

Children's Services Special Needs Operating Criteria Guidelines – 2012



I. Service Delivery

1. Service Initiation

1.1 No service initiation documentation in place.

There is no documentation completed when a child starts to receive service.

Q: What service initiation / intake documentation do you collect when children come into service?
Q: Can I see the forms you use?

1.2 Service initiation documentation identifies child's:

- Name
- Date of birth
- Parent/guardian information
- Phone number
- Home address
- Reason for referral

Documentation completed when a child starts to receive service includes the above information.

1.3 Service initiation documentation identifies other information for child, including:

- Referral source
- Past services
- Present services
- Wait-lists for other services

In addition to the above information, documentation also includes the referral source, history of past services, record of present services and information about wait-lists for other services.

1.4 Documentation confirms that referral source is informed of service initiation status

There is a record that the referral source was informed that the child had started to receive service

2. Service Information

2.1 No evidence that families are informed about services

There is no documentation that indicates that families are informed of services

Q: How do you inform families about the services that your agency offers?

2.2 Agency has written information about services offered to families

Written information, such as brochures and pamphlets, are available and distributed to families

2.3 Agency documents that service information has been reviewed with families

There is documentation that indicates that service information was discussed with families

Q: How do you know that service information has been shared and reviewed with families?

Q: Where do you document that this has been done? (eg. Contact notes, a form)

2.4 Written procedure to address service concerns shared with families and child care program

Agency has a written procedure in place that is followed when service concerns arise. This process is shared with families and child care programs

Q: If I had a concern about your service, how would I know how to get those concerns addressed?

3. Informed Consent

3.1 No consent forms used

No consent forms are used

Q: Can you show me an example of your consent forms?

3.2 Purpose of collecting information is shared with parents/guardians

Agency discusses with Parents the intent behind the collection of personal information

Parents/guardians are informed of:

- Who will have access to the information
- Procedures for safeguarding information
- Their rights concerning access to written documentation in their child's file.
(moved from 3.3)

3.3 Consent forms reviewed by SNR's with parents/guardians prior to signing (moved from 3.2)

Consent form to be reviewed by the Agency providing service

The content of the Consent forms are discussed and reviewed by the SNR staff with Parents before they are asked to sign.

Q: How do you inform parents about the purpose of consent forms?

Q: How are Consent forms reviewed with parents?

Review is documented

Includes both SNR & IRS

- Review can be done via a phone call or meeting
- Consent will include permission to both observe and share information with other agencies (eg. Child Care Centre, School Board, etc.)

3.4 Parent/guardian receives a copy of signed consent form

Agency provides a copy of all signed consents forms to the Parents/Guardians of children in service.

Q: What is your process to document that a parent/guardian has received a copy of the signed consent form

4. Service Plan/Agreement (Individual or Program Consultation)

4.1 No service plan / agreement used

No service plan or agreements in place

Q: Can you show me an example of your Service plans or agreements?

4.2 Service plan /agreement includes:

- **Purpose of the service**
- **Methods of service delivery**
- **Expected outcomes.**

Service plan or agreement includes information on purpose of the service, methods of service delivery and expected outcomes.

4.3 Service plan / agreement also includes:

- **Agreed upon roles and responsibilities of team members**
- **Identified time frames for service**
- **Evidence of collaboration with parents/guardians, staff and support agencies**

In addition to the above information, the Service Plan or agreement also describes agreed upon roles and responsibilities of team members, identifies time frames for service and indicates collaboration with parents / guardians, staff and support agencies

Collaboration can be captured through minutes from meetings, sign-off on forms.

4.4 Documented review of service plan / agreement conducted with parents / guardians and child care staff when service needs change or identified time frame is reached

Documentation includes when service plan was reviewed or changed

Q: Can you show me how you would document that you reviewed the plan/agreement with parents?

Q: Is this process documented in your procedures?

5. Screen /Assessment

5.1 No screen / assessment tool used

No screen / assessment tools used

Q: Can you show me an example of the screening / assessment tools that you use?

Q: What is your process/procedure for screening children?

5.2 Initial screen / assessment procedure includes establishing time frame for observations and recording results

Agency has written procedures regarding the expectation for the frequency of screen / assessments.

Recommended that initial screen/assessment be completed within one month of start of service

Q: How often do your staff conduct screenings/assessments?

