



**Alberta Council of Disability Services**

# **FINAL REPORT FOR SURVEY TYPES**

**ACCREDITATION LEVEL 1 FOR ADULTS WITH DISABILITIES**

**ACCREDITATION LEVEL 2 FOR ADULTS WITH DISABILITIES**

**RESPIRE FOR CHILDREN, YOUTH & ADULTS WITH DISABILITIES**

**COMPLEX SUPPORT NEEDS DESIGNATION**

**SERVICES FOR CHILDREN WITH DISABILITIES**

## **LEDUC LINX CONNECT CENTRE**



**Creating  
Excellence  
Together**

**September 2021**

# BASIC INFORMATION

## Service Provider

Legal Title	Leduc LINX Connect Centre (LINX)		
Address	106 5708 47 Street		
City	Leduc	Prov. AB	Postal Code T9E6Z9
Region	NW	Area Code -Phone 780-980-9423	Area Code -Fax 790-980-9429

## Site Survey Details

Survey ID (SID #)	1934	Survey Dates	March 25-27, 2025	Service Tier	II
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## Survey Team

Team Leader	Cindy Kunz	Team Member	Debbie Hopaluk
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## Services Surveyed

Support Homes	Out-of-Home Respite
Supported Independent Living	Employment Preparation
Community Access	Employment Placement & Support
In-Home Respite	

## # of Persons with Organization

Individuals accessing service	59
Employees	32
Board Members	7
Volunteers	1

## # of Files Reviewed

Individuals accessing service	12
Employees	12

## # of Conversation Participants

Total # Adults accessing service	4
<i>Breakdown</i>	
# with Complex Needs	0
# who also get Respite	3
# who only get Respite	0
Total # Children/Youth accessing service	2
<i>Breakdown</i>	
# Children (1-12 years)	2
# Youth (13-18 years)	0
# with Complex Needs	0
# who also get Respite	2
# who only get Respite	0
Family Members and/or Friends	7
Guardians	2
Employees	12
Volunteers	0
Board Members	1
<b>Total Conversations</b>	<b>28</b>

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# DECISION AND SITE SURVEY SUMMARY PAGES

Leduc LINX Connect Centre has received the following accreditation status for the services reviewed with this survey and for the adults, children, and/or youth currently accessing service.

## Accreditation Level 1

**Awarded**

Level 1 Accreditation is awarded following the completion of Verification

## Accreditation Level 2

**Awarded**

The Commission on Accreditation reviewed this Level 2 report on September 19, 2025

## Complex Support Needs Designation

**Awarded**

## Respite for Children, Youth and Adults with Disabilities

**Awarded**

## Services for Children and Youth with Disabilities

**Awarded**

# SUMMARY TABLES

## Abbreviations used in these tables

Standards (STD): M = Met PM = Partially Met NM = Not Met  
 Quality Measures (QM): C = Confirmed PC = Partially Confirmed UC = Unconfirmed  
 Indicators: P = Present NP = Not Present NA = Not Applicable UC = Unconfirmed

## Level 1 Summary

Standards and Quality Measures <i>Click on the hyperlinks to go to that Quality Measure</i>	# of Indicators rated				Ratings for	
	P	NP	NA	UC	QM	STD
<b>Standard 1: Inclusion</b>						M
<a href="#">1.1:</a> Community and Social Inclusion	4	0	0	0	C	
<a href="#">1.2:</a> Employment and Skill Development and Maintenance	3	0	0	0	C	
<a href="#">1.3:</a> Assistive Technology and/or Environmental Interventions	5	0	0	0	C	
<b>Standard 2: Rights</b>						M
<a href="#">2.1:</a> Home and Privacy	4	0	1	0	C	
<a href="#">2.2:</a> Freedom to Express Culture and Religion	5	0	0	0	C	
<a href="#">2.3:</a> Conflict Resolution	5	0	0	0	C	
<a href="#">2.4:</a> Decision Making and Autonomy	3	0	0	0	C	
<a href="#">2.5:</a> Human and Legal Rights	6	0	0	0	C	

<b>Standard 3: Service Planning</b>						NM
<a href="#">3.1:</a> Intake and Assessment	3	0	0	0	C	
<a href="#">3.2:</a> Individual Service Planning	5	0	0	0	C	
<a href="#">3.3:</a> Transition Planning	3	0	0	0	C	
<a href="#">3.4:</a> Behaviour Management	1	4	1	0	PC	
<b>Standard 4: Relationships</b>						M
<a href="#">4.1:</a> Social Connections	4	0	0	0	C	
<a href="#">4.2:</a> Healthy Relationships	3	0	0	0	C	
<b>Standard 5: Health and Safety</b>						M
<a href="#">5.1:</a> Planning and Engagement in Physical, Emotional and Mental Health	2	0	0	0	C	
<a href="#">5.2:</a> Physical and Psychological Safety	3	0	0	0	C	
<a href="#">5.3:</a> Abuse Awareness and Prevention	3	0	0	0	C	
<a href="#">5.4:</a> Risk Management	2	0	0	0	C	
<b>Standard 6: Human Resources</b>						M
<a href="#">6.1:</a> Human Resources Strategy	2	0	0	0	C	
<a href="#">6.2:</a> Staff Training	4	0	0	0	C	
<a href="#">6.3:</a> Behaviour Management Skills and Procedures	2	0	0	0	C	
<a href="#">6.4:</a> Occupational Health and Safety	2	0	0	0	C	
<b>Standard 7: Governance and Administration</b>						M
<a href="#">7.1:</a> Organizational Risk Management	1	0	0	0	C	
<a href="#">7.2:</a> Organizational Planning	3	0	0	0	C	
<a href="#">7.3:</a> Quality Assurance and Performance Management	2	0	0	0	C	
<a href="#">7.4:</a> Innovation and Continuous Improvement	2	0	0	0	C	
<b>Standard 6: Human Resources</b>						M
<a href="#">6.1:</a> Human Resources Strategy	7	0	0	0	C	
<a href="#">6.2:</a> Staff Training	2	0	0	0	C	
<b>Standard 7: Governance and Administration</b>						M
<a href="#">7.1:</a> Organizational Risk Management	1	0	0	0	C	
<a href="#">7.2:</a> Organizational Planning	3	0	0	0	C	
<a href="#">7.3:</a> Quality Assurance and Performance Management	2	0	0	0	C	

## Level 2 Summary

Standards and Quality Measures <i>Click on the hyperlinks to go to that Quality Measure</i>	# of Indicators rated				Ratings for	
	P	NP	NA	UC	QM	STD
<b>Standard 1: Inclusion</b>						M
<a href="#">1.1:</a> Community and Social Inclusion	1	0	0	0	C	
<b>Standard 2: Rights</b>						M
<a href="#">2.5:</a> Human and Legal Rights	1	0	0	0	C	
<b>Standard 3: Service Planning</b>						M
<a href="#">3.2:</a> Individual Service Planning	2	0	0	0	C	
<b>Standard 4: Relationships</b>						M
<a href="#">4.1:</a> Social Connections	1	0	0	0	C	
<b>Standard 6: Human Resources</b>						M
<a href="#">6.1:</a> Human Resources Strategy	7	0	0	0	C	
<a href="#">6.2:</a> Staff Training	2	0	0	0	C	
<b>Standard 7: Governance and Administration</b>						M
<a href="#">7.1:</a> Organizational Risk Management	1	0	0	0	C	
<a href="#">7.2:</a> Organizational Planning	3	0	0	0	C	
<a href="#">7.3:</a> Quality Assurance and Performance Management	2	0	0	0	C	

## Complex Support Needs Designation Summary

Standards and Quality Measures <i>Click on the hyperlinks to go to that Quality Measure</i>	# of Indicators rated				Ratings for	
	P	NP	NA	UC	QM	STD
<b>Standard 3: Service Planning</b>						M
<a href="#">3.2:</a> Individual Service Planning	1	0	0	0	C	
<b>Standard 5: Health and Safety</b>						M
<a href="#">5.1:</a> Planning and Engagement in Physical, Emotional and Mental Health	3	0	0	0	C	

## Respite Summary

Standards and Quality Measures <i>Click on the hyperlinks to go to that Quality Measure</i>	# of Indicators rated				Ratings for	
	P	NP	NA	UC	QM	STD
<b>Standard 4: Relationships</b>						M
<a href="#">4.1:</a> Social Connections	1	0	0	0	C	
<b>Standard 5: Health and Safety</b>						M
<a href="#">5.1:</a> Planning and Engagement in Physical, Emotional and Mental Health	1	0	0	0	C	
<b>Standard 6: Human Resources</b>						M
<a href="#">6.1:</a> Human Resources Strategy	1	0	0	0	C	

## Children and Youth Summary

Standards and Quality Measures <i>Click on the hyperlinks to go to that Quality Measure</i>	# of Indicators rated				Ratings for	
	P	NP	NA	UC	QM	STD
<b>Standard 1: Inclusion</b>						M
<a href="#">1.2:</a> Employment and Skill Development and Maintenance	2	0	0	0	C	
<b>Standard 2: Rights</b>						M
<a href="#">2.1:</a> Home and Privacy	2	0	0	0	C	
<a href="#">2.4:</a> Decision Making and Autonomy	3	0	0	0	C	
<b>Standard 4: Relationships</b>						M
<a href="#">4.2:</a> Healthy Relationships	1	0	0	0	C	

# SUMMARY OF COMMENDATIONS, SUGGESTIONS & RECOMMENDATIONS

## Commendations Specific to the Quality Measures<sup>1</sup>

- **QM 6.1:** LINX is commended for the changes they have made to the overall culture of LINX. Staff, individuals, and families all speak of the level of support they receive from the Leadership Team, and how they enjoy coming to work/programs.
- **QM 7.2:** Recent changes in governance and leadership have fostered a cultural shift. Former LINX staff have returned, and individuals and their families now feel acknowledged and supported.

## Suggestions

- **Indicator 1.1.L2.1:** Monthly Client meetings at LINX support clients in advocating for themselves. Reports to the Board from these meetings include items such as advocating for a camping trip, requesting replacement of furniture, asking for a Board Member to explain their role, and requesting new classes for the Day Program. The reports also highlight accomplishments and give kudos to others. Consider formalizing this process by including "Advocacy" as a topic on the agenda for these meetings to encourage individuals to continue raising advocacy topics and issues.
- **Indicator 2.4.L1.3:** To enhance efficiency and ease of access for staff, consider consolidating key guardianship details — including the Guardianship Order, areas of authority, and contact information — into a single location, such as the Individuals Fact Sheet. While ShareVision currently stores this information under separate sections ("Documents" and "Individual Contacts"), centralizing it in one place would streamline retrieval and provide quick reference when needed.
- **Indicator 2.5.L2.1:** To enhance security and clarity in LINX's consent form, consider requiring initials instead of check marks. Individuals should initial next to sections where they provide consent and where they confirm specific information has been reviewed with them. This facilitates personal acknowledgment, reduces the risk of unauthorized alterations, and reinforces accountability. A final signature and date remain for overall authorization.
- **Indicator 3.2.CS.1:** Several individuals have had incident reports indicating behaviours of concern such as aggression and/or unusual behaviours, or behaviours that could put the individual, staff, or others at risk of harm. Consider developing formal PPP/PRPs as required, using techniques that are already proven to be effective, to mitigate further risk, and track the behaviours.

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<sup>1</sup> For colour coding, see the next section, *Legend for Colours and Number System*

- **Indicator 3.4.L1.5:** Policy CS-005, Situations and/or Behaviours of Concern provides direction for developing Planned Responses. “Planned Approaches for Ongoing situations” says “if a behaviour is likely to reoccur, a formal support plan is developed in collaboration with professionals, family, and caregivers”. Consider revising this policy to include specifics. For example, if a behaviour/situation of concern occurs “X” times within “X’ months, this will be reviewed and assessed by the BSC, and a plan, including documentation/data requirements will be developed.

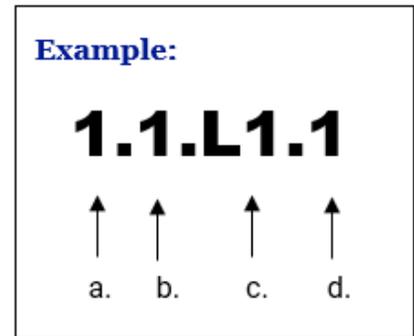
## Recommendations

### These Indicators were addressed through Verification.

- **Indicator 3.4.L1.3:** Staff have not yet received training in individual-specific positive and/or restrictive procedures, as the behaviour support plans are still under development. Create individualized plans detailing the specific procedures to be consistently applied in response to identified behaviours and/or situations of concern. Once completed ensure all staff working directly with the individual are trained to implement them effectively.
- **Indicator 3.4.L1.4:** Staff are currently in the initial stages of behaviour management and therefore have not gone through the full process of pre-plan development to post-plan review. Once individualized plans are developed, ensure staff understand and demonstrate their responsibilities in implementing both positive and/or restrictive procedures. This includes tasks such as data collection and tracking, engaging in discussions with individuals and guardians, participating in committee reviews, and ensuring informed consent is obtained and documented.
- **Indicator 3.4.L1.5:** LINX is actively working towards developing behaviour support plans to support individuals exhibiting situations and/or behaviours of concern. When plans have been formalized ensure, there is an ongoing review process that measures the effectiveness of planned positive and/or restrictive procedures. For example, policy may state first review of a new plan occurs at “x” and then annually thereafter.
- **Indicator 3.4.L1.6:** LINX has not yet had the opportunity to review formal behaviour support plans, as these are currently under development. Once these plans are finalized, ensure that the data from PPP/PRPS, along with their associated outcomes and evaluations, be utilized to inform the development or assessment of evidence-based training.

# LEGEND FOR COLOURS AND NUMBERING SYSTEM

1. Standard, consists of number and topic (e.g., Standard 1: Inclusion)
  - a. Quality Measures: Subtopics of the standard (e.g., Community and Social Inclusion)
  - b. Survey Type: Colour coded to be readily visible when using more than one survey type (e.g., L1 and L2, L1 and CSN)
    - i. **Level 1**
    - ii. **Level 2**
    - iii. **Complex Support Needs**
    - iv. **Respite**
    - v. **Children and Youth**
  - c. Indicators
  - d. Comments
2. Number system: Designed to make indicators immediately identifiable as to which section they belong to
  - a. Standard number is first number in string
  - b. Quality Measure number is second number in string
  - c. Survey Type is third number in string
    - i. Level 1 (L1)
    - ii. Level 2 (L2)
    - iii. Children and Youth (CH)
    - iv. Respite (R)
    - v. Complex Support Needs (CS)
  - d. Indicator is fourth number in string
    - i. The numbering for indicators will start at “1” for each Survey Type (e.g., 1.1.CS.1)





# SURVEY OVERVIEW

## Leduc LINX Connect Centre (LINX)

- LINX has been in service since 2008.
  - Name: LINX: Learning, Inclusion, Networking, X-cellece, was chosen by the individuals they supported in 2008.
- LINX was started by a group of “motivated persons” who saw a continued need for supports for individuals with developmental disabilities in the Leduc Area.
- Services are offered in the Leduc Region, some individuals who receive Outreach live outside of Leduc, but most services are provided within the community of Leduc.
- Funder: Ministry of Seniors, Community and Social Services; Persons with Developmental Disabilities, Edmonton Region (PDD-North Zone)
- Funding is also provided by Family Supports for Children with Disabilities (FSCD)

## Services Provided

- Day Program
  - Employment:
    - Employment Preparation Classes
    - Work Experience
    - Job Search support
    - Training Support
    - Ongoing on-site coaching
  - Community Access:
    - Volunteerism
    - Community based classes/activities
    - Expression Through the Arts
    - Social Opportunities
- Residential Program
  - Respite
    - Designed to give families and caregivers a break
    - Completed in 24 hours or hourly increments
  - Support Homes:
    - Individuals live in a supportive home environment
    - Individuals are supported to be as independent as possible considering their needs and goals

- Supported Independent Living (Outreach):
  - Individuals living in their own apartment with support from staff to maintain independence
  - Skill development bases. Examples include budgeting, cooking, personal safety, apartment management
- Youth (FSCD):
  - Daily and Hourly Respite
  - Community Aid Support

## Individuals Accessing Service

- LINX provides services primarily within the Leduc area to individuals aged 10–75, most of whom are independent and do not require personal care support.
- Most individuals can express themselves, though some experience communication barriers.
- Many individuals are independent adults without appointed guardians (33 of 59 individuals accessing service), though some receive family support while making their own decisions.
- No individuals are designated by PDD to have CSN, however, there are several individuals who have some behaviours of concern that include aggression, agitation, self-harm, and anxiety.
- Individuals are supported mostly through the Day Program that operates in the LINX building, and some receive Outreach or Respite support in their homes.

