"/> Wait-lists for other services | <input type="checkbox"/> Documentation confirms that referral source is informed of service initiation status | 1 2 3 4 |
| 2. Service Information | <input type="checkbox"/> No evidence that families are informed about services | <input type="checkbox"/> Agency has written information about services offered to families | <input type="checkbox"/> Agency documents that service information has been reviewed with families | <input type="checkbox"/> Written procedure to address service concerns shared with families and child care program | 1 2 3 |

| SERVICE DELIVERY | | | | | |
|--|---|---|--|--|---|
| Section 1 | ① | ② | ③ | ④ | |
| Documentation | Does Not Meet Expectations | Needs Improvement | Meets Expectations | Exceeds Expectations | Score |
| 3. Informed Consent | <input type="checkbox"/> No consent forms used | <input type="checkbox"/> Purpose of collecting information is shared with parents / guardians Parents / guardians are informed of: <input type="checkbox"/> Who will have access to the information <input type="checkbox"/> Procedures for safeguarding information <input type="checkbox"/> Their rights concerning access to written documentation in their child's file | <input type="checkbox"/> Consent forms reviewed by SNR's with parents/guardians prior to signing <input type="checkbox"/> Review is documented | <input type="checkbox"/> Parent / guardian receive a copy of signed consent form | <p style="text-align: center;">1</p> <p style="text-align: center;">2</p> <p style="text-align: center;">3</p> <p style="text-align: center;">4</p> |
| 4. Service Plan / Agreement (Individual or Program Consultation) | <input type="checkbox"/> No service plan / agreement used | Service plan / agreement includes: <input type="checkbox"/> Purpose of the service <input type="checkbox"/> Methods of service delivery <input type="checkbox"/> Expected outcomes | Service plan / agreement also includes: <input type="checkbox"/> Agreed upon roles and responsibilities of team members <input type="checkbox"/> Identified time frames for service <input type="checkbox"/> Evidence of collaboration with parents / guardians, staff and support agencies | <input type="checkbox"/> Documented review of service plan / agreement conducted with parents / guardians and child care staff when service needs change or identified time frame is reached | <p style="text-align: center;">1</p> <p style="text-align: center;">2</p> <p style="text-align: center;">3</p> <p style="text-align: center;">4</p> |

| SERVICE DELIVERY | | | | | |
|--|---|--|--|--|--|
| Section 1 | ① | ② | ③ | ④ | Score |
| Documentation | Does Not Meet Expectations | Needs Improvement | Meets Expectations | Exceeds Expectations | |
| 5. Screen / Assessment | <input type="checkbox"/> No screen / assessment tool used | <input type="checkbox"/> Initial screen / assessment procedure includes establishing time frame for observations and recording results | Screen / assessment practice also includes: <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrated family / childcare input <input type="checkbox"/> Time frame for communicating results <input type="checkbox"/> Sharing a copy of the screen / assessment findings, including recommendations and follow up with parents / guardians <input type="checkbox"/> Making referrals for more specific, additional assessments and/or service options | <input type="checkbox"/> Documented review of screen / assessment with parents / guardians to allow opportunities for questions and clarification <input type="checkbox"/> Child care staff participate in review | 1 2 3 4 |
| 6. Individual Consultation Plan * <small>*Notes 6: Individual Consultation Plan could include Individual Program Plan (IPP), Individual Educational Plan (IEP), Progress Reports</small> | <input type="checkbox"/> No individual consultation plan used | Individual consultation plan includes: <ul style="list-style-type: none"> <input type="checkbox"/> Child's information <input type="checkbox"/> Purpose of plan <input type="checkbox"/> Reason for referral <input type="checkbox"/> Reference to observations <input type="checkbox"/> Reference to screen / assessment tool used | Individual consultation plan also includes: <ul style="list-style-type: none"> <input type="checkbox"/> Input from other sources <input type="checkbox"/> Identified goals based on strengths and needs <input type="checkbox"/> Strategies and recommendations developed to meet goals <input type="checkbox"/> Opportunities for parents / guardians to review the individual consultation plan prior to distribution <input type="checkbox"/> Progress of the individual consultation plan is documented and reviewed with parents and staff | <input type="checkbox"/> After each visit, details of the visit and/or progress in the consultation plan is documented and shared with parents and staff. | 1 2 3 4 |