Q: How do you know ensure this is the practice for your staff?

5.3 Screen / assessment practice also includes:

- Demonstrated family/ child care input
- Time frame for communicating results
- Sharing a copy of the screen/assessment findings, including recommendations and follow-up with parents/guardians
- Making referrals for more specific, additional assessments and/or service options

Agencies expected practice also includes demonstrating family / childcare input, establishing time frames for communicating results, sharing a copy of the screen / assessment findings, including recommendations and follow up with parents / guardians and making referrals for more specific, additional assessments and/or service options

5.4 Documented review of screen / assessment with parents / guardians to allow opportunities for questions and clarification

Agency reviews the results of screening/assessments with parents/guardians and documents when this occurs.

Child care staff participate in review

With parent consent, child care staff are included when the results of screening/assessments are reviewed with parents/guardians

6. Individual Consultation Plan

6.1 No individual consultation plan used

Agency does not complete individualized consultations plans for children in service

Q: Can you show me an example of your Agency template for individual consultation plans for SNR (and IRS where provided)?

6.2 Individual consultation plan includes:

- Child's information
- Purpose of plan
- Reason for referral
- Reference to observations
- Reference to screen / assessment tool used

The Individual consultation plans for children in service, documents information about the child, the reason for the plan, why the child was referred for consultation, observations of the child and information about the screening/assessments tools used.

6.3 Individual consultation plan also includes:

- Input from other sources
- Identified goals based on strengths and needs,
- Strategies and recommendations developed to meet goals
- Opportunities for parents / guardians to review the individual consultation plan prior to distribution
- Progress of the individual consultation plan is documented and reviewed with parents and staff.

Other sources can refer to parents /guardians, child care staff and other professionals.

6.4 After each visit, details of the visit and/or progress in the consultation plan is documented and shared with parents and staff.

This is done in a timely manner as documented in the service plan.

Q: What documentation does staff leave after each visit?

Q. Who receives this documentation?

7. Discharge / Service Closure

7.1 No discharge / service closure documentation used

The agency does not complete discharge or service closure documentation when children leave service

Q: Can you show me an example of your Agency template for discharge/service closure?

7.2 Discharge / service closure documentation includes:

- **Child's information**
- **Summary of service**
- **Duration of service.**

Documentation completed when a child leaves service includes information about the child, summary of services received and the duration of service.

Summary of service could also include types of service provided, goals and strategies.

7.3 Discharge / service closure documentation also includes:

- **Reason for discharge**
- **Service transition plan**
- **Recommendations**
- **Special Needs Resource staff signature and date.**

Documentation completed when a child leaves service also includes the reason for discharge, a service transition plan – as needed, recommendations and the Special Needs Resource Staff signature and date

Provided to parent and copy to child care centre

A copy of the discharge/service closure documentation is provided to the parent/guardian and to the child care program

Q: What is your process to ensure that discharge/service closure information is shared with the parent/guardian and child care program?

7.4 Discharge / service closure documentation includes requirement to notify participating agency team members of service closure

When a child leaves service, all participating agencies/team members supporting the child are notified

Q: How are other members of a child's support team notified when they leave your service?

8. Supervisor / Manager Advocacy

8.1 Supervisor/Manager does not participate on any community committees

The Agency Supervisor/Manager is not part of any community committees

Q: What community committees are you a member of?

8.2 Supervisor/ Manager occasionally attends community committees and advocates for children with special needs and their families

The Agency Supervisor/Manager attends community committees (CCAC, CityKids, Network Meetings etc) and advocates for children with special needs from time to time, but is not a regular participant

Q: How often do they meet?

Q: How often are you able to attend?

8.3 Supervisor /Manager is an active participant on at least one community committee and advocates for children with special needs and their families

The Agency Supervisor/Manager is a member of one or more community committees and advocates for children with special needs and attends regularly

8.4 Supervisor/Manager takes a leadership role in more than one community committee to support children with special needs and their families

The Agency Supervisor/Manager plays a active/leading role in one or more community committees that advocates for children with special needs.

Leadership role could include chair/co-chair of a committee, participating in projects, etc.

Q: What role do you plan on this/these committees?

9. Transition Plan Process

9.1 Agency has no transition plan process for child with special needs and family

The Agency has no formal transition plan process in place

Q: What happens when a child enters or leaves your service?