## Accomplishments

- LINX has re-established all programming numbers since 2022 and has grown since the Pandemic.
- Due to feedback received, LINX has ‘rebranded’ and created a new logo to signify the work they do. Previously their logo included a lynx cat, and people assumed they worked with animals.
- Development of an Inclusive Employment presentation and toolkit that is used to teach and support local businesses to understand and support inclusive hiring.
- Celebration on April 1, 2023, of 15 years, including an Open House and Anniversary Celebration.
- Hosting of LINX Community Inclusion BBQ that welcomed more than 200 community members.
  - Included presentation of the Inclusive Employment Presentation
  - Presented “Employer of the Year” award to Mobility Equipment Services
  - Introduced and awarded the “Taylor Maclellan Good Day Award” (presented to an individual who shows up and does their best to have a good day.
  - The Community Inclusion BBQ was so successful and well received that LINX is making it an annual event.
- Introduced a Professional Development program for full time staff. This allows staff to access courses they feel will support them in their role.
- Reviewed and revised all Operational and Board Policies with the support of an HR Specialist.
- Nominated for “Diversity, Equity, Inclusion and Accessibility Business of the Year –Leduc” award in 2024.
- Finalist for “Not for Profit Business of the Year -Leduc” in February 2025.

## Other Items of Note

- LINX has experienced some changes with the Executive Director Position. The current ED has been in the position since November 2023.
- Board of Directors voted to phase out the SHP effective March 31, 2026. According to the Record of Individuals Accessing Service (RoIAS) document this will affect 12 Individuals. This decision was made due to identified risk factors and concerns regarding program quality.
- Plans are 'in the works' to ensure those individuals have supports that meet their needs when the SHP closes, some individuals are moving into Senior's residences as that is better suited to their needs, some are transitioning to SIL supports as they have developed the skills needed to live more independently. LINX is working closely with each individual and/or guardian/monitor of service and PDD to ensure transition to FMS services or another agency for their Support Home supports.

# STANDARD 1: INCLUSION

MET

## 1.1: Community and Social Inclusion

CONFIRMED

A review of the **Self-Study Guide** verified that related documentation and/or policy is present and was submitted

- Yes

### Level 1 Indicators

[Return to L1 Summary Table](#)

P	1.1.L1.1	Individuals have opportunities for community participation and are engaged in activities based on their needs and desires.
P	1.1.L1.2	Individuals participate in activities and events that are based on their interests and personal enjoyment and that create opportunities for social engagement.
P	1.1.L1.3	The service provider demonstrates engagement techniques and strategies that: a. encourage individuals to be involved in their communities, b. support community engagement and c. can facilitate social inclusion in activities that meet the individuals' needs and interests.
P	1.1.L1.4	The service provider maintains positive and constructive relationships with external stakeholders that lend support to community and social inclusion.

LINX has met the expectations of these indicators.

### Examples of MEASURABLE OUTCOMES

- Individuals Support Plans - PowerPoint Presentation
- ISPs in ShareVision
- LINX offers classes to individuals to focus on developing skills for individuals to be successful in their community. Classes are detailed in the Class Description document and focus on:
  - Employment
  - Community Access (Recreational/Social)
  - Supported Independent Living
- The Community Access program is designed to help individuals actively engage with and become an integral part of their community.
  - Volunteer opportunities
  - Recreational activities
  - Creative expression through the arts
  - Social Connections

- Residential Support Homes and Respite Programs offer individuals the opportunity to engage in a variety of activities, clubs, and community events.
- Supported Independent Living (Outreach) supports individuals to access essential community resources such as grocery shopping, medical appointments, and other daily needs.
- Encourages involvement of individuals more broadly with the community through:
  - Facilitating participation in special events, recreational activities, and transportation options
- LINX maintains connections within the community by attending local events and participating in community initiatives. Their leadership fosters a strong network of support and collaboration.
- LINX offers support to other local non-profit organizations through fundraising and volunteer initiatives.

### **Comments or Examples from INDIVIDUALS**

- Many individuals participate independently in the community and decide what to do on their own.
- Individuals say they regularly participate in a variety of activities in the community such as:
  - Playing basketball with friends
  - Hanging out with friends
  - Bowling
  - Shopping
  - Going to the Friendship Center
  - Swimming
  - Going to Launch Pad (trampoline park)
  - Going to the Gym
  - Movies
  - Art – Art Foundry
  - Going out for coffee etc., with ‘best friends’
  - Going to Church
- Individuals choose their activities both in the community and within LINX.
- Individuals choose the classes they would like to participate in at LINX on a 6-month schedule.
- Individuals say they can ‘change their minds’ when choosing classes, but the classes they choose are typically the ones they want.
- Individuals say they choose from a variety of classes to attend and some of their favourites are:
  - Community Connections
  - Arts Foundry Drop In
  - Cooking
  - Dance
  - Social Skills

## STAFF

- Staff who work in Outreach say that individuals choose their activities at the start of the shift or may plan them in advance if they know they want to do something on a specific day.
- Staff are aware of individual's preferences, likes, dislikes and chosen activities.
- Staff say if an individual is struggling to 'decide' what to do for an activity, or what to choose as a class, etc., they will discuss the options with them and encourage them to make their own decisions.
- Staff say individual's activities/work schedules etc., are posted on ShareVision in the Individual's Schedule.
- Staff record daily notes regarding individuals' activities.

## MANAGEMENT / OWNER / OPERATOR

- LINX has regularly scheduled classes for individuals to participate in, some of these involve going to the library, gym, or other community spaces.
- LINX plans activities to host families, the community, and individuals such as the Halloween Social, Cardiac Crash CPR Training and to organize trips to the Edmonton Oiler or Elks games: these are often completely volunteer run.
- LINX's advocacy with the City of Leduc has enhanced community inclusion by having a subsidized bus pass program established for affordable transportation and improving accessibility with new sidewalks.

P	1.1.L2.1	<p>The service provider facilitates self-advocacy and promotes leadership skill-development by:</p> <ul style="list-style-type: none"> <li>a. initiating and developing individual-driven committees, or</li> <li>b. encouraging individuals to participate in an existing community-based self-advocacy group.</li> </ul>
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LINX has met the expectations of these indicators.

**Examples of MEASURABLE OUTCOMES**

- LINX Charter of Clients Rights
- LINX offers a Self-Advocacy class within the Day Program to teach and assist individuals to develop the skills needed to advocate for themselves.
- LINX has recently established an individual run Social Committee, and this committee plays an active role in organizing and driving social opportunities for all LINX participants.
- LINX encourages individuals to be involved with advocacy networks in other areas such as participating in activities planned by Central Alberta Advocacy Network.
- LINX maintains connections with local government officials, with regular visits from the mayor and council members providing opportunities for individuals to engage with them.
- LINX invites candidates to meet with participants prior to municipal and provincial elections.
- As a result of advocacy by LINX, the city has implemented a subsidized bus pass program, and improved access to LINX by developing sidewalks along the street next to the building.
- Individuals participate in a monthly client meeting where they are encouraged to take on leadership roles and advocate for themselves. This was verified through documentation in the client meeting minutes.

**Comments or Examples from**

**INDIVIDUALS**

- All individuals involved in the survey can describe how they ‘advocate’ for themselves. Examples include
- Individuals say that they can say what they want or need and ask for help to get it.
- Individuals say they have attended the Advocacy Class that is offered by LINX and feel it has helped them to recognize the difference between advocating and complaining.
- Individuals talk about the Community Connections class and say that that class helps them to understand their rights, and their right to speak up.

**STAFF**

- Staff encourage individuals to speak up for themselves, and to express any concerns or things they think need to be changed.

## MANAGEMENT / OWNER / OPERATOR

- There is no independent Self Advocacy Group at LINX, but individuals are taught about Advocacy in the Day Program classes and are encouraged to participate with the Red Deer Advocacy Group (Central Alberta Advocacy Network).

### **Suggestions**

- **Indicator 1.1.L2.1:** Monthly Client meetings at LINX support clients in advocating for themselves. Reports to the Board from these meetings include items such as advocating for a camping trip, requesting replacement of furniture, asking for a Board Member to explain their role, and requesting new classes for the Day Program. The reports also highlight accomplishments and give kudos to others. Consider formalizing this process by including "Advocacy" as a topic on the agenda for these meetings to encourage individuals to continue raising advocacy topics and issues.

# STANDARD 1: INCLUSION CONTINUED

## 1.2: Employment and Skill Development and Maintenance **CONFIRMED**

A review of the **Self-Study Guide** verified that related documentation and/or policy is present and was submitted

- Yes

### Level 1 Indicators

[Return to L1 Summary Table](#)

P	1.2.L1.1	Individuals are engaged in competitive employment that supports personal growth and skill development and that fosters a sense of achievement.
P	1.2.L1.2	Individuals are engaged in skill development or maintenance activities that reflect their unique circumstances, support personal growth, and foster a sense of achievement.
P	1.2.L1.3	The service provider demonstrates its knowledge of community opportunities and actively manages relationships in the community to support individuals to gain and maintain employment or alternatives to employment that reflect their skills and abilities.

LINX has met the expectations of these indicators.

### Examples of MEASURABLE OUTCOMES

- LINX Bottles Program
- LINX Career Action Plan
- Employability – Skills Tracker
- Employment Plans in ShareVision
- Formal Skill Program in ShareVision
- Interest Inventory Activities
- Specific Natural Activity Curriculum (SNAP)
- Mastering Soft Skills for Workplace Success Curriculums
  - Enthusiasm and Attitude
  - Networking
  - Problem Solving and Critical Thinking
  - Professionalism
  - Teamwork
- Individuals develop their employment goals, skill development targets, and personal growth objectives within their Individual Service Plan (ISP).
- ISPs are reviewed and updated regularly to reflect progress, challenges, and any necessary supports.

- LINX uses an Employment Start Date Tracker to monitor each individual's place(s) of employment, whether it is a paid or volunteer placement, and their start and end date for each.
- Individuals participate in skills development by:
  - taking online courses
  - participating in their job/volunteer placements
  - setting goals to build independence
  - taking classes at LINX to promote skill development. Many classes are offered, some examples include:
    - Employment Success:
      - focuses on the skills needed to gain employment and succeed during the first 90 days.
    - Employment Skills:
      - Provides opportunities to learn new skills or brush up and improve their skills
      - Provides opportunity to learn some office and employment skills including:
        - Phone etiquette
        - Confidentiality
        - Email writing
        - Resume writing
    - Back to Basics:
      - Time management
      - Communication
      - Personal and community safety
      - How to access services in your community
    - LINX Creations:
      - Formerly called Business Ventures
      - Individuals will focus solely on creating a product to sell, and partner with the new “Business Ventures” class to market and sell the product
    - Special Olympics (SO) Cornhole:
      - Provides the opportunity for individuals to learn to play, how to lead the game, scoring, rules, sportsmanship, and arranging tournaments
    - Digital Design:
      - Individuals learn about technology and assist with putting together the Newsletter
      - Individuals can develop typing and computer skills

- LINX regularly engage with businesses by meetings with employers, attending networking events and collaborating with community partners to identify new job opportunities.
- To promote long-term job success for individuals:
  - LINX maintains ongoing communication with employers
  - Provides support through job coaching, accommodations, and regular check-ins.

### **Comments or Examples from INDIVIDUALS**

- Individuals are employed in a variety of community settings including:
  - Mobility Equipment Services
  - Flaman Fitness
  - Walmart
  - Hotels in the community
- Individuals say they are paid competitively and have good relationships with their employers.
- Some individuals are involved in employment preparation activities and say LINX supports them to develop resumes, interview skills, and other skills needed to gain employment. Some individuals say, ‘they are retired’ (age 70+) and choose not to work anymore but enjoy taking the classes at LINX to stay busy and maintain their friendships
- Individuals say the classes they take at LINX help them to develop and maintain skills, classes such as:
  - Learning/refreshing knowledge about their rights
  - Maintaining physical abilities and fitness
  - Cooking and Skills for Independence
  - Social skills to help them be more confident in the community

### **STAFF**

- Job Coaches provide support to individuals on the job to the level they require. For example, if an individual is a long-term employee and has the skills and abilities to complete the tasks of their job independently, Job Coaches may only check in on them occasionally. Other individuals may require more substantial support to allow them to develop the skills and learn the job.
- Staff say that ‘some employers’ will tell them that the individual is ‘their employee’ and they will contact LINX if they have any issues.
- Staff say some individuals enjoy doing Open Futures side by side learning with them.
- Staff say they work on an ‘impromptu’ manner with individuals to teach them skills, such as while they are cooking (talking about food safety, safe cooking habits, safety with knives/stove, etc.), or in the home or community (talking about safety, such as fire safety, street safety, personal safety)

## MANAGEMENT / OWNER / OPERATOR

- Some individuals have held the same job with the same employers for many years and are accepted as a valued member of their staff.
- LINX staff regularly talk with potential employers and provide support to understand inclusive employment and the supports that would be provided.
- LINX is a member of the Leduc, Nisku, and Wetaskiwin Chambers of Commerce.
- LINX regularly engages with businesses by meeting with current and prospective employers, attending networking events and maintaining ongoing communication with employers.

## Children and Youth Indicators

[Return to Children's Summary Table](#)

<b>P</b>	1.2.CH.1	The service provider supports children and/or youth in developing age-appropriate life skills.
<b>P</b>	1.2.CH.2	The service provider demonstrates ongoing communication with the children's and/or youth's support networks regarding their progress, and attainment of goals and milestones.

LINX has met the expectations of these indicators.

### Examples of MEASURABLE OUTCOMES

- Children are supported by a dedicated staff who provides one-to-one support.
- Supports for child are tailored to the individual's needs and ensures their choice is supported.
- Each child has an ISP with personalized goals that are developed by themselves, their child/youth worker, and their family and/or natural supports.
- Children's supports communicate regularly with family/guardians at the beginning and/or end of each shift.

### Comments or Examples from

#### CHILDREN OR YOUTH / SUPPORT NETWORKS

- Children and their supports say that the activities that children participate in are age appropriate and are determined by the child and their family and based on what the child has expressed interest in.
- Children and their family indicate goals during service planning, primarily around emotional regulation and enhancing their communication skills.
- Children say the activities they are involved in are:
  - Playing games
  - Doing puzzles
  - Playing on iPad
  - Trampoline pad
  - Park to swing
  - Watching YouTube videos

#### CHILDREN OR YOUTH STAFF

- Staff say they discuss plans with the child and their supports at the start of each shift and summarize what was done with the supports at the end of the shift.
- Staff document what they did each shift on the daily log notes.

#### MANAGEMENT / OWNER / OPERATOR

- LINX currently has one Youth Worker (staff) who provides supports to three children.
- LINX is planning to expand the Youth Program and recruit additional staff to provide supports.