| SERVICE DELIVERY | | | | | |
|---|---|---|--|---|--|
| Section 1 | ① | ② | ③ | ④ | Score |
| Documentation Partnerships / Collaboration | Does Not Meet Expectations | Needs Improvement | Meets Expectations | Exceeds Expectations | |
| 7. Discharge / Service Closure | No discharge / service closure documentation used | Discharge / service closure documentation includes: <ul style="list-style-type: none"> <input type="checkbox"/> Child's information <input type="checkbox"/> Summary of service <input type="checkbox"/> Duration of service | Discharge / service closure documentation also includes: <ul style="list-style-type: none"> <input type="checkbox"/> Reason for discharge <input type="checkbox"/> Service transition plan <input type="checkbox"/> Recommendations <input type="checkbox"/> Special Needs Resource Staff signature and date <input type="checkbox"/> Report provided to parent and copy to child care centre if child remains at the centre. | <input type="checkbox"/> Discharge / service closure documentation also includes requirement to notify participating agency team members of service closure | 1 2 3 4 |
| 8. Supervisor/ Manager and Advocacy | <input type="checkbox"/> Supervisor/ Manager does not participate on any community committees | <input type="checkbox"/> Supervisor/ Manager occasionally attends community committees and advocates for children with special needs and their families | <input type="checkbox"/> Supervisor /Manager is an active participant on at least one community committee and advocates for children with special needs and their families | <input type="checkbox"/> Supervisor/Manager takes a leadership role in more than one community committee to support children with special needs and their families* | 1 2 3 4 |

| SERVICE DELIVERY | | | | | |
|--|--|---|--|---|--|
| Section 1 | 1 | 2 | 3 | 4 | Score |
| Partnerships / Collaboration | Does Not Meet Expectations | Needs Improvement | Meets Expectations | Exceeds Expectations | |
| 9. Transition Plan Process | <input type="checkbox"/> Agency has no transition plan process for child with special needs and their families | <input type="checkbox"/> Special Needs Resource Staff meet with the parent/guardian to discuss the transition process for their child | <input type="checkbox"/> Special Needs Resource Staff and applicable community agencies meet with parent/guardian to develop a formal transition plan for their child | <input type="checkbox"/> Transition plan is documented indicating the roles and responsibilities for each person involved in the plan | 1 2 3 4 |
| 10. Elementary schools <small>(10.3: resource information could include documentation on Identification, Placement and Review Committee process, Individual Education Plan etc.)</small> N/A -IRS | <input type="checkbox"/> Special Needs Resource Staff are unaware of the location of elementary schools in their caseload area | <input type="checkbox"/> Special Needs Resource Staff are aware of location of neighbourhood elementary schools but not their names | <input type="checkbox"/> Special Needs Resource staff has access to current information about neighbourhood schools, and resource information that is shared with parents and staff* | <input type="checkbox"/> Special Needs Resource Staff visit with neighbourhood schools and exchange information on services provided for children with special needs <input type="checkbox"/> Outreach documented annually | 1 2 3 4 |

| SERVICE DELIVERY | | | | | |
|--|--|---|---|---|-------------------------------------|
| Section 1 | ① | ② | ③ | ④ | Score |
| Working Together | Does Not Meet Expectations | Needs Improvement | Meets Expectations | Exceeds Expectations | |
| <p>11. Family Support Programs*</p> <p>(*note 11: Family support programs include: Ontario Early Years/ Family Resource Programs, Parent and Family Literacy Centres, Child and Family Centres, Community Action Programs for Children)</p> <p>N/A -IRS</p> | <p>Special Needs Resource Staff are unaware of the location of neighbourhood family support programs</p> | <p><input type="checkbox"/> Special Needs Resource Staff are aware of location of neighbourhood family support programs</p> | <p><input type="checkbox"/> Special Needs Resource staff has access to current information about neighbourhood family support programs to share with staff and parents</p> | <p><input type="checkbox"/> Special Needs Resource Staff visit neighbourhood family support programs and exchange information on services available for children with special needs and their families</p> <p><input type="checkbox"/> Outreach documented annually</p> | <p>1</p> <p>2</p> <p>3</p> <p>4</p> |
| <p>12. Community Agencies*</p> <p>(*note 12: Community agencies could include: hospitals, specialized therapy services, Child Protection agencies, mental health services, shelters, food banks, legal aid, funding sources etc)</p> <p>N/A -IRS</p> | <p><input type="checkbox"/> Agency is unaware of community agencies that provide services for children with special needs and their families</p> | <p><input type="checkbox"/> Agency has some information on community agencies that support children with special needs and their families</p> | <p><input type="checkbox"/> Agency has access to current information on services available for children with special needs and their families (eg. resource binder, file system, pamphlets)</p> | <p><input type="checkbox"/> Agency engages in outreach to community agencies to share / exchange information</p> | <p>1</p> <p>2</p> <p>3</p> <p>4</p> |