9.2 Special Needs Resource Staff meet with the parent/guardian to discuss the transition process for their child

Agency staff meet with parents/guardians prior to a transition in service to discuss the process

Q: How are parents involved in planning a transition in service?

Q: When do you prepare transitions plans for children?

9.3 Special Needs Resource Staff and applicable community agencies meet with parent/guardian to develop a formal transition plan for their child

Parents/Guardians and applicable community agencies are involved in developing a written transition plan for children who are transitioning in service

9.4 Transition plan is documented indicating the roles and responsibilities for each person involved in the plan

The written transition plan includes identifying roles and responsibilities for each person involved in the transition

10. Elementary Schools

PLEASE NOTE: 10.3 and 10.4 were switched.

N/A- IRS

10.1 Special Needs Resource Staff are unaware of the location of elementary schools in their caseload area.

Agency staff are not knowledgeable about the location of neighbourhood schools.

Q: What steps has your agency taken to help staff become familiar with local schools?

10.2 Special Needs Resource Staff are aware of location of neighbourhood elementary schools but not their names

Agency staff are aware of where schools are located but do not know any other information about them

10.3 Special Needs Resource staff has access to current information about each neighbourhood school, and resource information that is shared with parents and staff*

The Agency is responsible for maintaining an up-to-date list of all local schools which can be shared with parents and staff

Q: How do you maintain information about local schools?

Q: How is this information shared with staff?

Q: How is this information shared with parents?

10.4 Special Needs Resource Staff visit with neighbourhood schools and exchange information on services provided for children with special needs

Agency staff visit local schools to share and exchange information about services provided regardless of if there are currently children on their caseload attending

Outreach documented annually

At least one contact is documented each year, (eg. phone call, visit, meeting)

11. Family Support Programs

PLEASE NOTE: 11.3 and 11.4 were switched.

N/A- IRS

11.1 Special Needs Resource Staff are unaware of the location of neighbouring family support programs

Agency staff are not knowledgeable about the location of neighbouring family support programs

Q: What steps has your agency taken to help staff become familiar with local family support programs?

11.2 Special Needs Resource Staff are aware of location of neighbouring family support programs

Agency staff are aware of where family support programs are located but do not know any other information about them

11.3 Special Needs Resource staff has access to current information about neighbourhood family support programs to share with staff and parents

Agency staff attend local family support programs to share and exchange information about services provided

11.4 Special Needs Resource staff visit neighbourhood family support programs and exchange information on services available for children with special needs and their families

Outreach documented annually

At least one contact is documented each year, (eg. phone call, visit, meeting)

12. Community Agencies

N/A- IRS

12.1 Agency is unaware of community agencies that provide services for children with special needs and their families

Agency staff are not knowledgeable about the location of neighbouring community agencies

Q: What steps has your agency taken to help staff become familiar with local community agencies?

12.2 Agency has some information on community agencies that support children with special needs and their families

Agency staff are aware of where community agencies are located but do not know any other information about them

12.3 Agency has access to current information on services available for children with special needs and their families (eg. resource binder, file system, pamphlets)

Q: Where do you keep information about local services for children with special needs?

Agency has compiled resource information about local services available for children with special needs

12.4 Agency engages in outreach to community agencies to share / exchange information

Agency staff visit local community agencies to share and exchange information about services provided

Q: How do you connect with local community agencies to share and exchange information?

II. Service Evaluation

13 Child Care Community

13.1 No evaluation in place with child care programs to provide feedback on services

Agency does not engage in an evaluation of service provided to child care programs

Q: What is your process to collect feedback on services provided to child care programs?

13.2 Informal evaluation in place with child care programs to provide feedback on services

Agency does engage in evaluation of service to child care programs, but it is not a formal and/or regular process
Informal evaluation could include conversations.

13.3 Formal written evaluation in place with child care programs to provide feedback on services

Agency engages in a formal written evaluation process every two years with all the child care programs that receive service

Evaluation completed every two years*

13.4 Evaluations are reviewed by agency and a plan is developed for continuous improvement of service

Reflections from the evaluation review are used to develop a plan for service improvements

Q: What do you do once you have developed the plan?

Q: How is the plan shared with staff?