# STANDARD 1: INCLUSION CONTINUED

## 1.3: Assistive Technology and/or Environmental Interventions (AT and/or EI) CONFIRMED

A review of the **Self-Study Guide** verified that related documentation and/or policy is present and was submitted

- Yes

### Level 1 Indicators

[Return to L1 Summary Table](#)

P	1.3.L1.1	When individuals require AT and/or EI, a qualified professional assesses what is required or is most appropriate to meet the individuals' needs.
P	1.3.L1.2	Individuals have access to AT and/or EI that increases their independence and social integration.
P	1.3.L1.3	The service provider demonstrates that it advocates for and requests reasonable accommodations, AT and/or EI for individuals.
P	1.3.L1.4	The service provider is knowledgeable about the AT and/or EI used by individuals, and it promotes the maintenance of any that are in use.
P	1.3.L1.5	A qualified person or staff member has evaluated, supported and monitored the use of AT and/or EI to achieve appropriate outcomes that are based on the assessment conducted by the qualified professional. Outcomes may include, but are not limited to, maintaining personal safety, increasing capacity, reducing barriers, and demonstrating independence.

LINX has met the expectations of these indicators.

## Examples of MEASURABLE OUTCOMES

- Policy CS-007, Use of Individualized Assistive Technology and Environmental Interventions (AT-EI) describes the procedures in place to ensure individuals can access appropriate AT-EI.
  - Supervisory staff (LINX Leadership Team) is responsible for ensuring that initial and on-going exploration of AT-EI possibilities, by qualified professional, for individuals are conducted.
  - Proper usage of AT-EI is taught to both the individuals and the support persons. This includes the care of, maintenance, and updating of the equipment.
  - Any AT-EI use that is restrictive must have a Planned Restrictive Procedure developed and approved by the Executive Director, once the Behaviour Support Committee is fully operational, this will fall under their review and approval. Although LINX currently does not have any Planned Restrictive Procedures involving the use of AT-EI, they have a process in place that requires informed consent to be obtained prior to implementation.
  - At minimum, one primary staff is trained to monitor AT-EI use and provide support with ongoing maintenance.
  - Supervisory staff must monitor that all AT-EI interventions function correctly at all times and promptly handle any necessary repairs or replacements.

### Comments or Examples from

#### INDIVIDUALS

- Most individuals do not have AT-EI other than glasses and hearing aids.
- Some individuals have AT-EI that has been provided by family (walker) and the individual only uses it on occasion. Although families are responsible for maintaining equipment, staff will actively monitor its condition and inform family if any maintenance is required.

#### STAFF

- Staff who work with individuals who have AT-EI are aware of how to ensure it is maintained and cared for.
- Staff say that any information regarding AT-EI is available on ShareVision.

#### MANAGEMENT / OWNER / OPERATOR

- LINX prioritizes the environmental needs of individuals as much as possible. If AT-EI is required, they will arrange appointments and collaborate with qualified professionals to assess and determine the most appropriate supports.

### Other Comments or Observations

- An individual was observed to have a walker during program classes, surveyor was informed that the family provided it for her, but that staff are aware of how to get repairs done, who to contact if there are issues, etc.

# STANDARD 2: RIGHTS

MET

## 2.1: Home and Privacy

CONFIRMED

A review of the **Self-Study Guide** verified that related documentation and/or policy is present and was submitted

- Yes

### Level 1 Indicators

[Return to L1 Summary Table](#)

P	2.1.L1.1	Individuals have, or are supported to attain, safe, quality housing that aligns with community standards within the areas where they live, and that supports their social and cultural inclusion.
NA	2.1.L1.2	The individuals' unique needs are addressed by providing access to appropriate adaptations, AT and/or EI in order to create barrier-free environments in their homes.  Examples of adaptations, AT and/or EI include, but are not limited to, functional floorplans and furniture placement, interior and exterior ramps, adapted handles, and adequate space requirements.
P	2.1.L1.3	Individuals have their own private space within their homes, and their space has been personalized by or for the individuals and is balanced with their specific needs.  For example, individuals who are more independent may be sexually inclined/active and need private time in their rooms while individuals who are medically fragile may need more monitoring to ensure their safety (e.g., from choking or seizures).
P	2.1.L1.4	Individuals are respectfully supported in their need for privacy, autonomy, and independence. They have access to staff and supports as needed.  Examples of staff's respect include, but are not limited to, knocking before entering the individuals' room; and supporting individuals to do what they can, as they can, without intervening.
P	2.1.L1.5	The service provider demonstrates its use of policies and procedures that promote the individuals' right to privacy, dignity and respect, as well as their freedom from coercion.

LINX has met the expectations of these indicators.

## Examples of MEASURABLE OUTCOMES

- Individuals who are looking for housing are supported by LINX to find, tour, assess the apartment/home, and to complete any paperwork and applications required such as the application for subsidized housing and/or rental agreement.
- LINX works with individuals, guardians, and community services such as Leduc Regional Housing Association to secure housing that meets safety and quality requirement and fosters social and cultural inclusion.
- Individuals have their own private spaces that are personalized to reflect their preferences and needs.
- Privacy and independence are assessed for each individual, and they will have specific support requirements. For example, an individual who has more significant medical needs (e.g., risk of choking, seizures) will be more closely monitored than someone who lives on their own.
- During Support Home onboarding, the right to privacy is discussed in detail ensuring a clear understanding and agreement that the staff and individual will knock before entering any private space of the other.
- LINX quarterly Support Home Visits document last fire drill, smoke and CO2 detectors, fire extinguishers, water temperature (twice per year), hazards, home entryways (sidewalk, stairs, railing, etc.).
- H&S Emergency Response Drill on ShareVision.
- Individuals Fire Drill Assessment on ShareVision.
- The Charter of Clients Rights is reviewed with staff and individual(s) during orientation, and annually at the ISP meeting.
- Rights are discussed during monthly client meetings as part of the Day Program classes.

## Comments or Examples from

### INDIVIDUALS

- Individuals say the homes they live in are safe and they choose where they want to live, and that's where they want to live with.
- Individuals who live in Support Homes are in the process of planning for alternate living arrangements, service providers, or family managed care when LINX discontinues the SHP.
- Individuals say that staff support them to look at apartments or homes when they are looking for a place to live.
- Some individuals live with family members, and some live independently in their own apartments.
- Individuals say they decorate their apartments, or personal spaces as they choose.
  - Personal decorations include:
    - Sports or Entertainment Posters
    - Family pictures
    - Artwork
    - Furniture

## STAFF

- Staff say they support individuals to find, tour, and assess new places to live, and will assist individuals in completing any paperwork (applications, subsidy applications) as needed.
- Staff say they do not enter individual's homes or enter their personal space without permission from the individual.
- All staff (and most individuals) said that LINX has a "No Touch" policy which ensures that 'touch' is only used when necessary. For example:
  - First Aid and medical situations – physical touch is required to administer first aid, and often needed to respond to a medical emergency
  - Critical Situations – to prevent immediate harm to an individual.
  - Policy requires that, when possible, consent is obtained prior to any physical contact, and encourages the use of gestures and verbal/non-verbal acknowledgements (nod, thumbs up, smile)

## MANAGEMENT / OWNER / OPERATOR

- Staff are trained during onboarding to know the steps involved in working with individuals to ensure they are treating them with respect. For example:
  - Knocking prior to entering an individual's personal space/home
  - Asking permission before 'trying to help,' for example, asking to assist someone with zipping their coat if they are having difficulty.
  - Supporting individual's choices.
  - Responding to individuals and others in a respectful manner.
  - Respecting confidentiality.

## Reasons for Indicators rated Not Applicable

- **Indicator 2.1.L1.2:** No individuals required adaptations to meet their needs. Homes are well suited for individuals.

<b>P</b>	2.1.CH.1	The service provider demonstrates an awareness of the flexibility needed to meet the evolving needs of children and youth.
<b>P</b>	2.1.CH.2	The service provider demonstrates respect for the role of the parents, guardians, and family members in caring for children and youth.

LINX has met the expectations of these indicators.

**Examples of MEASURABLE OUTCOMES**

- Youth Worker Job Description
- Youth program uses a person-centered approach, and the individual, along with their staff tailor supports to meet their goals, interests, and preferences.
- Children can choose to participate as much or as little as they wish, and support staff respect this.
- Goals for children are designed to be achievable with the staff’s support, planning for activities/goals that can be completed during the respite shift.
- Example provided in the SSG:
  - Rather than setting a goal “eat a healthy breakfast,” individual could set goal of “choose and bake healthy snacks”. Eating a healthy breakfast would not be within the respite hours and would be the responsibility of the individual and his family, where baking a healthy snack could be achieved during a respite shift.
- Services Contract includes the requirement for LINX to facilitate open and frequent communication with the guardian/monitor of the individual.
- Policy CS-013, Relationships with Individuals and Guardians/Monitors of Service states they are consulted for permission/consent when decisions fall within their legal scope of authority.

**Comments or Examples from CHILDREN OR YOUTH / SUPPORT NETWORKS**

- Parents of children in Youth Services/Respite state they appreciate the flexibility of the supports provided.
- Some children receive two three-hour shifts per week, but this can be combined to be a six-hour shift when needed.
- Parents state that staff acknowledge their role and demonstrate respect for them by consulting with them at the start and end of each shift with the child, and ensuring they are doing what the child/family requires.
- Children state they get to choose what they do when the youth worker is there, and that may be ‘playing games on their iPad’ or doing something in the community, it is up to them.
- Some guardians indicate they were hesitant at first to have a worker provide respite/support to their child but now say it is the ‘best thing’ to have happened, not only to give the parent time with other children, or a break from providing continuous support, but also to broaden the child’s circle of support.

## CHILDREN OR YOUTH STAFF

- Staff say the child's home support will contact them if there needs to be a change in plans, for example, if they are ill or if something else has come up that makes the family need to change the shift.
- Staff say they discuss plans in advance with the child and their supports.
- Staff say if a parent has said 'no' to a specific activity, they will discuss alternate plans with the child and the parent together to come up with an alternative.

## MANAGEMENT / OWNER / OPERATOR

- Youth Support Plans are documented on ShareVision and staff document daily notes to indicate what has been done during their shift.

# STANDARD 2: RIGHTS CONTINUED

## 2.2: Freedom to Express Culture and Religion

**CONFIRMED**

A review of the **Self-Study Guide** verified that related documentation and/or policy is present and was submitted

- Yes

### Level 1 Indicators

[Return to L1 Summary Table](#)

P	2.2.L1.1	Individuals freely express their spiritual beliefs and practices, including their choices around attending places of worship, ceremonies, events, and activities.
P	2.2.L1.2	Individuals freely express their culture: a. in their use of language, b. in their choice of food and clothing, c. in how they personally express themselves in their homes, and d. in how they choose to connect to their cultural community and families.
P	2.2.L1.3	Individuals freely express their gender, gender identity, and sexual orientation in a way that is safe and supports their personal identity.
P	2.2.L1.4	The service provider promotes personal expression and engagement in activities that support the individuals according to their needs and wants in the areas of: a. gender, gender identity, and sexual orientation b. religious beliefs, and c. cultural identity.  This may be relevant for Indigenous individuals in recognizing and acknowledging efforts and actions towards reconciliation.
P	2.2.L1.5	The service provider engages in program development, staff training, and service delivery that is respectful and inclusive of the individuals' sexual, religious, and cultural identities.

LINX has met the expectations of these indicators.

## Examples of MEASURABLE OUTCOMES

- The LINX intake package and Residential Care Plans include information about the individual's cultural and spiritual preferences, and specific practices they participate in, along with how to support them. Day Program classes include regular discussions about individuals' right to choose how to celebrate cultural holidays, as well as the importance of respecting the celebrations and traditions of others.
- Charter of Client Rights includes that:
  - “Every client has the right to be treated in a respectful manner, regardless of her/his race, culture, color, religion, sex, age, mental or physical disability, class/economic position, sexual orientation, gender identity, diagnoses, inpatient status, or legal status.”
  - “Every client has the right to contact with clergy or other spiritual advisors of her/his choice, and to exercise religious and spiritual observances, rituals, custom and dress”
- LINX Intake asks questions about preferred names and pronouns.
- Individuals are encouraged to explore and express their personal identity.
- LINX supports and respects each individual's right to freely express their gender, gender identity and sexual orientation in a safe and affirming environment.
- LINX observes Orange Shirt Day and acknowledges National Day for Truth and Reconciliation as a Statutory holiday.
- LINX is developing a Cultural Engagement Class for the upcoming semester.
- LINX supports individuals to have the opportunity to access religious, cultural, and/or or 2SLGBTQIA+ events.
- All full time LINX staff have access to Open Future Learning which has modules specific to sexuality, religious and cultural identity.
- Day Program classes, including Connections, explores topics such as sexuality, religion, and cultural identities.

## Comments or Examples from INDIVIDUALS

- Individuals choose to express their spirituality in various ways.
- Many individuals attend Christian Churches and celebrate Christian holidays.
- Some individuals who are of other faiths choose to either practice their faith or not and say that it is up to them.
- Some individuals identify attending church on their ISP goals.
- Most individuals say that they do not receive support to go to church as this is ‘outside’ of LINX supports.
- Individuals involved in this survey indicate they identify as their birth sex but do know others who have different gender identities and say that LINX supports everyone the same, with no judgement.
- Some individuals indicate they have a romantic partner (boyfriend, girlfriend), while others say they are not interested in a romantic relationship.

## STAFF

- Staff say they will discuss relationships with individuals if the individual chooses and they support individuals to participate in learning about safe relationships.
- Staff say they have taken Open Futures courses about relationships, diversity, and cultural identities.

## MANAGEMENT / OWNER / OPERATOR

- LINX is developing an upcoming session on Cultural Engagement for individuals.

# STANDARD 2: RIGHTS CONTINUED

## 2.3: Conflict Resolution

**CONFIRMED**

A review of the **Self-Study Guide** verified that related documentation and/or policy is present and was submitted

- Yes

### Level 1 Indicators

[Return to L1 Summary Table](#)

P	2.3.L1.1	Individuals are aware of how to express their concerns and, where applicable, have felt free to do so and have experienced appropriate resolutions.
P	2.3.L1.2	The service provider has a well-documented process for informal and formal complaint processes that demonstrates a focus on resolution for individuals and staff.
P	2.3.L1.3	Staff are aware of the informal and formal concern resolution processes and are knowledgeable about how to support individuals in identifying, voicing, and addressing their concerns.
P	2.3.L1.4	The service provider documents concerns that have been addressed along with the outcomes of any required actions to eliminate similar issues.
P	2.3.L1.5	The service provider supports ongoing and continuous improvement by using the outcomes of the conflict resolution process along with evaluations of its services from individuals, their support networks and advocates, and staff.

LINX has met the expectations of these indicators.

### Examples of MEASURABLE OUTCOMES

- Policy CS-003, Conflict Resolution describes the process for addressing conflicts between staff and clients, or between clients and management.
- Policy CS-004, Client Grievances, describes the process in place for individuals to file a complaint when dissatisfied with the services provided.
  - Includes the requirement that the person receiving the complaint reports the complaint immediately to their supervisor.
  - Includes that staff may assist individuals to write a grievance that reflects the situation and concern accurately, and that they will assist individuals to understand the policy.
  - Includes timelines (5 days), and how grievances are 'elevated' when individuals are not satisfied with the results.
  - Grievances may go to the Board if all prior steps are completed, and the decision by the Board of Directors is final.

- Conflict Resolution and Grievances processes are reviewed annually during ISP meetings.
- Policy HR-035, Employee Conflict Resolution, provides a conflict resolution process for addressing work-related conflicts or complaints to sustain a positive work environment in which employees work constructively together.

### **Comments or Examples from**

#### **INDIVIDUALS**

- All individuals and guardians have a clear understanding of how to address concerns.
- Individuals say that LINX is quick to respond to any concerns that are raised. For example, if an individual expresses discomfort with a certain staff person they work to resolve the issue quickly.
- Some guardians say they know they could take concerns to the Board of Directors but believe that talking to the staff, or the supervisor is typically sufficient.