EVALUATION

SERVICE EVALUATION (items 13-15)

Service evaluation:

Special Needs Resourcing agencies are committed to a formal process to evaluate service effectiveness.

A comprehensive evaluation process incorporates a variety of methods, targeted groups and is conducted at set times.

Service evaluation addresses policies and practices in order for outcome measures to be established. These measures ensure accountability, provide the basis for reflecting on current practices, identify strengths and areas for improvement.

Reflective evaluation ensures that service is efficient, flexible and responsive to the changing needs of children, families and programs.

Recommendations arising from evaluation processes provide the basis for continuous improvement and should include feedback from:

- Child Care Community
- Parent/Guardian
- Workshop/training
- Agency Staff



| SERVICE EVALUATION/FEEDBACK | | | | | |
|---|--|--|---|--|--|
| Evaluation/Feedback | ① Does Not Meet Expectations | ② Needs Improvement | ③ Meets Expectations | ④ Exceeds Expectations | Score |
| 13. Childcare Community (* 13.3 see Effective Practices Manual, Evaluation section) | <input type="checkbox"/> No evaluation in place with child care programs to provide feedback on services | <input type="checkbox"/> Informal evaluation in place with child care programs to provide feedback on services | <input type="checkbox"/> Formal written evaluation in place with child care programs to provide feedback on services <input type="checkbox"/> Evaluation completed every two years* | <input type="checkbox"/> Evaluations are reviewed by agency and a plan is developed for continuous improvement of service | 1 2 3 4 |
| 14. Parent/Guardian | <input type="checkbox"/> No evaluation for parents / guardians to provide feedback on services | <input type="checkbox"/> Informal evaluation for parents / guardians to provide feedback on services | <input type="checkbox"/> Formal written evaluation for parents / guardians to provide feedback on services <input type="checkbox"/> Parents / guardians asked to complete formal evaluation upon discharge / service closure | <input type="checkbox"/> Evaluations are reviewed by agency and a plan is developed for continuous improvement of service <input type="checkbox"/> Completed every two years for every child currently in service | 1 2 3 4 |

| SERVICE EVALUATION/FEEDBACK | | | | | |
|---|---|--|---|--|---|
| Section 2 | ① | ② | ③ | ④ | Score |
| Evaluation/Feedback | Does Not Meet Expectations | Needs Improvement | Meets Expectations | Exceeds Expectations | |
| <p>15. Workshops</p> <p>(*Note 15.1: see service target definition of workshops)</p> | <input type="checkbox"/> No evaluation to evaluate workshops* | <input type="checkbox"/> Informal evaluation to evaluate workshops | <input type="checkbox"/> Formal written evaluation for workshop participants to provide feedback <input type="checkbox"/> Workshop requests and trends shared with district training teams to enhance coordination and collaboration | <input type="checkbox"/> Evaluations are reviewed with supervisor / manager <input type="checkbox"/> A plan for continuous improvement is developed | <p>1</p> <p>2</p> <p>3</p> <p>4</p> |

ADMINISTRATION (items 16-29)

Human Resources - Staff:

Effective service is directly related to the quality of both management and front line staff within the agency.

Providing special needs resourcing service is increasingly complex and ever changing. Agencies must ensure that their staff have the credentials, knowledge and training to ensure effective service delivery.

Staff competence is a direct result of good hiring practices, ongoing training and mentorship opportunities. Effective supervision provided by management allows staff to achieve the highest possible level of performance.