Q: What is your process for continuous improvement in services provided to child care programs?

Q: What evidence do you have to support your plan to address the results of your evaluations?

14 Parent /Guardian

14.1 No evaluation for parents / guardians to provide feedback on services

Agency does not engage in an evaluation of service provided to families

Q: What is your process to collect feedback on services provided to families?

14.2 Informal evaluation for parents / guardians to provide feedback on services

Agency does engage in evaluation of service to families, but it is not a formal and/or regular process
Informal evaluation could include conversations.

14.3 Formal written evaluation for parents / guardians to provide feedback on services

Agency engages in a formal written evaluation process every two years with all the families that are receiving service

Parents /guardians asked to complete formal evaluation upon discharge / service closure (was 14.4)

All families are asked to fill out a written evaluation form when they leave service

14.4 Evaluations are reviewed by agency and a plan is developed for continuous improvement of service

Evaluations are reviewed by the Supervisor/Manager so they can reflect on the effectiveness of the training provided by their staff. Reflections from the review are used to develop a plan for training improvements

Q: What is your process for continuous improvement in services provided to families?

Q: What evidence do you have to support your plan to address the results of your evaluations?

Completed every two years for every child currently in service (was 14.3)

15 Workshops

15.1 No evaluation to evaluate workshops*

Agency does not engage in an evaluation of training facilitated/provided by staff

Q: What is your process to collect feedback on workshops facilitated/provided by your staff?

15.2 Informal evaluation to evaluate workshops

Agency does engage in evaluation of workshops facilitated/provided by staff, but it is not a formal and/or regular process
Informal evaluation could include conversations

15.3 Formal written evaluation for workshop participants to provide feedback

Agency collects written evaluations from after each workshop facilitated or provided by staff

Workshop requests and trends shared with district training teams to enhance coordination and collaboration

Written evaluation used to determine workshop requests and trends. This information is shared with the district training team

Q: How does the district training team in your area get information about training needs and trends from your agency?

15.4 Evaluations are reviewed with supervisor / manager

Evaluations are reviewed by the Supervisor/Manager so they can reflect on the effectiveness of the training provided by their staff

A plan for continuous improvement is developed

Reflections from the review are used to develop a plan for training improvements

Q: What is your process for continuous improvement in the workshops facilitated or provided by your staff?

Q: How does your plan address the results of the evaluations?

III. Administration

16 Hiring Qualifications for Special Needs Resource Staff

16.1 No minimum educational qualifications required of staff

Agency does not set minimum educational qualifications for Special Needs Resource Staff

Q: What are your agencies minimum educational qualifications for staff?

16.2 Minimum educational qualifications include Early Childhood Educator plus one year of specific special needs training or equivalent credential*

Agency's educational qualifications for special needs resource staff include ECE plus one year of special needs training or equivalent credentials.

Q: What are your agencies minimum educational qualifications for staff?

16.3 Minimum educational qualifications plus 2 years experience working with children with special needs *

Agency requires minimum educational qualifications plus 2 years of experience working with children with special needs

Q: When hiring staff, how much experience working with children with special needs does your agency require

16.4 Additional educational qualifications (Degree in related field) or

2 years experience providing consultative support to children with special needs in early childhood settings

In addition to the minimum educational qualifications outlined above, the agency requires additional qualifications or that staff have 2 years of consultative experience.

Q: What are your agencies minimum educations qualification for staff?

17 Job Description for Special Needs Resource Staff

17.1 No written job description

Agency does not have a written job description for Special Needs Resource Staff

Q: How do staff know the expectations of their position?

Q: Can I see a copy of your job descriptions?

17.2 Written job description includes:

- **Qualifications**
- **Responsibilities**

Job descriptions includes qualifications and position specific responsibilities

17.3 Job description reflects:

- **Working collaboratively with families and child care programs**
- **Working collaboratively with early learning and care programs***
- **Requirement for ongoing professional development / training.**

17.4 Job description reflects the promotion of inclusive practices in the community

Job descriptions include the expectation that staff will promote inclusive practices in the community

18 Professional Development for Special Needs Resource Staff

18.1 Special Needs Resource Staff do not attend professional development

Staff do not attend professional development at least once per year

Q: How often do staff attend workshops or training?