#### **STAFF**

- Staff are required to document any concern raised by the individual and/or guardian in the daily log notes, and if it is more significant in an incident report.
- Staff say they discuss concerns that are raised by individuals to determine what they individual 'wants to do with it', i.e., bring it forward, or if they are just venting.
- Staff say regardless of what the individual says they 'want to do with it', they document it in the daily log notes and notify their supervisor.
- Staff have had training in Conflict Resolution and use those skills to work with the individual to resolve any issues.

#### **MANAGEMENT / OWNER / OPERATOR**

- In 2023, concerns were taken to the Board directly and those concerns resulted in changes to management at LINX. These records were sealed by the Board, and there was no opportunity to review them. However, the 'overhaul' of the management team, including a new Executive Director resulted in a 'culture change' at LINX.
- Staff, individuals, guardians, and management speak of the positive nature of those changes, and how LINX is an uplifting and positive place to work and receive services.

# STANDARD 2: RIGHTS CONTINUED

## 2.4: Decision Making and Autonomy

**CONFIRMED**

A review of the **Self-Study Guide** verified that related documentation and/or policy is present and was submitted

- Yes

### Level 1 Indicators

[Return to L1 Summary Table](#)

P	2.4.L1.1	Individuals make their own decisions <ul style="list-style-type: none"><li>a. that impact their day-to-day routines and</li><li>b. about special occasions and events.</li></ul>
P	2.4.L1.2	Individuals have a natural support system that can support them in decision making and advocate for legal services, as appropriate.
P	2.4.L1.3	The service provider supports individuals to make their own choices and decisions and demonstrates that it knows when to engage others from the individuals' support network.

LINX has met the expectations of these indicators.

### Examples of MEASURABLE OUTCOMES

- Individuals are supported and encouraged to make their own decisions regarding their daily routines.
- LINX encourages all individuals to have someone to support them with decision-making and advocacy. Some individuals have a legal guardian, others have a monitor of service, or other support.
  - If an individual does not have someone, LINX involves PDD caseworkers.
- Individuals are supported to understand their support network. LINX encourages individuals to make their own choices and decision but will provide guidance to individuals on when and how to seek input from their support network.

### Comments or Examples from

#### INDIVIDUALS

- Individuals describe the decisions and choices they make for themselves, and these include:
  - Daily living choices such as when to get up, what to eat, what to wear, when to go to bed
  - Choices about what they will do that day, including whether to attend the classes they have chosen to participate in
  - What to do for fun
  - When to visit with friends and family
- Individuals say they know who to talk to if they wish to have support for decision making, such as their family, their staff, or one of the supervisors.

## STAFF

- Staff are aware of the choices individuals make daily.
- Staff are aware of the ‘supporters’ of individuals (many individuals are independent adults and do not have guardians) and know when to involve them in decision making.
- Staff say many individuals have family members who are ‘monitors of service’ that are there to support individuals in decision making if needed.
- Staff say that the guardianship status of individuals is on ShareVision, and they can quickly check to see who to contact if they believe the individual needs support in making decisions.

## MANAGEMENT / OWNER / OPERATOR

- Staff are trained to support individuals to make their own decisions by providing the options, the pros and cons of each option and then supporting the individual to make a choice.
- ShareVision includes Guardianship orders for individuals with legally appointed guardians.

## Suggestions

- **Indicator 2.4.L1.3:** To enhance efficiency and ease of access for staff, consider consolidating key guardianship details — including the Guardianship Order, areas of authority, and contact information — into a single location, such as the Individuals Fact Sheet. While ShareVision currently stores this information under separate sections ("Documents" and "Individual Contacts"), centralizing it in one place would streamline retrieval and provide quick reference when needed.

<b>P</b>	2.4.CH.1	Children and youth experience: a. age-appropriate opportunities and activities and b. the natural and logical consequences of their decisions in safe environments.
<b>P</b>	2.4.CH.2	The service provider demonstrates knowing when children and youth are able to take on increased responsibility and can make more decisions independently.
<b>P</b>	2.4.CH.3	The service provider demonstrates a working relationship with the parents and/or guardians that draws upon their experience to support their children and youth to gain independence and make more age-appropriate choices and decisions.

LINX has met the expectations of these indicators.

**Examples of MEASURABLE OUTCOMES**

- Youth Worker Job Description
- Youth ISP Guide
- ISP Reports and Daily Notes in ShareVision
- Youth program supports are provided on a one-on-one basis, which allows for the personalized support to meet the children’s and/or youth’s goals and wishes at their unique age and developmental stage.
- Children are encouraged and supported to experience the natural and logical consequences of their decisions by being encouraged to make choices regarding how to spend their time and how those choices may affect other decisions or outcomes.
- Examples provided:
  - Children choosing to visit a Local Farmers Market, may have to make real-life budgeting decisions if they choose to make a purchase.
  - Children who choose to stay home and play video games may feel a sense of relaxation and comfort, or they may feel boredom.
- Children are encouraged to set their own goals, and staff encourage them to set goals that are both achievable and challenging to encourage the development of independence and the increase in the responsibility needed.
- Staff communicates with family members at the beginning and end of each shift to share information about the individual's needs, concerns, and goals.

## **Comments or Examples from**

### **CHILDREN OR YOUTH / SUPPORT NETWORKS**

- Children receiving services determine the activities they wish to participate in and do so with staff and family support.
- Activities children are involved in include:
  - Going to the Trampoline Pad
  - Going to parks
  - Walking the dog
  - Playing games on iPad
  - Playing games, puzzles, etc.
  - Using iPad to learn how to draw or do things
- Toys and activities that were evident in homes were noted to be age appropriate for the children and include fidgets to help relieve stress.

### **CHILDREN OR YOUTH STAFF**

- Staff indicate that family is typically involved in determining what activities the children will participate in, and that they confirm with the child what they wish to do.
- Staff say that individuals determine the activities, but they monitor and ensure the activity is something they are enjoying.

### **MANAGEMENT / OWNER / OPERATOR**

- Children and/or Youth Respite is limited in hours, typically 3 –6 hours per week.
- Staff are encouraged to communicate with the individual and family to determine what the child wants to do that day and to follow through.
- If an activity were not age appropriate or presented a risk to the child, staff would discuss this with the parent(s).

# STANDARD 2: RIGHTS CONTINUED

## 2.5: Human and Legal Rights

**CONFIRMED**

A review of the **Self-Study Guide** verified that related documentation and/or policy is present and was submitted

- Yes

### Level 1 Indicators

[Return to L1 Summary Table](#)

P	2.5.L1.1	Individuals understand their rights and responsibilities and have access to relevant information to make informed decisions related to their services.
P	2.5.L1.2	Individuals are empowered to exercise their rights, to respect the rights of others, and to understand when their rights have been denied, limited, or restricted.
P	2.5.L1.3	Individuals are free from coercion, discrimination, exploitation, abuse, neglect, and violence from within the parameters of the service provision.
P	2.5.L1.4	The service provider demonstrates its use of policies and procedures to enable individuals to make informed decisions where applicable.
P	2.5.L1.5	The service provider demonstrates its use of policies and procedures to prevent coercion, discrimination, exploitation, abuse, neglect, and violence against individuals.
P	2.5.L1.6	The service provider has appropriate safeguards in place to manage personal data and it demonstrates its use of policies and procedures to ensure that the right people have access and are authorized to use and/or release the individuals' personal information.

LINX has met the expectations of these indicators.

### Examples of MEASURABLE OUTCOMES

- A Credo for Support Document
- Teaching individuals about rights and responsibilities is an ongoing process, at least monthly, the Connections class reviews Rights and Responsibilities. Staff also discuss rights with individuals when obtaining consent, offering suggestions, and/or helping make plans.
- Rights and Responsibilities are incorporated into many classes that individuals participate in, including:
  - In the HR Basics Class (for individuals who are employed) where employee rights and responsibilities are discussed
  - Self-Advocacy Class talks about Self-Advocacy, what it is, when it is time to speak up, and what the individual's responsibilities are.
  - Connections provides an opportunity to discuss rights, practice self-advocacy and conversation skills.

- Policy CS-006, Abuse of an Individual Accessing Services, states that LINX actively works to prevent abuse by:
  - Providing training and current information to employees.
  - Requiring all employees, subcontractors, and volunteers to complete Abuse Prevention and Response Protocol (APRP) training within their first 90 days and every three years thereafter.
  - Providing Abuse protocol information to all new and existing individuals, as well as their guardians/monitors of service.
  - Providing individuals and guardians/monitors with a copy of the Charter of Client (Citizen) Rights
  - Encouraging and assisting individuals to engage with their community and develop natural supports.
  - Providing education to individuals on personal safety and abuse.
  - Ensuring that individuals who experience abuse receive the necessary support, such as advocacy and access to counselling.
- All staff are trained in APRP during their orientation period and every three years thereafter.
  - This is done face to face and through an in-depth written test, Abuse Protocol and Restrictive Procedures (must obtain 80%).
- Abuse awareness is discussed regularly with individuals to ensure they understand their rights, and how to seek help.
- All staff receive FOIP training and are retrained, as necessary.
- Policy HR-001 Diversity, Equity, Inclusion and Accessibility describes LINX commitment to a safe and inclusive environment for individuals and staff.
- Files for individuals are securely stored behind two locks.
- Digital security is reinforced and ensured through ShareVision access controls.

**Comments or Examples from  
INDIVIDUALS**

- Individuals are aware of their rights and can describe what they do to learn about them.
- All individuals say that the LINX Connections class reviews Rights regularly, sometimes weekly, and always at least monthly.
- Individuals say that if they are unsure of a decision or are being asked to decide, staff or their family/guardian will explain the options until they understand the choices.
- Individuals involved in this survey have no restrictions in place, but they indicate they understand that 'sometimes' they might not be able to do what they want 'for some reason', (e.g., not go to a friend's house if the weather is bad) and they say that their staff or guardian/monitor explain the reasons why, so they understand.
- All individuals say they are free from coercion, bullying, abuse, harassment, etc.

- Individuals say they are treated well by staff from the LINX, friends and the community, and if someone were to abuse or be mean to them, they know who they would tell.
  - Parent
  - Monitor of Service (typically a family member)
  - LINX staff, team leader, or management
  - Police.

## STAFF

- Any concerns are documented in the Daily Log notes by staff, if there is an incident or a concern that they feel is 'pressing' they would call the team leader and complete an incident report.
- Incident Reports on ShareVision trigger notification to the management team for follow up.
- Staff say the management team would talk to them about any concerns that have been raised to help come up with a plan to prevent any similar issues.
- Staff are aware of creating an accepting and inclusive environment, and how to monitor for any signs that an individual is experiencing any form of abuse, neglect, violence, etc.

## Level 2 Indicator

[Return to L2 Summary Table](#)

<b>P</b>	2.5.L2.1	The service provider demonstrates the skills needed to gain informed consent from individuals in instances such as: <ul style="list-style-type: none"><li>a. release of private and personal information,</li><li>b. audio-video recordings or photographs,</li><li>c. participation in evaluation or review processes external to the service provider,</li><li>d. participation in research, and/or</li><li>e. public posting and/or use of the individuals' artwork and intellectual property.</li></ul>
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LINX has met the expectations of these indicators.

### Examples of MEASURABLE OUTCOMES

- At the ISP meeting individuals/guardians sign an annual consent that explains areas requested.
- This consent includes, but is not limited to:
  - Photography –including newspaper publication or Advertising, Agency Website/Social Media, Agency Activities, No Photos Permitted, and/or in house files.
  - Consent for Release of Information with Disability Services, RCMP, and Emergency Services.
- Staff receive training to communicate with individuals in a way that ensures the individuals understand what they are consenting to.

### Comments or Examples from

#### STAFF

- Staff are aware of individual's consents and where to find them.
- Staff say that consents are on ShareVision, and if they have questions, they can talk with their team leader or a manager.

#### MANAGEMENT / OWNER / OPERATOR

- Consents are reviewed with the individual and/or their guardian or family upon request to confirm that everyone understands what is being asked. They are also reminded that they have the right to refuse consent.

### Suggestions

- **Indicator 2.5.L2.1:** To enhance security and clarity in LINX's consent form, consider requiring initials instead of check marks. Individuals should initial next to sections where they provide consent and where they confirm specific information has been reviewed with them. This facilitates personal acknowledgment, reduces the risk of unauthorized alterations, and reinforces accountability. A final signature and date remain for overall authorization.

# STANDARD 3: SERVICE PLANNING

NOT MET

## 3.1: Intake and Assessment

CONFIRMED

A review of the **Self-Study Guide** verified that related documentation and/or policy is present and was submitted

- Yes

### Level 1 Indicators

[Return to L1 Summary Table](#)

P	3.1.L1.1	The service provider has a thorough Intake Procedure (i.e., Intake, Assessment and Orientation) that determines how its services will meet the identified needs of applicants.
P	3.1.L1.2	Applicants are provided information about the services available, which enables them to make informed choices and decisions.
P	3.1.L1.3	The service provider uses intake process data to improve the quality of the intake procedure and associated policies and forms, where applicable.

LINX has met the expectations of these indicators.

### Examples of MEASURABLE OUTCOMES

- LINX Client Orientation Manual
- LINX intake is done in three stages:
  - Meet and Greet – provides LINX the opportunity to share general information about the program.
    - Information shared includes:
      - Program resources
      - APRP
      - PAD agreement
      - Business Cards for management contacts
      - Following this meeting, individuals/guardians are provided a timeline to advise LINX if they wish to proceed with the application/intake
      - Management meets to discuss the service request
      - If both parties agree, and a referral from PDD/confirmation from FSCD has been received, an intake meeting is booked.
  - Intake Meeting
    - Meeting discusses most aspects of the individual's support needs and history.
    - LINX management creates a budget and Individual Service Request (ISR) which are sent to funder for final approval.

- Orientation
  - Includes the signing of agreements, contracts, consents
  - Review of important information such as the Charter of Client Rights
  - Development of Client schedule
  - Building tour
- Documentation of the Meet and Greet sessions were reviewed, were comprehensive, and informative.
- Recent changes made to the intake process based on review and feedback, include the additions of:
  - Preferred pronouns
  - Identification of natural supports
  - Previous agency experiences
  - Cultural and religious practices
  - Personal perspectives on supports.

### **Comments or Examples from INDIVIDUALS**

- Individuals say that LINX asked them ‘a lot’ of questions when they started and helped them to figure out what goals they wanted to make for themselves.
- Individuals say the intake process was thorough, and that LINX asked them questions about ‘what they wanted in the future’ and not just today.

### **STAFF**

- Staff participate in getting to know the individual when they come into services.
- Staff say they help the individual to ‘try out’ the different options and classes to see what they want.
- Staff say they document information in daily log notes and support individuals to think about what they would like to work on for their ISP.

### **MANAGEMENT / OWNER / OPERATOR**

- Information is available in paper format, such as brochures prior to booking an intake meeting. The Meet and Greet serves as an opportunity to share information with prospective individual. During this session, available services and descriptions of Day Program classes are reviewed and provided to the individual, guardian, or family, ensuring they have the necessary information to make informed choices and decisions.

# STANDARD 3: SERVICE PLANNING CONTINUED

## 3.2: Individual Service Planning

**CONFIRMED**

A review of the **Self-Study Guide** verified that related documentation and/or policy is present and was submitted

- Yes

### Level 1 Indicators

[Return to L1 Summary Table](#)

<b>P</b>	3.2.L1.1	Individuals participate, to the best of their ability, in service planning, goal setting and the evaluation of the services in their service plan.
<b>P</b>	3.2.L1.2	Staff support individuals to participate in service planning that reflects the individuals: a. unique goals, skills, and abilities, b. culture and religion, c. gender, gender identity and sexual orientation, d. age, and e. other relevant factors.
<b>P</b>	3.2.L1.3	Service planning reflects the individuals' culture, religion, gender, gender identity and sexual orientation, age, and other relevant factors.
<b>P</b>	3.2.L1.4	Staff demonstrate their use of policies and procedures when doing ongoing reviews, evaluations, and regular and consistent planning adjustments.
<b>P</b>	3.2.L1.5	The service provider demonstrates its use of service planning data at the individual and program levels to review, evaluate, and refine service delivery, training, policies, and procedures, as appropriate.