Policies and Procedures:

An agency's philosophy, policies and guidelines must be clearly articulated to promote family centred practices and inter-disciplinary/inter-agency collaboration. Policies establish accountability to ensure that effective practices are maintained, evaluated and meet legislative requirements.



| ADMINISTRATION | | | | | |
|---|--|---|--|---|-------------------------------------|
| Section 3 | ① | ② | ③ | ④ | Score |
| Human Resources - Staff | Does Not Meet Expectations | Needs Improvement | Meets Expectations | Exceeds Expectations | |
| <p>16. Hiring Qualifications for Special Needs Resource Staff</p> <p>(* Notes 16.2: special needs training could include resource teacher, resource consultant, advanced special needs training, etc. and equivalent credential could include Child & Youth Worker, Early Childhood Educator + 10 years of related experience)</p> <p>(* 16.3: working could include paid work, student placement, volunteer experience, etc.)</p> | <input type="checkbox"/> No minimum educational qualifications required of staff | <input type="checkbox"/> Minimum educational qualifications include Early Childhood Educator plus one year of specific special needs training or <input type="checkbox"/> -equivalent credential* | <input type="checkbox"/> Minimum educational qualifications plus 2 years experience working with children with special needs * | <input type="checkbox"/> Additional educational qualifications (Degree in related field) or <input type="checkbox"/> 2 years experience providing consultative support to children with special needs in early childhood settings | <p>1</p> <p>2</p> <p>3</p> <p>4</p> |
| <p>17. Job Description for Special Needs Resource Staff</p> <p>(* Note 17.3: early learning and care programs could include school boards, Family Support programs, Toronto Preschool Speech and Language Services, Infant Development Programs, child development programs)</p> | <input type="checkbox"/> No written job description | Written job description includes: <input type="checkbox"/> Qualifications <input type="checkbox"/> Responsibilities | Job description reflects: <input type="checkbox"/> Working collaboratively with families and child care programs <input type="checkbox"/> Working collaboratively with early learning and care programs* <input type="checkbox"/> Requirement for ongoing professional development / training | <input type="checkbox"/> Job description reflects the promotion of inclusive practices in the community | <p>1</p> <p>2</p> <p>3</p> <p>4</p> |

| ADMINISTRATION | | | | | |
|---|--|--|---|---|--|
| Section 3 | ① | ② | ③ | ④ | Score |
| Human Resources - Staff | Does Not Meet Expectations | Needs Improvement | Meets Expectations | Exceeds Expectations | |
| 18. Professional Development for Special Needs Resource Staff | <input type="checkbox"/> Special Needs Resource Staff do not attend professional development | <input type="checkbox"/> Some Special Needs Resource Staff attend annual professional development | <input type="checkbox"/> Documentation verifies that all Special Needs Resource Staff attend annual professional development on topics related to enhancing their practices | <input type="checkbox"/> Special Needs Resource Staff and supervisor / manager identify individual, professional, development goals annually <input type="checkbox"/> Written annual professional development plan developed for each staff to meet identified goals | 1 2 3 4 |
| 19. Supervisor / Manager Education/ Experience <small>(* Note 19.4: Additional educational qualifications could include post secondary degree or diploma relating to working with families / children with special needs)</small> | <input type="checkbox"/> Supervisor / Manager has no experience working with children with special needs | <input type="checkbox"/> Supervisor / Manager has experience related to working with children with special needs | <input type="checkbox"/> Supervisor / Manager participates in annual professional development related to supporting staff who work with children with special needs <input type="checkbox"/> Supervisor / Manager has experience related to supporting staff | <input type="checkbox"/> Supervisor/Manager has additional educational qualifications* | 1 2 3 4 |

| ADMINISTRATION | | | | | |
|---|--|---|---|---|--|
| Section 3 | ① | ② | ③ | ④ | Score |
| Human Resources - Staff | Does Not Meet Expectations | Needs Improvement | Meets Expectations | Exceeds Expectations | |
| 20. Support and Case Supervision for Special Needs Resource Staff | <input type="checkbox"/> No documented support or case supervision for Special Needs Resource Staff completed by supervisor/ manager | <input type="checkbox"/> Documented support and case supervision includes an orientation training given to all new Special Needs Resource Staff | Documented support and case supervision for each Special Needs Resource Staff includes: <ul style="list-style-type: none"> <input type="checkbox"/> Minimum of one annual community visit <input type="checkbox"/> Minimum of one annual administration / file review <input type="checkbox"/> Procedure for Special Needs Resource Staff to provide supervisor/manager with input on service delivery issues and individual support needs | <input type="checkbox"/> More than one annual community visit and/or administration/ file review per Special Needs Resource Staff completed by the Supervisor/ Manager | 1 2 3 4 |
| 21. Staff Meetings <small>(* 21.3: Every Child Belongs team meeting is also known as cluster meeting)</small> | <input type="checkbox"/> No staff meetings held | <input type="checkbox"/> Staff meetings scheduled monthly | <input type="checkbox"/> Staff meetings scheduled monthly and minutes taken. <input type="checkbox"/> <i>Every Child Belongs</i> team meeting is a standing item on staff meeting agendas* | <input type="checkbox"/> Special Needs Resource Staff have input into the agenda (eg. Case discussion, resource sharing) <input type="checkbox"/> Minutes are shared / accessible to staff | 1 2 3 4 |