18.2 Some Special Needs Resource Staff attend annual professional development

Some but not all staff attend training yearly

Q: How many of your staff attend annual workshop and training events?

18.3 Documentation verifies that all Special Needs Resource Staff attend annual professional development on topics related to enhancing their practices

Agency maintains records that indicate that all staff have attended training on an annual basis

Q: How do you keep track of the workshops or training events that staff attend?

18.4 Special Needs Resource Staff and Supervisor / Manager identify individual, professional, development goals annually

Written **annual professional development plan is developed for each staff to meet identified goals**

Staff and Supervisor/Manager collaborate on individual development plans and identify annual goals (Eg. workshops, peer mentoring, etc.)

Q: What is the process of identifying development plans for staff?

19 Supervisor / Manager Education & Experience

19.1 Supervisor / Manager has no experience working with children with special needs

Supervisor/Manager has not worked with children with special needs professionally

19.2 Supervisor / Manager has experience related to working with children with special needs

Supervisor/Manager has experience working with children with special needs

Q: What type of experience has the supervisor/manager had related to working with children with special needs?

19.3 Supervisor / Manager participates in annual professional development related to supporting staff who work with children with special needs Supervisor/Manager attends annual professional development that is geared to supporting staff who work with children with special needs and has experience related to supporting staff

Q: What training or professional development did the Supervisor/Manager attend last year?

Q: What is the Supervisor/Manager experience related to supporting staff?

Supervisor/manager has experience related to supporting staff

19.4 Supervisor/Manager has additional educational qualifications*

Q: What additional educational qualifications does the Supervisor/Manager have?

20 Support and Case Supervision for Special Needs Resource Staff

20.1 No documented support or case supervision for Special Needs Resource Staff completed by supervisor/ manager

Supervisor/Manager does not provide case supervision to Special Needs Resource Staff

Q: How do you provide case supervision and support to staff?

20.2 Documented support and case supervision includes an orientation training given to all new Special Needs Resource Staff

Documentation confirms that all new staff are provided with an orientation to their new position

Q: How do you introduce new staff to the expectations and requirements of their job?

20.3 Documented support and case supervision for each Special Needs Resource Staff includes:

- **Minimum of one annual community visit**
- **Minimum of one annual administration / file review**
- **Procedure for Special Needs Resource Staff to provide supervisor/manager with input on service delivery issues and individual support needs.**

Q: How do you document your support and case supervisor?

Q: What is the procedure for staff to provide input on service issues and support needs?

20.4 More than one annual community visit and / or administration / file review per Special Needs Resource staff completed by the Supervisor/Manager

Documentation confirms an additional community visit and/or administration/ file review per Special Needs Resource Staff completed annually

Q: How often do you conduct community visits with staff?

Q: How often are client files and caseloads reviewed with staff?

21 Staff Meetings

21.1 No staff meetings held

Agency does not hold staff meetings

Q: What is your process for staff meetings?

21.2 Staff meetings scheduled monthly

Agency schedules staff meetings at least once each month

Scheduled staff meetings are organized prior to the meeting date/time

Q: How often do you schedule staff meetings?

21.3 Staff meetings scheduled monthly and minutes taken

Staff meetings are pre-scheduled and minutes taken

Q: Where are the minutes of staff meetings kept?

Every Child Belongs* team meeting is a standing item on staff meeting agendas

Supervisor and staff discuss information shared at monthly "Cluster" meetings at each agency staff meeting.

Q: How do you document discussions and decisions that occur at staff meetings?

21.4 Special Needs Resource Staff have input into the agenda (eg. Case discussion, resource sharing)

Staff have the opportunity to put items on the agenda for staff meetings and to hold open discussions during the meetings

Q: How is the Staff Meeting Agenda set?

Minutes are shared / accessible to staff

Q: How do you make the minutes accessible to all staff?

22 Community Training

22.1 No training delivered to child care community

Staff do not deliver training to the child care community

Q: What is your process for delivering training to the child care community?

22.2 Training delivered to child care community upon request

Staff delivers training only when asked.

Q: How do Consultants determine what training they are going to provide?

22.3 Special Needs Resource Staff develop training plans with individual child care programs

Staff discuss the training needs of a program and assists the Supervisor in developing a plan to address the needs. Training plans are developed in consultation with at least one child care program on each staff's caseload caseload. Staff do not necessarily deliver the identified training.