LINX has met the expectations of these indicators.

### Examples of MEASURABLE OUTCOMES

- Charter of Client Rights
- LINX Service Agreement
- CS-018 Client Documentation
- ISP Training PowerPoint - Staff receive training to support individuals in developing their ISP goals, ensuring they align with their wants, needs, and abilities.
- Individuals can choose the classes they attend and pursue employment opportunities if they choose and understand that goals can be changed or modified when appropriate.
- Staff engage individuals in discussions and exploration of activities that align with their interests. These efforts helped guide the development of ISP goals by ensuring individuals had firsthand experiences and a thorough understanding of options available.
- ISP goals are available on ShareVision to ensure staff can review and document progress as needed.

- Additionally, staff must familiarize themselves with LINX policies and procedures, which are accessible on ShareVision for easy reference and review.
- Job Descriptions outline staff responsibilities in supporting individuals to identify goals and plans and supporting individuals to develop yearly ISPs.
- LINX evaluates service delivery to ensure quality support and continuous improvement:
  - Individual Level
    - ABC tracking
    - Incident Reports
    - Daily notes
    - Disclosure reports
    - Behaviour assessments
    - Client advocacy and feedback
  - Program Level:
    - Program trends
    - Client advocacy and feedback
    - Program successes and areas for improvement
    - Ongoing review and improvement
- LINX regularly reviews service delivery, staff training, policies, and procedures to ensure they remain effective relevant and responsive to client needs.

**Comments or Examples from  
INDIVIDUALS**

- Individuals describe their annual planning meetings and say they choose who comes to them, but that they (the individual) are the one who sets their goals.
- Individuals say that even if they ‘choose’ a goal, if they change their mind, they can stop that goal and plan something else.
- Individuals say that during the ISP meeting they discuss what is working, what is not working and how they want to achieve the goals they set for themselves.
- Individuals says that they set their goals and adjust them if needed. They think about their plan before the ISP and know what they want to focus on for the upcoming year. Examples include making independent purchases, building relationship skills for a romantic partner, developing coping strategies to manage anxiety.

## STAFF

- Staff report that they engage with individuals to discuss their upcoming planning meeting and explore potential goals they may wish to set.
- Staff say they are continuously working on individual's goals with them, and as milestones are met (even small ones) they are documented in the log notes.

## MANAGEMENT / OWNER / OPERATOR

- LINX Program Operations Manager and Team leader, along with the staff attend the ISP meetings. During these meetings individuals are asked 'what is working, or what needs to be changed to meet their needs', and this information is reviewed and considered to improve services to the individual.

## Level 2 Indicators

[Return to L2 Summary Table](#)

<b>P</b>	3.2.L2.1	The service provider facilitates inclusive planning by including natural supports as well as those engaged in the delivery of services.
<b>P</b>	3.2.L2.2	The service provider demonstrates skills and techniques to support individuals to evaluate their supports and services.

LINX has met the expectations of these indicators.

### Examples of MEASURABLE OUTCOMES

- Client Services Survey 2025
- ISPs and ISP Meetings
- LINX Service Agreements
- Client Reports
- Individuals are encouraged to invite any natural supports of their choice to participate in their annual case conference.
- LINX encourages regular communication with families, guardians and other key supports happens to confirm services are aligned with the individual's needs.

### Comments or Examples from

#### STAFF

- Staff say they participate in the ISP planning meeting with the individual, and the individual is encouraged to invite family, friends, guardians etc., to the planning meetings.
- Staff say they encourage individuals to 'plan in advance' of the meeting, prepare what to convey and then support the individual (if needed) to express what they want to do for the upcoming year.
- Staff say that during the annual planning meeting they discuss 'what went well, what did not, and identify necessary changes using feedback from the past year to guide them.

#### MANAGEMENT / OWNER / OPERATOR

- LINX conducted a Client Service Feedback survey to provide individuals and their supports an opportunity to evaluate their supports and services.
- LINX management (program operations manager and team leader) attend and participate in the ISP meetings and encourage individuals to express their opinions and preferences.

Monthly Client reports are completed and presented to the Board which often includes a summary of client feedback. For example, indicating they would like 'new classes' because they have taken the same classes two semesters in a row. (Class instructors addressed this concern with the individual and they were able to change classes).

## Complex Support Needs Indicator

[Return to CSND Summary Table](#)

<b>P</b>	3.2.CS.1	Service planning for individuals with complex support needs demonstrates the use of: <ul style="list-style-type: none"><li>a. assessments,</li><li>b. preventative strategies and interventions, and</li><li>c. appropriate integrated case management resources</li></ul> to meet the individuals' specific needs and to support their service goals.
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LINX has met the expectations of these indicators.

### Examples of MEASURABLE OUTCOMES

- Policy CS-005 Situations and/or Behaviours of Concern - All LINX staff receive training in APRP, Restrictive Procedures, and the Mandt System to ensure they handle challenging situations in a safe, ethical, and least intrusive manner.
- Policy CS-018 Client Documentation states incident reports are to be submitted in 24 hours.
- LINX Assessment of Behaviour states LINX will allow the use of restrictive procedures under certain conditions, and with the approval of the client as well as their guardian. Before this type of a procedure may be utilized, a baseline assessment will be conducted to ensure that all other avenues of behaviour intervention have been eliminated.
- Assessment includes:
  - Description of the behaviour
  - 'Setting events' that predict or set up the behaviours (includes medications, medical/physical conditions, sleep patterns and other relevant factors)
  - Specific antecedent events that predict when the behaviour is likely and not likely to occur.
  - Identification of consequences or outcomes (the functions they serve for the person)
  - Functional alternative behaviours the individual already knows
  - Primary communication method
  - Things to do or avoid doing with the person
  - What is reinforcing to the individual
  - History of the behaviour as well as any previous attempts to decrease or eliminate them.
- Currently LINX does not support any individuals PDD considers Complex Support Needs.
- Terms of Reference for the Behaviour Supports Committee (BSC)
- LINX has contracted a Behaviour Specialist to be a member of the BSC. Their role is to:
  - Offer expert guidance on behavioral best practices and interventions,
  - Analyze behavioural data and recommend appropriate strategies within LINX,
  - Provide training and coaching to LINX staff as needed.
- Template for BSPs includes preventative strategies, triggers, and best practices.

## Comments or Examples from

### STAFF

- Staff document any concerns using the Incident Reports on ShareVision or the ABC records.
- Staff are aware of the potential behaviours of the individuals they work with and use Mandt techniques and activities described in the individuals “De-Escalation Emotional Management Preference” and the “Cues and Best Response” sections on ShareVision.

### MANAGEMENT / OWNER / OPERATOR

- LINX has several individuals who, as their needs increase are demonstrating more behaviours of concern.
- LINX has started by completing a Behavioural Assessment with one individual who has demonstrated behaviours of concern (aggressive/unusual behaviours) and will be completing a Risk Assessment and Functional Assessment, involving the BSC (first meeting scheduled for April 2025).
- LINX has a contracted Behavioural Specialist who will serve as the Qualified Professional for the BSC.

### Suggestion

- **Indicator 3.2.CS.1:** Several individuals have had incident reports indicating behaviours of concern such as aggression and/or unusual behaviours, or behaviours that could put the individual, staff, or others at risk of harm. Consider developing formal PPP/PRPs as required, using techniques that are already proven to be effective, to mitigate further risk, and track the behaviours.

# STANDARD 3: SERVICE PLANNING CONTINUED

## 3.3: Transition Planning

**CONFIRMED**

A review of the Self-Study Guide verified that related documentation and/or policy is present and was submitted

- Yes

### Level 1 Indicators

[Return to L1 Summary Table](#)

<b>P</b>	3.3.L1.1	Individuals are actively engaged in transition planning between services and programs, and in relation to age and life stages.
<b>P</b>	3.3.L1.2	Staff are aware of and engage in planning for individuals' transition needs at a program level and a personal level.
<b>P</b>	3.3.L1.3	The service provider demonstrates its use of transition planning to support: a. innovative practices, b. community stakeholder engagement, and c. a high level of personal engagement and empowerment for individuals. "High level" refers to using multiple strategies to engage and empower individuals.

LINX has met the expectations of these indicators.

### Examples of MEASURABLE OUTCOMES

- Policy CS-014, Transitional Planning, describes the procedures in place to ensure that the process for the transition is smooth, well-coordinated, and provides a continuity of care.
- Policy CS-015, Advanced Care Planning describes the procedures for responding to situations (medical emergencies) where an individual has or does not have an Advanced Care Plan.
- Personal Directives, End of Life Care, and Advanced Care Planning
- LINX Intake
- Monthly meetings and ongoing communication ensure staff are aware of transition planning for individuals.

During the annual case conference, communication with individuals and their supports occurs regarding any upcoming transitions.

## **Comments or Examples from**

### **INDIVIDUALS**

- Some individuals are transitioning out of the Support Home Model.
- Individual is preparing to move into a Seniors Lodge, where more care can be provided when the time comes and it is required. Family members are assisting with this transition.
- Families and individuals say they have been exploring alternatives for residential supports when LINX is no longer providing Support Home Models.
- Some individuals have already chosen a new place to live and will be moving there with LINX and family support.
- Some individuals are preparing for independent living by developing essential skills, even though they do not have formal plans to move yet. Once they feel confident, they intend to transition to their own home or apartment.

### **STAFF**

- Staff are supportive of individuals, particularly those impacted by the termination of the SHP.
- They are also knowledgeable about the plans for individuals, whether it involves moving to a new home or learning skills to live independently.

### **MANAGEMENT / OWNER / OPERATOR**

- LINX is working closely with each individual and/or guardian/monitor of service, as well as PDD to facilitate a smooth transition for individuals affected by the termination of the SHP.
- Some individuals may transition to Family Managed Services or another agency for their Support Home Supports if that is their choice.

# STANDARD 3: SERVICE PLANNING CONTINUED

## 3.4: Behaviour Management

PARTIALLY CONFIRMED

A review of the Self-Study Guide verified that related documentation and/or policy is present and was submitted

- Yes, Policy and Procedures were submitted
- No, formal BSPs and reviews were not yet completed

### Level 1 Indicators

[Return to L1 Summary Table](#)

NA	3.4.L1.1	Individuals are aware of the planned positive and restrictive procedures that may be used to manage a behaviour of concern.
P	3.4.L1.2	Individuals who have experienced a planned positive or restrictive approach or procedure, and the staff members who were involved, debriefed the incident.
NP	3.4.L1.3	Staff are aware of the planned positive and restrictive procedures for the individuals they serve and can demonstrate effective de-escalation skills and techniques.
NP	3.4.L1.4	Staff understand and demonstrate the use of planned positive and restrictive procedures to support the individuals' health and personal development.
NP	3.4.L1.5	The service provider demonstrates an expectation of responsiveness to a situation or behaviour of concern through the planned development and ongoing review of behaviour support plans.
NP	3.4.L1.6	The service provider uses data from its use of planned positive and restrictive procedures along with their outcomes and evaluations to develop or access evidence-based training and leading practice in the field.

LINX has met the expectations of these indicators following Verification.

### Examples of MEASURABLE OUTCOMES

- LINX does provide support to some individuals who are displaying some behaviours of concern, and in some case, these are escalating as they get older.
- Currently there are no formal behaviour plans in place, but LINX implements Positive Behavioural Interventions and Support strategies (PBIS) at a foundational level.
- Policy CS-005, Situations and/or Behaviours of Concern describes how LINX staff identify, respond to, and manage situations and behaviours of concern.
- LINX utilizes the Three Part Debrief Model for post-incident debriefing, which consists of Immediate Debrief, Assessment Debrief, and Long-Term Debrief to ensure a thorough review and response.

- In addition to the Mandt debrief, Day Program staff meet twice weekly to debrief and discuss any challenges or emotions from the prior day.
- Management checks in with both individuals and staff to ensure they can debrief, discuss their experiences, and review any adjustments or follow-up actions that may be necessary.
- ABCs Records provide an individual's specific BoC, what happened before incident, the description of the behaviour, what happened after, and the setting event.
- Cues and Best Responses form provides staff with information about things that 'going to happen, might happen, probably going to happen' and provides them with the best response(s) for that situation.
- De-escalation & Emotional Management Preference list the individuals favorite emotional management tools (things they like, things that calm them) as well as some of the things that could trigger increased difficulties for the individual. De-escalation skills and strategies are discussed and practiced in staff meetings to ensure staff are prepared for challenging situations.
- These documents are developed with the individual identifying their choices, and personal experience, what they find helpful, and what they find triggering.
- Mandt training also includes a module on PBIS.
- All Staff and Support Home Providers take APRP training every three years
- Full time staff have access to additional learning through Open Future Learning.

### **Comments or Examples from**

#### **INDIVIDUALS**

- Individuals do not have a designation of CSN or a Behaviour Support Plan but can describe how staff support them to regulate themselves if they are beginning to feel agitated, anxious, or aggressive.
- Individuals say staff talk to them calmly and suggest things they have identified as having value in helping them to 'de-escalate'.
- Individuals can describe things they do, often with staff encouragement to calm themselves, such as:
  - Whisper count
  - Take a walk
  - Take a break
  - Breathe
  - Cuddle with a blanket
  - Use a Stress ball
  - Use Fidgets
  - Spending time in the Snoezelen Room
  - Discuss topics of interest to them

## STAFF

- Staff say the De-escalation Emotional Management Preference form, as well as the Cues and Best Practices document provides them with information to allow them to:
  - Know what the triggers are for the individual
  - Know strategies that the individual has identified that help them to calm down/regain control
  - Gain Information about how to respond to situations that may indicate the individual may become agitated, anxious, or aggressive.

## MANAGEMENT / OWNER / OPERATOR

- Staff training in Mandt, PBS, APRP, Challenging Behaviours provides them with the skills they need to respond to behaviours displayed by individuals.
- LINX has begun completing Behavioural Assessments and will be completing Risk Assessments and Functional Assessments for individuals who have increasing behaviours.
- LINX has a contracted Behavioural Specialist to support their progression in addressing behaviours of concern and to support the Behaviour Support Committee in its role.

## Other Comments or Observations

- Although LINX does not have any formal planned positive or planned restrictive procedures in place, all individuals have positive approaches that describe the strategies that staff use to de-escalate or manage situations where individuals may display a behaviour of concern. Staff can describe training they have received such as NVC, PBS, APRP and how that guides the actions they take when dealing with aggressive or other behaviours of concern. The positive approaches are evident in conversations with all staff, and individuals are aware of their 'Cues and Best Responses' that they helped to develop.

## Reasons for Indicators rated Not Applicable

- **Indicator 3.4.L1.1:** LINX does not have any PPP/PRPs in place to manage behaviours of concern.

## Suggestion

- **Indicator 3.4.L1.5:** Policy CS-005, Situations and/or Behaviours of Concern provides direction for developing Planned Responses. "Planned Approaches for Ongoing situations" says "if a behaviour is likely to reoccur, a formal support plan is developed in collaboration with professionals, family, and caregivers". Consider revising this policy to include specifics. For example, if a behaviour/situation of concern occurs "X" times within "X" months, this will be reviewed and assessed by the BSC, and a plan, including documentation/data requirements will be developed.

## Recommendations

- **Indicator 3.4.L1.3:** Staff have not yet received training in individual-specific positive and/or restrictive procedures, as the behaviour support plans are still under development. Create individualized plans detailing the specific procedures to be consistently applied in response to identified behaviours and/or situations of concern. Once completed ensure all staff working directly with the individual are trained to implement them effectively.
- **Indicator 3.4.L1.4:** Staff are currently in the initial stages of behaviour management and therefore have not gone through the full process of pre-plan development to post-plan review. Once individualized plans are developed, ensure staff understand and demonstrate their responsibilities in implementing both positive and/or restrictive procedures. This includes tasks such as data collection and tracking, engaging in discussions with individuals and guardians, participating in committee reviews, and ensuring informed consent is obtained and documented.
- **Indicator 3.4.L1.5:** LINX is actively working towards developing behaviour support plans to support individuals exhibiting situations and/or behaviours of concern. When plans have been formalized ensure, there is an ongoing review process that measures the effectiveness of planned positive and/or restrictive procedures. For example, policy may state first review of a new plan occurs at “x” and then annually thereafter.
- **Indicator 3.4.L1.6:** LINX has not yet had the opportunity to review formal behaviour support plans, as these are currently under development. Once these plans are finalized, ensure that the data from PPP/PRPS, along with their associated outcomes and evaluations, be utilized to inform the development or assessment of evidence-based training.