| ADMINISTRATION | | | | | |
|--|--|--|---|--|--|
| Section 3 | ① | ② | ③ | ④ | Score |
| Human Resources - Staff Policies & Procedures | Does Not Meet Expectations | Needs Improvement | Meets Expectations | Exceeds Expectations | |
| 22. Community Training | <input type="checkbox"/> No training delivered to child care community | <input type="checkbox"/> Training delivered to child care community upon request | <input type="checkbox"/> Special Needs Resource Staff develop training plans with individual child care programs <input type="checkbox"/> Community training needs shared with district training teams | <input type="checkbox"/> Special Needs Resource Staff collaborate with other agencies to plan and deliver training to child care community <input type="checkbox"/> If appropriate, invitations are extended to parents and/or other Early Years Partners | 1 2 3 4 |
| 23. Serious Occurrence Policy <small>Note: Serious Occurrences as defined by the Ministry of Education</small> | <input type="checkbox"/> No Serious Occurrence Policy in place | <input type="checkbox"/> Serious Occurrence Policy available to staff | Established Serious Occurrence Policy in place that includes: <ul style="list-style-type: none"> <input type="checkbox"/> Definition <input type="checkbox"/> Reporting requirements and process <input type="checkbox"/> Contact information for reporting Serious Occurrences <input type="checkbox"/> Expectations of staff and supervisor <input type="checkbox"/> Follow-up procedure <input type="checkbox"/> Policy is reviewed with staff | <input type="checkbox"/> Serious Occurrence Policy is reviewed and signed by staff annually | 1 2 3 4 |

| ADMINISTRATION | | | | | |
|---|--|---|---|--|---|
| Section 3 | ① | ② | ③ | ④ | Score |
| Policies & Procedures | Does Not Meet Expectations | Needs Improvement | Meets Expectations | Exceeds Expectations | |
| <p>24. Reporting Suspected Cases of Child Abuse Policy</p> <p>Note: As Per Child and Family Services Act</p> | <input type="checkbox"/> No policy for reporting suspected cases of child abuse in place | <p>Established policy for reporting all suspected cases of child abuse in place that includes:</p> <input type="checkbox"/> Reporting procedure <input type="checkbox"/> Contact information for reporting suspected child abuse | <p>Established policy for reporting all suspected cases of child abuse in place that includes:</p> <input type="checkbox"/> Legal obligations <input type="checkbox"/> Procedure to address allegations of abuse or mistreatment by staff <input type="checkbox"/> Notification requirements <input type="checkbox"/> Expectations of staff and supervisor <input type="checkbox"/> Process for staff management during investigations <input type="checkbox"/> Policy is reviewed with staff annually <input type="checkbox"/> Students / volunteers must review and sign policy | <input type="checkbox"/> Policy for reporting all suspected cases of child abuse is reviewed with staff and signed by staff annually | <p>1</p> <p>2</p> <p>3</p> <p>4</p> |
| <p>25. Behaviour Guidance Policy</p> | <input type="checkbox"/> No Behaviour Guidance Policy in place | <input type="checkbox"/> Behaviour Guidance Policy and procedures includes prohibited practices | <p>Behaviour Guidance Policy and procedures in place includes:</p> <input type="checkbox"/> Strategies that recognize age and developmental differences <input type="checkbox"/> Strategies that focus on the de-escalation of volatile situations and preventative programming <input type="checkbox"/> Policy is reviewed and signed by all staff annually <input type="checkbox"/> Students / volunteers must review and sign policy | <input type="checkbox"/> Behaviour Guidance Policy is supported through ongoing staff development and training | <p>1</p> <p>2</p> <p>3</p> <p>4</p> |