Community training needs shared with district training teams

Consultation staff provide feedback to the district training teams on training needs

Q: How does the Special Needs Resource Staff develop training plans with individual child care programs?

Q: What is your process for sharing community training needs with the district training teams?

22.4 Special Needs Resource Staff collaborate with other agencies to plan and deliver training to child care community

Training is planned and delivered with someone outside of agency

Q: Can you give me an example of when your Special Needs Resource Staff have collaborated with other agency staff to plan and deliver training?

o If appropriate, invitations are extended to parents and/or other Early Years Partners

Other Early Year Partners include: Schools, Family Support Programs

Q: Have your staff ever invited people outside of the child care programs to attend training?

Q: What was that experience like?

23 Serious Occurrence Policy

23.1 No Serious Occurrence Policy in place

Agency does not have a Serious Occurrence Policy

Q: What is your policy on reporting serious occurrences?

23.2 Serious Occurrence Policy available to staff

Agencies policy is accessible to staff

Q: How is the policy available to staff?

23.3 Established Serious Occurrence Policy in place that includes:

- **Definition**
- **Reporting requirements and process**
- **Contact information for reporting Serious Occurrences**
- **Expectations of staff and supervisor**
- **Follow-up procedure**
- **Policy is reviewed with staff.**

Q: How would staff know if an incident should be considered a Serious Occurrence?

23.4 Serious Occurrence Policy is reviewed and signed by staff annually

Agency staff review and sign off on the policy each year

Q: How often do staff sign off on the policy?

Q: How often is the policy reviewed with staff?

24 Reporting Suspected Cases of Child Abuse Policy

24.1 No policy for reporting suspected cases of child abuse in place

Agency does not have a policy for reporting suspected cases of child abuse

Q: What is your policy for reporting suspected cases of child abuse?

24.2 Established policy for reporting all suspected cases of child abuse in place that includes:

- **Reporting procedure**
- **Contact information for reporting suspected child abuse**

Agencies policy includes how reports will be made and the contact information for reporting suspected child abuse

Q: According to your policy, how would staff report suspected child abuse?

24.3 Established policy for reporting all suspected cases of child abuse in place that includes:

- **Legal obligations**
- **Procedure to address allegations of abuse or mistreatment by staff**
- **Notification requirements**
- **Expectations of staff and supervisor**
- **Process for staff management during investigations.**

Agency policy outlines the legal obligations of reporting suspected abuse, the procedure when allegations are made against staff, notification requirements, staff and supervisor expectations and staff management during investigations.

Policy is reviewed with staff annually

Students/volunteers must review and sign policy.

24.4 Policy for reporting all suspected cases of child abuse is reviewed and signed by staff annually

Q: What is the process for annual review and sign off?

25 Behaviour Guidance Policy

25.1 No Behaviour Guidance Policy in place

Agency has no Behaviour Guidance Policy

Q: What is your policy on behaviour guidance?

25.2 Behaviour Guidance Policy and procedures includes prohibited practices

Policy outlines staff practices that are not acceptable

25.3 Behaviour Guidance Policy and procedures in place includes:

- **Strategies that recognize age and developmental differences**
- **Strategies that focus on the de-escalation of volatile situations and preventative programming.**

Policy is reviewed and signed by all staff annually.

Students / volunteers must review and sign policy.

Q: What is the process for annual review and sign off?

25.4 Behaviour Guidance Policy is supported through ongoing staff development and training

Staff receives training or development opportunities at least once a year to support the agencies Behaviour Guidance Policy.

Q: How does your agency plan to supported staff in relation to the behaviour guidance policy this year?

26 Access and Equity Policy

26.1 No Access and Equity Policy

Agency has no Access and Equity Policy

Q: Do you have an Access and Equity Policy?

26.2 Anti-racism, anti-bias and inclusion are addressed in the Access and Equity Policy or in individual policies

Agency policy(s) address anti-racism, anti-bias and inclusion

Procedure in place for responding to incidents of racism and bias

Agency's policy(s) includes the steps that will be taken if an incident of racism or bias occurs.

Q: According to your policy, what steps are taken when an incident racism occurs?