# STANDARD 4: RELATIONSHIPS

MET

## 4.1: Social Connections

CONFIRMED

A review of the **Self-Study Guide** verified that related documentation and/or policy is present and was submitted

- Yes

### Level 1 Indicators

[Return to L1 Summary Table](#)

P	4.1.L1.1	Individuals have natural supports that include friends and family members who provide social support.
P	4.1.L1.2	Staff support, encourage and facilitate the individuals' engagement with and connection to their current natural supports and balance these connections with the individuals' desire to be connected to and engaged with persons in their social circles.
P	4.1.L1.3	Staff create opportunities to increase the individuals' social circles by encouraging their participation in community activities and events.
P	4.1.L1.4	The service provider promotes social engagement for individuals and develops affiliations with external stakeholders to support social engagement at the community level.

LINX has met the expectations of these indicators.

### Examples of MEASURABLE OUTCOMESs

- ISP Reports and Daily Notes in ShareVision
- APRP Training Resources
- Charter of Client Rights
- Individuals are encouraged and supported to build and maintain natural supports, including relationships with friends as well as family members.
- Staff also assist individuals in forming connections with people they meet, helping to expand and strengthen their social circles
- APRP training is provided to staff and addresses the importance of inclusion, as well as strategies for preventive abuse.
- Community Connectedness is a focus of Daily Notes and ISP reports.
- LINX programs encourage the participation in community activities and events to foster new relationships and build connections based on shared interests.
- Day Program supports engage individuals with their community through employment, community access, social and fundraising activities.

- Individuals in the Support Home and Supported Independent Living programs are encouraged to participate in community-based social activities such as:
  - Friendship Group
  - Special Olympics events
  - Church gatherings
  - Recreational activities
- LINX offers classes to assist individuals to learn about and develop skills regarding friendships and relationships such as:
  - PeopleSmart –exploring the differences between a friendship and just being friendly, establishing appropriate boundaries.
  - Facts of Life –discusses the fact that humans are sexual beings, talks about healthy vs unhealthy relationships, public and private places, behaviours and conversations, general skills such as communication and decision making.
  - Conflict Resolution – to assist individuals to develop the skills necessary to develop conflict resolution skills.
  - Social skills –helping individuals learn how to be more effective in their social engagement.
  - Connections –consider current situations, discuss individuals' rights, practice self-advocacy and conversation skills.

**Comments or Examples from  
INDIVIDUALS**

- Individuals report they have many friends and family who support them and help them participate in social and community events, outside of LINX. Examples include:
  - Parents
  - Sister/brother-in-law
  - Friends
  - Siblings
  - Significant Others
  - Family Friends
- Individuals can describe who they spend time with and what they like to do with their friends.

## STAFF

- Individuals are supported to connect with others through LINX classes, activities, and employment. While staff do not specifically support activities outside of LINX, they discuss potential activities individuals might enjoy with friends or family.
- Staff help individuals participate in and interact during activities like bowling, dance, art classes, and attending church.
- They also provide updates about upcoming events and encourage individuals to plan events with their friends.

## MANAGEMENT / OWNER / OPERATOR

**LINX organizes events like the Community Inclusion Barbecue to foster social engagement and community understanding. The first barbecue was a great success, with over 200 attendees, and LINX plans to make it an annual event.**

<b>P</b>	4.1.L2.1	The service provider demonstrates skills and strategies that support individuals to develop and maintain safe, close, or intimate relationships.
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LINX has met the expectations of these indicators.

**Examples of MEASURABLE OUTCOMES**

- Daily Notes and ISP Reports
- Mandt Training
- APRP Training
- Many of the courses described in the previous standard work to assist individuals to develop and maintain safe, close, or intimate relationships.
  - PeopleSmart
  - Facts of Life
  - Conflict Resolution
  - Emotional Well Being
  - Social skills
- Staff support individuals to manage safety and boundaries while pursuing relationships with others while respecting their dignity of risk.
- Individuals are reminded they can approach staff with personal concerns at any time, ensuring they feel supported and respected as they navigate relationships.
- Each individual’s ISP includes goals and strategies focused on building positive social connections and learning the skills necessary to form healthy relationships.
- ISPs includes goals for “Community Connectedness” and individuals set goals for themselves to increase their connection in their community such as:
  - To make new friends doing an activity they enjoy
  - To take the time to get others well by asking them questions about themselves
  - To explore different opportunities and come up with activities and events of interest to them.

**Comments or Examples from**

**STAFF**

- Staff say they observe and monitor relationships between individuals and if there are concerns will address those on an individual basis.
- Staff say they have taken Relationship courses, including some through Open Futures that some have done with Individuals.

**MANAGEMENT / OWNER / OPERATOR**

Each service plan includes goals and strategies focused on building positive social connections and learning the skills necessary to form healthy relationships.

## Respite Indicator

<b>P</b>	4.1.R.1	Staff support individuals to choose alternate social settings when they are not enjoying the social setting that they are in with the aim of increasing social interaction and/or personal enjoyment.
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LINX has met the expectations of these indicators.

### Examples of MEASURABLE OUTCOMES

- Staff are trained to recognize when an individual may not be enjoying a social setting and engage in a conversation to understand their preferences.
- Individuals are empowered to express their feelings and make decisions about whether to stay or choose to explore alternate social settings that better align with their interest and/or comfort levels.

### Comments or Examples from

#### STAFF

- Individuals have the freedom to choose their activities and can change them if they wish
- If an individual is not enjoying a setting, staff will engage in a conversation to understand their preferences.
- Staff say individuals can say, 'I don't like this, or I don't want to be here' and describe what they would rather be doing, and staff accommodate these preferences.

#### MANAGEMENT / OWNER / OPERATOR

- Management states that maintaining a flexible approach promotes individuals being in control and can choose to stay and participate in an activity or change to a different activity.
- Staff are trained to observe individuals for signs of discomfort (emotional, physical) and engage individuals in conversations, to determine what is going on.

# STANDARD 4: RELATIONSHIPS CONTINUED

## 4.2: Healthy Relationships

**CONFIRMED**

A review of the **Self-Study Guide** verified that related documentation and/or policy is present and was submitted

- Yes

### Level 1 Indicators

[Return to L1 Summary Table](#)

P	4.2.L1.1	Individuals have safe and healthy relationships, in person and online, that are free from coercion, abuse and violence, and they are aware of how to access supports, if needed.
P	4.2.L1.2	Staff engage in ongoing awareness and education regarding the qualities of healthy relationships to increase safety, reduce harm, and become alerted to unsafe relationships.
P	4.2.L1.3	The service provider promotes safe and healthy relationships and demonstrates respectful communication at all levels (e.g., staff, individuals, stakeholders) to create a positive workplace culture.

LINX has met the expectations of these indicators.

### Examples of MEASURABLE OUTCOMES

- Staff receive training to educate and support individuals in recognizing the qualities of healthy relationships, including mutual respect, trust, and boundaries.
- Staff receive ongoing training and education to further their understanding of healthy relationships and enhance their ability to support individuals in developing safe and positive connections.
- All staff and subcontractor take Mandt which focuses on recognizing the qualities of healthy relationships, such as mutual respect, trust, and consent, as well as identifying signs of coercion, abuse, or violence. This includes education on both in-person and online interactions, ensuring staff are equipped to address risks in all social settings.
- Staff have access to training through Open Futures Learning regarding relationship and strategies for supporting individuals in relationship, both in person and on-line.
- Staff are trained to discuss the risks and benefits of relationships, supporting them to make informed choices about their connections.
- Individuals receive support to host social gatherings, pursue intimate relationships, and connect with others. Staff provide guidance and strategies to help individuals manage safety and boundaries in these interactions

- Day Program Classes offered to individuals include:
  - Fake News – teaches individuals about scams, and how to protect themselves online
  - Social Skills – teaches individuals about how to engage with others in social settings, includes discussions about dating, friendships, work relationships, consent, job etiquette, problem solving and more.
  - Emotional Well Being – teaches individuals about how to develop emotional regulation skills, anger management and how to care for themselves emotionally.
  - Loving Me – course about self-love and taking care of yourself, includes topics such as mental health and what it is, self-esteem and self-love.
  - Be Cool – teaches about ‘give and take’ rather than making demands, using intimidation, making threats or use of insolence.
  - Conflict Resolution
- PeopleSmart – teaches about the difference between a friendship and just being friendly, establishing appropriate boundaries.
- Policy HR-003A, Respect in the Workplace is in place and states:
  - Every employee and sub-contractor are entitled to a respectful workplace.
  - Staff sign off on the policy annually, and the sign off document includes the statement: “The Respect in the Workplace Policy states that as an employee and subcontractor of LINX, I have an obligation and I am committed to promoting and maintaining a positive and safe work environment where LINX employees and subcontractors, clients, and third-party stakeholders are free from workplace harassment, sexual harassment, workplace violence, bully and cyberbullying.”
  - This policy promotes safe and healthy relationships and respectful communications to promote a positive workplace culture.

## **Comments or Examples from**

### **INDIVIDUALS**

- Individuals say their relationships are safe and that they understand abuse, coercion, manipulation, etc.
- Individuals say they have taken the Healthy Relationships course with staff and understand what they should do if they feel a relationship is unsafe or someone is trying to take advantage of them.
- Individuals who go online say they understand how to be safe and would not share personal or financial information online.
- Individuals say they would speak to staff, family, management at LINX or the police if they felt they were being or had been abused.

## STAFF

- Staff have completed mandatory training, as well as additional training through Open Futures Learning.
- Staff say they have access to their team leader, the Program Operations Manual, or Executive Director if they have questions or are unsure of a situation.
- Staff say they would always 'err on the side of caution' and report anything that seemed abusive.
- Staff say the culture at LINX has changed in the past couple of years, and that it is positive, respectful and they feel 'heard' and appreciated.
- Staff say they are trained to observe and report any changes in the individuals they work with.
- Staff also monitor relationships during classes and activities and will intervene if a relationship appears to be unhealthy (i.e. bullying, etc.).

## MANAGEMENT / OWNER / OPERATOR

- All team leaders and managers have an open-door policy where individuals and/or staff can come and discuss any concerns with them at any time.

<b>P</b>	4.2.CH.1	Staff develop strategies for working with children and youth and their parents and/or guardians to support the children and youth to identify and share their feelings about their relationships, their personal concerns, and/or their successes.
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LINX has met the expectations of these indicators.

**Examples of MEASURABLE OUTCOMES**

- Staff work closely with children and their supports to foster open communication and support the development of healthy relationships.
- Staff are trained in strategies that encourage children to express their feelings about their relationships, personal concerns, and successes in a safe and supportive environment. This includes using age-appropriate language, active listening, and tools such as visual aids or journaling
- Staff engage families through regular communication and meetings to ensure they are informed and involved in supporting their child’s social and emotional development.

**Comments or Examples from**

**CHILDREN OR YOUTH / SUPPORT NETWORKS**

- Children are encouraged to voice any concerns about their relationships. They regularly discuss how things are going with their family and staff. Additionally, staff focus on helping children build skills during activities, such as boosting their confidence by having them order at a restaurant independently.
- Individuals are aware that they can ‘decline’ to interact if they are frustrated or upset and can ‘take a break’ by:
  - Pressing an imaginary pause button
  - Closing an imaginary door and telling staff to not enter their space

**CHILDREN OR YOUTH STAFF**

- Staff say they are continuously monitoring how the individual is appearing to ‘feel’. If they notice signs of frustration or other negative feelings, they will ask the child ‘what is going on’ and give them time to answer.
- Staff say they celebrate individual’s successes by discussing what went well, how they are achieving their goals, and asking them how they are feeling about their accomplishments.

**MANAGEMENT / OWNER / OPERATOR**

- LINX ensures consistent staffing in the Youth Program, with staff who know the individuals well. Staff are encouraged to explore how individuals are feeling, what they want to do, and address any concerns.

# STANDARD 5: HEALTH AND SAFETY

MET

## 5.1: Planning and Engagement in Physical, Emotional, and Mental Health

CONFIRMED

A review of the Self-Study Guide verified that related documentation and/or policy is present and was submitted

- Yes

### Level 1 Indicators

[Return to L1 Summary Table](#)

P	5.1.L1.1	Individuals actively participate in their physical, emotional, and mental health. They attend appointments and follow-ups; they self-administer medication, where appropriate; and they make healthy lifestyle choices and decisions that impact their overall health.
P	5.1.L1.2	The service provider fully supports individuals to be engaged in, actively plan for, and manage their own physical, emotional, and mental health.

LINX has met the expectations of these indicators.

### Examples of MEASURABLE OUTCOMES

- Staff support individuals in scheduling and attending medical appointments and follow ups.
- Staff facilitate connections with healthcare professionals to ensure individuals have the information to make informed decisions regarding their well-being and encouraging healthy lifestyle choices.
- LINX provides ongoing assessments to ensure individuals who self-administer their medications do so safely and effectively.
- This is documented on ShareVision, under Assessment for Client Self-Administration of Medications.
- Individuals are encouraged and supported to set personal goals and priorities that support their overall well-being.
- Day Program Classes include a variety of classes that promote physical and mental health.
  - Emotional Well-Being
  - Mental Health
  - Food Safety and Nutrition
  - Healthy Habits
  - Trauma-Informed Yoga
  - Loving Me
- SIL program hosts a Cooking Club where individuals collaborate to make healthy meal choices based on their preferences.

## Comments or Examples from

### INDIVIDUALS

- Most individuals attend medical appointments with family or support home providers.
- If individuals are experiencing a health concern, they are encouraged to contact their family to arrange and attend appointments.
- Individuals say that LINX helps them to learn about being healthy through classes such as Cooking, and activities such as dance, going to the gym etc.
- Individuals who take medication on their own have an assessment completed annually and this is recorded on ShareVision.
- Individuals or guardians/family keep LINX informed of any health issues the individual may be experiencing.

### STAFF

- Staff have access to information regarding the individuals' health through ShareVision, communication with family, and through discussions with the individual.
- Staff encourage individuals to think about, and plan for physical and mental well-being during the annual planning meetings.

### MANAGEMENT / OWNER / OPERATOR

- Staff have all received Medication Administration training and are all trained in CPR/First Aid, as well as have training specific to the individuals they work with such as:
  - Understanding OCD
  - Down Syndrome
  - Epilepsy
  - FASD Supporting Success
  - Growing Older
  - Dementia Strategies
  - ADHD Strategies.

## Complex Support Needs Indicators

[Return to CSND Summary Table](#)

<b>P</b>	5.1.CS.1	Staff demonstrate their knowledge of the interaction and complexity of mental and physical health and behaviours.
<b>P</b>	5.1.CS.2	Staff demonstrate the skills necessary to effectively address a medical emergency that requires additional supports owing to the individuals' complex needs.
<b>P</b>	5.1.CS.3	Staff demonstrate their knowledge of the medical interventions required to meet the complex needs of individuals, accessing complex needs supports.

LINX has met the expectations of these indicators.

### Examples of MEASURABLE OUTCOMES

- Mandt training and other professional development opportunities provide staff with the knowledge to recognize how physical health conditions, mental health challenges, and behavioural patterns are interconnected.
- Staff learn how to identify how physical health issues, such as chronic conditions, or medication side effects can influence behaviour and mental health (and vice versa).
- Staff are trained in First Aid/CPR to respond effectively to medical emergencies.
- Staff are also trained for individual's specific conditions such as epilepsy or mental health issues.
- Staff are familiar with individual medical histories which allows them to recognize health changes, provide necessary interventions, and seek additional support as needed.
- Staff collaborate with healthcare professionals to ensure that the individual's medical care is aligned with best practices and meets the unique needs of the individual.