| ADMINISTRATION | | | | | |
|---|--|---|---|---|---|
| Section 3 | ① | ② | ③ | ④ | Score |
| Policies & Procedures | Does Not Meet Expectations | Needs Improvement | Meets Expectations | Exceeds Expectations | |
| <p>26. Access and Equity Policy *</p> <p>(* Note 26: Access and equity includes anti-racism, anti-bias and inclusion policy)</p> | <input type="checkbox"/> No Access and Equity Policy | <input type="checkbox"/> Anti-racism, anti-bias and inclusion are addressed in the Access and Equity Policy or in individual policies <input type="checkbox"/> Procedure in place for responding to incidents of racism and bias | <p>Established Access and Equity Policy or individual anti-racism/ anti-bias and inclusion policy describe:</p> <input type="checkbox"/> Equitable access to services and programs <input type="checkbox"/> Policies, procedures and practices free of racism and bias <input type="checkbox"/> Agency communications are sensitive, inclusive and non-discriminatory <input type="checkbox"/> Procedure for responding to incidents of racism and bias involving children and adults <input type="checkbox"/> Requirements for reporting incidents of racism and bias as Serious Occurrences | <input type="checkbox"/> Access and Equity Policy is reviewed and signed by staff annually | <p>1</p> <p>2</p> <p>3</p> <p>4</p> |
| <p>27. Confidentiality Policy / Agreement</p> | <input type="checkbox"/> No Confidentiality Policy / Agreement | <input type="checkbox"/> Confidentiality Policy / Agreement is signed by staff when hired | <p>Confidentiality Policy / Agreement includes:</p> <input type="checkbox"/> Requirements for confidentiality of client's information <input type="checkbox"/> Limitations of confidentiality (e.g. reporting child abuse) <input type="checkbox"/> Protocol for breach of confidentiality <input type="checkbox"/> Students / volunteers must review and sign policy / agreement | <input type="checkbox"/> Confidentiality Agreement is reviewed and signed annually by staff | <p>1</p> <p>2</p> <p>3</p> <p>4</p> |

| ADMINISTRATION | | | | | |
|--|--|---|--|---|---|
| Section 3 | 1 | 2 | 3 | 4 | Score |
| Policies & Procedures | Does Not Meet Expectations | Needs Improvement | Meets Expectations | Exceeds Expectations | |
| <p>28. Maintenance and Storage of Confidential Records</p> <p>(* Note 28.3: Provincial standard is "at least two years" reg. # 48(5))</p> | <input type="checkbox"/> No guidelines for maintenance and storage of confidential records | <p>Guidelines for maintenance and storage of confidential records includes:</p> <input type="checkbox"/> Information stored in secure location <input type="checkbox"/> Access limitations <input type="checkbox"/> Signed parent consents are kept on file | <p>Guidelines for maintenance and storage of confidential records also includes:</p> <input type="checkbox"/> Time lines for keeping records on site* <input type="checkbox"/> Agency shares guidelines regarding access to information in child's file with parents/guardian | <input type="checkbox"/> Guidelines for maintenance and storage of confidential records are reviewed and updated as requirements change | <p>1</p> <p>2</p> <p>3</p> <p>4</p> |
| <p>29. Secure Transmission of Client Information Policy</p> | <input type="checkbox"/> No Secure Transmission of Client Information Policy | <input type="checkbox"/> Secure Transmission of Client Information Policy includes all email and faxes having a privacy statement | <p>Secure Transmission of Client Information Policy also includes:</p> <input type="checkbox"/> Protocol for breach of secure transmission of client information <input type="checkbox"/> Reviewed with staff annually | <input type="checkbox"/> Secure Transmission of Client Information Policy signed by staff annually | <p>1</p> <p>2</p> <p>3</p> <p>4</p> |

Toronto Operating Criteria Score Sheet:

| Criteria Sections | Date Assessed | Total Score | Average Score | Comments |
|---|---------------|-------------|---------------|----------|
| 1. Service Delivery (Items #1-12) | | | | |
| 2. Evaluation (Items #13-15) | | | | |
| 3. Administration (Items #16-29) (14 items) | | | | |
| Total Score | | | | |
| AVERAGE SCORE (total score/29) | | | | |

Time Taken to complete Assessment: _____

Resource Supervisor/Consultant Name: _____

Signature: _____

Date: _____

Supervisor/Designate Name: _____

Signature: _____

Date: _____

Agency Name: _____

Loc ID: _____

Agency ID: _____