26.3 Established Access and Equity Policy or individual anti-racism/ anti-bias and inclusion policy describe:

- **Equitable access to services and programs**
- **Policies, procedures and practices are free of racism and bias**

Agency's communications are sensitive, inclusive and non-discriminatory.

Agency policy(s) commit to equitable access to services and programs for all, that agency policies, procedures and practices are free of racism and bias and that the agency's communications are sensitive, inclusive and non-discriminatory.

Procedure for responding to incidents of racism and bias involving children and adults

Requirements for reporting incidents of racism and bias as Serious Occurrences

Q: Who is notified when an incident of racism or bias occurs?

26.4 Access and Equity Policy is reviewed and signed by staff annually

Q: How is the policy explained to staff?

Q: What is the process for annual review and sign off?

27 Confidentiality Policy / Agreement

27.1 No Confidentiality Policy / Agreement

Agency has no Confidentiality Policy/Agreement

Q: What is your policy on confidentiality?

27.2 Confidentiality Policy / Agreement is signed by staff when hired

Agency has a Confidentiality Policy/Agreement that is signed by new staff when hired

Q: When do your staff sign the Confidentiality policy?

27.3 Confidentiality Policy / Agreement includes:

- **Requirements for confidentiality of client's information**
- **Limitations of confidentiality (e.g. reporting child abuse)**
- **Protocol for breach of confidentiality.**

Policy outlines the agencies requirements for keeping client information confidential. In addition, it discusses what confidentiality limitations exist (e.g. reporting child abuse), and outline a protocol that will be followed if confidentiality is breached.

Q: Does your policy outline any circumstances when confidentiality would be broken?

Q: According to you policy, what steps would be taken if there was a breach of confidentiality?

Students/volunteers must review and sign policy/agreement.

Where the agency provides placements for students and/or volunteers, the policy is reviewed with them before signing.

Q: What is the procedure for introducing Volunteers and Students to the agencies expectations regarding confidentiality?

27.4 Confidentiality Agreement is reviewed and signed annually by staff

Policy is reviewed with staff before they sign the policy each year.

Q: How is the policy shared with staff?

Q: What is the process for annual staff review and sign off?

28 Maintenance and Storage of Confidential Records

28.1 No guidelines for maintenance and storage of confidential records

Agency does not have any guidelines for the maintenance and storage of confidential records

Q: What are the guidelines for maintenance and storage of confidential records?

28.2 Guidelines for maintenance and storage of confidential records includes:

- **Information stored in secure location**
- **Access limitations**
- **Signed parent consents are kept on file.**

Agency has guidelines for maintenance and storage of confidential records. These guidelines include a commitment to store confidential information in a secure location and limit access. Signed parent consents are kept on file

Q: What does your policy say about how you will store confidential records?

Q: How do you limit access to confidential files?

28.3 Guidelines for maintenance and storage of confidential records also includes: Time lines for keeping records on site.

Agency guidelines include information about how long confidential records will be kept on site.

Guidelines are shared with parents/guardians

Q: What does your policy say about the length of time records are kept on site?

Q: How are these guidelines shared with parents?

28.4 Guidelines for maintenance and storage of confidential records are reviewed and updated as requirements change

Agency reviews the guidelines for maintenance and storage of confidential records and changes are made when required

Q: What is your process for reviewing these guidelines?

Q: When were your guidelines last reviewed?

Q: Were any changes made as a result of your last review?

29 Secure Transmission of Client Information Policy

29.1 No Secure Transmission of Client Information Policy

Agency does not have a Secure Transmission of Client Information Policy

Q: What is the policy for secure transmission of client information?

29.2 Secure Transmission of Client Information Policy includes all email and faxes having a privacy statement

Agency's e-mails and faxes include a privacy statement

Q: What forms of written communication from your agency include a privacy statement?

29.3 Secure Transmission of Client Information Policy also includes:

- **Protocol for breach of secure transmission of client information**

Reviewed with staff annually.

Policy includes a protocol for breach of secure transmission of client information and is reviewed with staff annually

A breach in the secure transmission of client information is reportable as an "incident" to the City of Toronto Serious Occurrence line.

Q: Can you show me your Secure Transmission of Client Information Policy?

29.4 Secure Transmission of Client Information Policy signed by staff annually

Agency staff sign off on the Secure Transmission of Client Information Policy each year

Q: What is the process for annual review and sign off of this policy?