### Comments or Examples from

#### STAFF

- Staff can describe the individual's physical and mental health needs and their behaviours.
- Staff are aware of triggers and behaviours that may precede an individual having a behaviour of concern.
- Staff are aware of how to access medical help for all individuals.
- Although no individuals are currently classified as requiring CSN, staff are aware of what interventions are available for individuals who have behaviours of concern.

## Respite Indicator

P	5.1.R.1	Respite staff demonstrate knowledge about the individuals' general health and physical needs through their training, acquired knowledge and exhibited skills.
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LINX has met the expectations of these indicators.

### Examples of MEASURABLE OUTCOMES

- When Respite is booked, the respite staff can review the individual's "Residential Care Plan on ShareVision.
- This outlines all the individuals' habits, routines, schedule, and any additional important health information.
- Respite staff and caregivers maintain communication regarding any unique, short-term health, or physical needs affecting the individual.
- Respite staff are trained with Med Assist, First Aid/CPR, Mandt, and APRP.
- Respite staff are aware they can call LINX Management for support at any time if they have questions or concerns.

### Comments or Examples from

#### STAFF

- Staff who provide respite are regular LINX staff with access to ShareVision and have the same training opportunities regarding the people they work with.

# STANDARD 5: HEALTH AND SAFETY CONTINUED

## 5.2: Physical and Psychological Safety

**CONFIRMED**

A review of the **Self-Study Guide** verified that related documentation and/or policy is present and was submitted

- Yes

### Level 1 Indicators

[Return to L1 Summary Table](#)

<b>P</b>	5.2.L1.1	The service provider has effective mechanisms in place to ensure that essential health information about individuals, including any precautions necessary and special training required, is shared with relevant staff.
<b>P</b>	5.2.L1.2	Staff demonstrate the knowledge and expertise to complete critical incidents and near-miss reports on time and with sufficient detail.
<b>P</b>	5.2.L1.3	The service provider uses the learnings and outcomes of critical incidents and near misses that involved individuals to evaluate and review services at the individual and program level.

LINX has met the expectations of these indicators.

### Examples of MEASURABLE OUTCOMES

- Staff are kept informed about the individuals they support and their needs through various communication methods including:
  - Staff Meetings
  - Communication Book
  - Microsoft Teams Chat
  - ShareVision (for announcements, forms, and other updates)
- Policy CS-012, Incident/Accident Reporting states that all staff and independent contractors are required to complete an incident report in the event of any incident that may impact the safety, well-being, or operations of LINX.
- Policy includes a list of the types of incidents to be reported:
  - Injury (staff, client, or others)
  - Abuse (for disclosures of abuse staff complete the Disclosure Report)
  - Acts of Aggression
  - Serious Illness
  - Poisoning
  - Self-Harm or Attempted Suicide
  - Emergency Restraint
  - Criminal Charges
  - Death (expected or unexpected)

- Near miss (potential for injury or damage that was avoided)
- Property Damage
- Runaway
- Accident
- Medication error or omission
- Other incidents
- Policy requires that incidents must be verbally reported immediately, and a written report must be completed and submitted within 24 hours. Incident reports include Critical, Near Miss, Medication, and Disclosures of Abuse.
- Policy requires that incidents be reviewed by management and follow up actions may include debrief, corrective measures, further investigation, or consultation with other team members as needed.
- Incidents are followed up at the Management level to review and evaluate services. Results of review/evaluation may include:
  - Modifying support strategies
  - Implementing hazard controls
  - Re-Training
  - Coaching/mentoring
- LINX follows the Three Part Debrief model (Mandt) for post-incident debriefing:
  - Part One: Immediate Debrief
  - Part Two: Assessment Debrief
  - Part Three: Long Term Debrief

### **Comments or Examples from**

#### **STAFF**

- Staff access Communication Books, ShareVision and have conversations with co-workers, family, and management to ensure they are aware of individuals health concerns.
- Staff who work with children say that parents may cancel shifts if the child is unwell, and that communication occurs before and after every schedule activity.
- Staff are aware of how and when to complete an incident report and know the process for notifying by phone the team leader/manager when any incident occurs.
  - ShareVision automatically notifies the management team when incident reports are completed.

#### **MANAGEMENT / OWNER / OPERATOR**

- All incident reports are followed up on, and debriefing is completed to determine 'what went well or what could be improved'.

# STANDARD 5: HEALTH AND SAFETY CONTINUED

## 5.3: Abuse Awareness and Prevention

**CONFIRMED**

A review of the **Self-Study Guide** verified that related documentation and/or policy is present and was submitted

- Yes

### Level 1 Indicators

[Return to L1 Summary Table](#)

<b>P</b>	5.3.L1.1	Individuals demonstrate awareness of what abuse is and say they feel supported to report their concerns to appropriate authorities or to their support networks (e.g., natural supports, support staff).
<b>P</b>	5.3.L1.2	Staff demonstrate: a. their knowledge about the types of abuse and the risk factors for individuals, b. their awareness of internal reporting requirements, and c. their knowledge about how to access supports for individuals.
<b>P</b>	5.3.L1.3	Staff demonstrate their knowledge of policies and procedures that describe how to make individuals aware of abuse and how to report any abuse, including abuse that may occur in person, online, and within or outside the service.

LINX has met the expectations of these indicators.

### Examples of MEASURABLE OUTCOMES

- PPC Guide
- PPC Brochure
- Disclosure Report
- All staff are trained in APRP and complete refresher training at least every three years.
- Individuals are provided information about APRP in a variety of ways including:
  - Charter of Client Rights reviews
  - In depth conversations during ISP meeting
  - Educational Classes
  - One on one support from staff
  - Guidance at their job sites.
- Information regarding the Protection for Persons in Care Act (PPCA) is also provided to individuals and their supports.

- Policy CS-006, Abuse of an Individual Accessing Services states that LINX is committed to ensuring the safety, dignity, and well-being of all individuals accessing support. Abuse in any form is a violation of a person’s rights and is strictly unacceptable. Any allegation of abuse will be addressed in accordance with established government protocols and/or legislation ensuring a fair and thorough investigation while protecting the rights of both individuals accessing support and employees.
- Policy states that LINX actively works to prevent abuse by:
  - Providing training and current information to employees.
  - Requiring all employees, subcontractors, and volunteers to complete APRP training within their first 90 days and every three years thereafter.
  - Providing Abuse Protocol information to all individuals and their supports.
  - Providing individuals and their supports with copies of the Charter of Client (Citizen) Rights.
  - Encouraging and assisting individuals to engage in their community and develop natural supports.
  - Provide education to individuals regarding personal safety and abuse, including how to prevent, recognize and respond to abuse (experienced or witnessed).
  - Ensuring any individual who experiences abuse receives the necessary supports.

### **Comments or Examples from INDIVIDUALS**

- Individuals are knowledgeable about abuse and can describe what they would do to report it.
- Individuals say they would report to their staff, the team leader, or any management member of LINX, as well as their parents, or the police.
- Individuals say they have not experienced abuse at LINX.
- Parents of children say that their child may ‘strike back’ if someone were to physically abuse them, but would also tell them what occurred, and they would follow up.
- Individuals say they have ‘taken a course’ about abuse, and how to report it, and that this is done at least every year, and abuse is discussed during other classes as well.

### **STAFF**

- Staff can describe what abuse is, and what the risk factors are for individuals.
- Staff can describe how to document abuse and how to report.
- Staff say they document any allegation of abuse including those that may be what the individual sees as abuse from family, which sometimes may be just ‘limits’ placed on the individual by their family.
- Staff say they take APRP training and that other training, such as Mandt, and PBS provide them with additional information for dealing with abuse.

### **MANAGEMENT / OWNER / OPERATOR**

- Evidence showed that all allegations of abuse during this survey cycle were investigated and followed up on. Reports were completed to the appropriate funding organization when needed.
- LINX ensures all staff are trained regarding abuse.

# STANDARD 5: HEALTH AND SAFETY CONTINUED

## 5.4: Risk Management

**CONFIRMED**

A review of the **Self-Study Guide** verified that related documentation and/or policy is present and was submitted

- Yes

### Level 1 Indicators

[Return to L1 Summary Table](#)

<b>P</b>	5.4.L1.1	The service provider has a harm reduction/risk management strategy to address the safety of individuals.
<b>P</b>	5.4.L1.2	The service provider has a process to review and incorporate learnings from risk management activities at the organizational, program, and personal levels.

LINX has met the expectations of these indicators.

### Examples of MEASURABLE OUTCOMES

- Policy HR-034 Risk Management describes the processes in place to ensure the safety of individuals and includes:
  - Staff Screening and Recruitment
  - Volunteer Screening and Risk Assessment
  - Staff Training Abuse Prevention:
    - APRP
    - Restrictive Procedures
    - Mandt training for de-escalation, crisis intervention, trauma informed services, and PBS
    - Annual review process and constant feedback
  - Risk Reduction Strategies:
    - Regular site inspections
    - Regular hazard assessments to identify and correct potential risks
    - Emergency preparedness including regular emergency response drills
    - Development and implementation of client-specific support strategies to minimize individual risks.
- LINX also integrates mental health awareness, addiction, and suicide intervention training into its approach. By balancing risk mitigation with individual autonomy, LINX fosters a safe, supportive, and responsive environment for all.
- Policy HR-034 emphasizes a proactive approach to risk management by guiding staff to ask, "What could go wrong, and what can we do to prevent it?"
- LINX has a structured process to review and integrate learning from risk management activities. This is completed by Management and the OHS Committee, and once the BSC is functioning, they will also review incidents that relate to risk/behaviours etc.

- Regular Incident reviews, debriefings and staff feedback sessions ensure that risks are identified, analyzed, and addressed.
- Trends from incident reports, medication errors and behavioural interventions are assessed to improve policies, training, and support strategies.
- Organizational reviews, are completed, including annual policy reviews, and staff performance assessments.

### **Comments or Examples from**

#### **INDIVIDUALS**

- Individuals say they feel safe when at LINX and during the services they receive.
- Individuals say that LINX ensures homes are 'inspected' on a regular basis and that individuals participate in fire drills, and other emergency drills.
- Individuals say if they see something 'unsafe' they would talk to staff or LINX management about it.

#### **STAFF**

- Staff are aware of the safety equipment that is available to them at LINX, as well as at the sites they access for activities (Art Foundry, Employment sites, Gym, etc.)
- Staff say they are 'on the lookout' for any safety concerns and address those with their team leader, for example, if a chair is not stable, flooring is loose, or water is on the floor.
- Staff participate in regular emergency drills such as fire and evacuation drills.
- Staff say their work areas/sites/homes are regularly inspected and any concerns are dealt with.
- Staff are aware of how to report any safety concerns as it relates to where individuals live and work.
- Staff are aware of the hazards related to their work, including any behavioural concerns that individuals may have.
- Staff have access on ShareVision to a Health and Safety section that includes information on a variety of subjects. This section does not appear to have up-to-date information in all areas. For example, the minutes of the OH&S committee are not current on ShareVision, although it is available in hardcopy.

#### **MANAGEMENT / OWNER / OPERATOR**

- Home visits include inspections by the team leader/manager, and any deficiency is addressed.
- Critical incidents, medical incidents, and staff incidents are reported on ShareVision and followed up on by the team leader or manager.

# STANDARD 6: HUMAN RESOURCES

MET

## 6.1: HR Strategy

CONFIRMED

A review of the **Self-Study Guide** verified that related documentation and/or policy is present and was submitted

- Yes

### Level 1 Indicators

[Return to L1 Summary Table](#)

P	6.1.L1.1	The organization has a detailed HR strategy that: a. reflects leading practice, b. supports recruitment and retention activities, c. develops staffing levels appropriate for the services delivered and staffing models based on the services delivered (e.g., residential, community access, employment), d. demonstrates intentional succession planning, e. demonstrates annual evaluation and performance reviews, and f. uses internal and external stakeholder feedback on service delivery to influence strategic planning, staff development and HR processes.
P	6.1.L1.2	The organization has formal processes for gathering feedback on: a. job satisfaction, b. service delivery, c. HR policy and procedures development and implementation, d. management, and e. leadership skills development  The purpose of feedback is to focus on the organization's areas of excellence and areas for improvement.

LINX has met the expectations of these indicators.

### Examples of MEASURABLE OUTCOMES

- In early 2023, LINX contracted an HR Consultant to enhance its Human Resource (HR) Policies. This initiative led to the updating of all HR Policies, Job Descriptions, and Performance Management Processes.
- LINX has not yet developed a formal HR strategy, the updates to policies and processes have contributed to employee recruitment, retention, and succession planning.
  - LINX currently has an 11% turnover rate, which is down from approximately 50% in 2022.
  - In the past 8 months, three staff have left LINX for various reasons, two to pursue education opportunities related to Human Services.

- Staffing levels and staffing models are aligned with the services provided.
- Ongoing feedback from internal and external stakeholders helps refine HR processes, staff development initiatives, and strategic planning. LINX is transitioning to the Payworks HR Module to enhance efficiency, ensure consistency, and improve record-keeping, moving away from traditional paper documentation. The transition is expected to be completed by June 2025.
- Processes in place to gather staff feedback include:
  - Suggestion Box
  - Staff Surveys
  - Open-Door Policy
  - LINX staff consult regularly with employers, and other service providers they are involved in to gather feedback.

### Comments or Examples from

#### STAFF

- LINX staff who were involved with the survey report that they “love” working at LINX.
- Some staff left LINX approximately three years ago and have since returned because of the changes to the culture, they say they feel valued, respected, and heard.
- Staff say they hear ‘you are doing a great job’ on a regular basis from their supervisor as well as from management at LINX.
- Staff say they know they can talk to anyone in management if they have concerns, or if they have ideas about something for LINX to consider.
- Staff say they complete a Staff Surveys which provides them with an opportunity to respond to statements such as:
  - I feel like I belong at LINX
  - When I speak up at work, my opinion is valued.
- LINX application indicates they have 32 employees, and of those, 25 completed the Staff survey in 2024.
- Staff say team leaders and managers often provide them with guidance and coaching if they see a need. Staff say this makes sure they improve their skills on the go, rather than waiting for a performance evaluation.

#### MANAGEMENT / OWNER / OPERATOR

- LINX has made changes to the HR Policies and the way that HR and management interacts with staff. These improvements came through guidance of the HR consultant, and the change in management.

### Commendation

- **QM 6.1:** LINX is commended for the changes they have made to the overall culture of LINX. Staff, individuals, and families all speak of the level of support they receive from the Leadership Team, and how they enjoy coming to work/programs.

## Level 2 Indicators

[Return to L2 Summary Table](#)

P	6.1.L2.1	The organization promotes employee health, safety, and wellbeing by evaluating the effectiveness of the health benefits plan and by implementing evidence-based changes, as required.
P	6.1.L2.2	The organization demonstrates a knowledge of its own policies and procedures around bullying and harassment in the workplace, and whistleblowers.
P	6.1.L2.3	The organization has clear and demonstratable criteria and processes for managing corrective action, disciplinary procedures, and the termination of employment.
P	6.1.L2.4	The organization demonstrates its use of exit interviews to evaluate HR processes and policies including recruitment and retention, employee engagement, and performance management.
P	6.1.L2.5	The organization demonstrates actions and activities to positively influence workplace diversity.
P	6.1.L2.6	The organization regularly conducts salary surveys, internally and externally, to maintain an equitable and fair wage and benefits structure.
P	6.1.L2.7	The organization's HR plan includes: a. incentives (monetary and non-monetary), b. benefits, and c. employee programs that i. recognize the value of employee contributions, and ii. promote an effective, well-balanced workplace.

LINX has met the expectations of these indicators.

### Examples of MEASURABLE OUTCOMES

- LINX reviews its Health Benefits Package/plan and makes changes. Most recent changes in 2023 include:
  - LINX covers 50% of health benefit premiums
  - \$500 annual Flex Spending Account was introduced
  - Paramedical coverages were increased to \$500 per year (from \$300)
  - Mental Health support was enhanced with on-demand access to immediate and confidential mental health supports for staff.
- Policy HR-003A, Respect in the Workplace addresses providing a safe, respectful, and inclusive workplace environment.
  - Includes that acts of harassment or violence will not be tolerated, and disciplinary actions up to and including termination of employment may be imposed.
  - Includes statement regarding retaliation against the discloser.

- Policy HR-003B, Respect in the Workplace Procedure describes the procedures in place to report and investigate any occurrences of harassment or violence.
  - Includes section regarding “False Accusations” and states that if a complaint is submitted in good faith, even if it cannot be proven, the complainant will not face any adverse employment action, however if the complainant submits a ‘bad faith complaint’ this would be subject to disciplinary action, including the possibility of termination.
- Policy HR-006 A, Whistleblower Reporting, and Investigation Policy and HR-006B (Procedure) provides protection for people (employees, individuals, third-party stakeholders, volunteers) who raise concerns.
  - Assurance against Retaliation
  - Includes a section regarding False and Vexatious Disclosures
  - Both sections include that disciplinary action may be taken, up to and including termination of employment.
- As a result of the HR overhaul in 2023, LINX created and implemented:
  - Policy HR-025A, Performance Improvement Policy and HR-025B, Performance Improvement Procedure to support and encourage employees to become successful in their roles and career at LINX.
    - Includes a four step Performance Improvement Process of:
      - Coaching
      - Verbal Warning
      - Written Warning (including development of a Performance Improvement Plan)
      - Termination
  - Policy HR-010A, Resignation and Termination Policy, and HR-010B, Resignation and Termination Procedure.
    - These documents describe the timelines and processes in place for an employee to resign from LINX employment.
    - These documents describe the procedures in place for termination of an employee.
  - LINX also developed an Exit Interview template which provides standardized questions which provides exiting employees the opportunity to provide feedback about their experience at LINX.
- Policy HR-001, Diversity, Equity, Inclusion and Accessibility describes LINX commitment to diversity and states that LINX will provide an inclusive environment, supports diversity of thought and perspectives.
  - Includes statement “All individuals are responsible for creating a culture that embraces, respects, accepts and values differences.”
- Annual salary reviews are conducted, and involves analyzing market survey data from recruiting agencies, and nonprofit organizations to assess wage trends for similar positions.

- Incentives, benefits and employee programs designed to support staff well-being and recognize their contributions include:
  - Monetary incentives:
    - RRSP contribution matching
  - Health and Dental Benefits Plan
- Non-Monetary incentives:
  - Recognition programs to acknowledge employee achievements and contribution
  - Wellness Days to allow staff to take paid time off for sick and personal reasons
  - LINX follows Alberta Employment Standards to ensure job protection for staff requiring a leave of absence.
- Policy HR-022A, Professional Development Training Policy provides guidelines and procedures for staff to continue their education and obtain new skills and knowledge.

### **Comments or Examples from**

#### **STAFF**

- Staff report they get benefits and appreciate those.
- Staff say there was a time when ‘things were not good’ at LINX, but that the changes that have taken place since 2023 have improved things.
- Staff say they feel supported and valued at LINX.
- Staff are aware of the Respect in the Workplace Policy (Policy HR-003A) and have signed the policy acknowledgement to indicate they agree to abide by it.

#### **MANAGEMENT / OWNER / OPERATOR**

- LINX is meeting with the benefits provider to determine if they can increase the Flex Account, and to determine if there are other benefits they can access for staff.

LINX believes that the changes to the Health Benefits demonstrates to employees their commitment to health and wellness of staff.

## Respite Indicator

P	6.1.R.1	Respite employees have submitted the appropriate background checks prior to providing services. Background checks include a Criminal Record Check, a Vulnerable Sector Search, and an Intervention Record Check.
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LINX has met the expectations of these indicators.

### Examples of MEASURABLE OUTCOMES

- Respite employees complete the same background check requirements as all LINX staff and includes:
  - Criminal Record Check with Vulnerable Sector
  - Intervention Record Check
  - Driver's Abstract
  - References.

### Comments or Examples from

#### STAFF

- Staff who provide respite are regularly employed LINX staff and complete all the same documentation and provision of information on a regular basis as all other staff.

#### MANAGEMENT / OWNER / OPERATOR

- LINX employs staff who provide respite go through the same hiring and verification process as all employees including the Criminal Record/Vulnerable Sector reports.

# STANDARD 6: HUMAN RESOURCES CONTINUED

## 6.2: Staff Training

CONFIRMED

A review of the **Self-Study Guide** verified that related documentation and/or policy is present and was submitted

- Yes

### Level 1 Indicators

[Return to L1 Summary Table](#)

P	6.2.L1.1	The organization has, or has access to, a planned industry standard staff training program that reflects leading practice and is purposeful to service delivery objectives.  The training program supports program and service delivery objectives and ongoing development that enables excellence and may include, but is not limited to: <ul style="list-style-type: none"><li>a. employee onboarding,</li><li>b. mandatory training requirements (e.g., medication administration, confidentiality, the <i>Abuse Prevention and Response Protocol</i>, behaviour support plans, incident reporting), and</li><li>c. ongoing skills proficiency and planning to support personal and career development.</li></ul>
P	6.2.L1.2	The organization has a system to track mandatory training requirements and performance issues.
P	6.2.L1.3	Staff are supported to meet their training requirements, and they have engaged in, or have access to, the necessary training to meet the needs of individuals and to support their own personal and career development.
P	6.2.L1.4	Staff have training in and access to the necessary tools and resources to fulfill their duties.

LINX has met the expectations of these indicators.

Staff training and development includes the requirements for **Service Tier II**

### Examples of MEASURABLE OUTCOMES

- Orientation Checklist indicates that onboarding of new staff includes the completion of documents and submission of required information such as CRC, Diver's Abstract etc.
- Training for LINX staff to be completed within 90 days of start date includes:
  - Basic First Aid
  - FOIP
  - Mandt
  - APRP/Restrictive Procedures
  - Medication Administration
  - Food Safety

- Additional documentation for Support Home Providers and Respite includes:
  - Capital Health Inspection (must be completed before hire)
  - Fire Inspection
  - Copy of Home Insurance
  - Contract Agreement
- Mandatory Training includes:
  - Mandt (NVCII)
  - Trauma Informed Services
  - PBS
  - First Aid/CPR
  - FOIP
  - APRP
  - Restrictive Procedures
- Additional Training for all front-line staff includes:
  - ASIST (Suicide Intervention)
  - Mental Health First Aid (MHFA)
  - Medication Administration
  - Universal Precautions
  - AHS Food Safety
  - Trauma Informed Practice
  - Understanding OCD
  - Borderline Personality Disorder
  - Navigating Difficult Client Relationships
  - Front Line Skills for Social Services
  - ADHD Strategies for Supporting
  - FASD Strategies for Supporting
  - De-escalating Potentially Violent Situations
  - Understanding Narcissistic Personality Disorder, Insights and Strategies
  - Building Psychological Safety in the Workplace
  - Trauma Informed Care
  - Intergenerational Wisdom
  - Epilepsy training
- LINX has collaborated with local partners to offer specialized training including:
  - Cardiac Crash
  - Epilepsy/Seizure Training
  - Cyber Security
- Mandatory training is tracked in ShareVision, with training documentation reviewed quarterly to ensure compliance.

- Staff are regularly provided with a list of training that requires updating or is nearing expiry .
- Performance history is documented and maintained in personnel files (Program Operations Manager).
- Staff are encouraged and supported to request further training opportunities.
- Staff set performance and professional development goals at their annual performance evaluation.
- Staff have access to Open Future Learning to enhance their skills.
  - Active Support
  - Boundaries
  - Challenging Behaviour
  - Diversity
  - Do the WRITE thing
  - Down Syndrome
  - Epilepsy
  - FASD Supporting Success
  - Growing Older
  - Communication Without Words
  - Dementia Strategies
  - Dementia Explained
  - Employment
  - Abuse Prevention
  - Me and Mine
  - Mindfulness, Self-Awareness, and Self-Care
  - About Risk
  - Jumping into the Chaos of Things
  - Introduction to your Role

## **Comments or Examples from**

### **STAFF**

- Staff describe their training as ‘comprehensive’ and thorough.
- Staff say they are paid to attend training and are notified when something is due to be renewed.
- Staff say they are scheduled to attend that training and coverage, if needed, is arranged by LINX.
- Staff say they have the option to request additional training if they find a course or workshop that could benefit them and/or their work.
- Staff say they can access the Policy and Procedure Manual on ShareVision, and they can get additional support or information from their team leader, On-Call, or LINX managers.
- Staff say they appreciate the Open Futures training sessions they can take.
- All staff expressed appreciation for the training they receive, the way it is delivered, and the fact that LINX is supportive of ‘continuing education’ for front line staff.

### **MANAGEMENT / OWNER / OPERATOR**

- LINX Management says they believe that training and learning is a continuous activity for staff.
- LINX ensures staff are booked for any required training, and staff are paid their regular wage to attend training.
- Training is tracked by the leadership team and supervisors ensure that all staff have the required training.
- Employee files included copies of training certificates for mandatory training, and additional training is also recorded and tracked.
  - If staff take an Open Futures course, it is their responsibility to notify LINX by printing the certificate and providing it to their supervisor.

### **Other Comments or Observations**

- LINX is in the process of transitioning to Payworks for all HR functions, including tracking mandatory training and performance. This migration will enable seamless integration of HR data, streamline onboarding and orientation processes, while consolidating employee information into a centralized Payworks HR hub. ShareVision will continue to be dedicated specifically to client data, ensuring a more efficient and organized system for both staff and client management moving forward.

## Level 2 Indicators

[Return to L2 Summary Table](#)

<b>P</b>	6.2.L2.1	The organization demonstrates that mandatory and supplemental training positively impacts service delivery and results in better service delivery to individuals.
<b>P</b>	6.2.L2.2	The organization demonstrates coaching and mentorship programs to support and encourage ongoing staff development and professional growth.

LINX has met the expectations of these indicators.

### Examples of MEASURABLE OUTCOMES

- Mandatory and supplemental training positively impacts service delivery by ensuring staff feel empowered and confident in applying what they have learned. For example:
  - Staff trained in MHFA and/or ASIST report feeling more confident in managing sensitive situations, leading to better outcomes for individuals.
  - LINX tracks staff performance through regular evaluations, observing improvements in key areas such as communication, crisis management, and individualized care.
- Coaching and mentorship programs are in place to support staff development and professional growth.
  - Team Lead roles have been introduced and provide leadership opportunities for staff, allowing them to guide and mentor their peers while fostering an environment of continuous learning.
  - Open door policy ensures staff have direct access to leadership for support, guidance, and feedback.
  - LINX has increased the frequency of team meetings and debriefs to provide staff with opportunities to learn and share best practices.
  - Shadow opportunities during onboarding allow staff to learn from more experienced colleagues.

### Comments or Examples from

#### STAFF

- Staff report they participate in a twice weekly “Debrief” that is led by staff and includes only staff.
  - Staff meet Tuesday and Thursday in the lunchroom at the end of the day. There is a ‘whiteboard’ in the room for staff to write what they would like to talk about or if they have any specific concerns. If there are concerns that need to be addressed by Management, the issues can be brought forward to be followed up on.
    - Although it was a Wednesday, surveyors observed the staff at the end of the day in the lunchroom discussing their overall day and any concerns they had.
    - Staff say that sometimes they will stay later than 4:30 p.m. to make sure they are not taking ‘work issues’ home with them.

## MANAGEMENT / OWNER / OPERATOR

- LINX Leadership is committed to using Coaching and Mentoring to guide performance of staff, utilizing Performance Improvement Plans to address sub-standard performance or misconduct.
- LINX has increased the frequency of team meetings and debriefs to provide staff with opportunities to discuss challenges and share best practices.

Shadowing opportunities are provided to new staff during the orientation process to allow staff to learn from experienced colleagues.

# STANDARD 6: HUMAN RESOURCES CONTINUED

## 6.3: Behaviour Management Skills and Procedures

**CONFIRMED**

A review of the Self-Study Guide verified that related documentation and/or policy is present and was submitted

- Yes

### Level 1 Indicators

[Return to L1 Summary Table](#)

<b>P</b>	6.3.L1.1	The organization ensures that staff have the appropriate training and demonstrate the skills necessary to effectively assess and address risk behaviour.
<b>P</b>	6.3.L1.2	The organization increases positive outcomes for individuals by engaging in regular reviews of: a. reported incidents, b. near misses for individuals, c. the use of planned positive procedures or restrictive procedures, and d. unanticipated situations and/or behaviours of concern  From these reviews, it can evaluate a. staff's skills and abilities, b. individuals' unidentified needs, c. program delivery development, and d. policies and procedures.

LINX has met the expectations of these indicators.

### Examples of MEASURABLE OUTCOMES

- Training provides staff with the skills to assess and address risk behaviours while maintaining a safe and supportive environment. This training includes:
  - Mandt (Non-Violent Crisis Intervention)
  - Trauma Informed Services
  - PBIS
- Ongoing performance evaluations, feedback from supervisors, staff team meetings and team debriefings reinforce staff ability to apply these skills.
- Staff receive one-on-one support when conflicts arise regarding client care, ensuring the strategies they are using are consistent with Mandt and PBIS.
- LINX leadership regularly reviews all incident reports, and unanticipated situations or behaviours of concern as they are documented.
- Following this review individualized debriefing and constructive feedback are provided to staff involved to ensure they have the supported needed to improve their approach if needed.
- Currently LINX does not have any Restrictive Procedures in place.

## **Comments or Examples from**

### **STAFF**

- Staff say they report any incidents, including any behavioural challenges they encounter at work.
- Staff say the Team Leader, or a member of the Leadership team at LINX follows up with them to ensure positive outcomes for individuals.
- Staff say that although no individuals have any BSPs in place their training in Mandt, PBS, APRP, Trauma Informed Services/Trauma Informed Care, and Challenging Behaviour ensures they can respond to situations/behaviours of concern appropriately.

### **MANAGEMENT / OWNER / OPERATOR**

- LINX reviews all reported incidents and near misses and follows up.
- LINX is currently in the process of developing increased support, including a Behaviour Support Committee, for working with individuals who have potential need for a PPP/PRP.
- LINX says that although they have no individuals who are 'classified' as CSN by PDD, they have several individuals who have significant behaviours of concern.
- LINX has started to complete the required Behavioural Assessments and will be completing Risk and Functional Assessments with the individuals who require it.

### **Other Comments or Observations**

- LINX staff consistently demonstrate the use of positive approaches (redirection, gentle voice interactions) with individuals who demonstrate anxiety, aggression, or agitation.

# STANDARD 6: HUMAN RESOURCES CONTINUED

## 6.4: Occupational Health and Safety (OHS)

**CONFIRMED**

A review of the **Self-Study Guide** verified that related documentation and/or policy is present and was submitted

- Yes

### Level 1 Indicators

[Return to L1 Summary Table](#)

<b>P</b>	6.4.L1.1	The organization has a comprehensive OHS strategy to support its employees' safety and to reduce risks that could result in injury.
<b>P</b>	6.4.L1.2	Employees demonstrate an understanding of the organization's OHS policies and procedures.

LINX has met the expectations of these indicators.

### Examples of MEASURABLE OUTCOMES

- Policy OHS-001, General Responsibilities OHS, defines LINX commitment to providing and maintaining safe and healthy environments for employees, contractors, clients, and visitors.
  - Defines responsibilities for Management, Joint Occupational Health and Safety Committee (JOHSC), Employees, and Contractors.
- Policies in place to support employees' safety include:
  - OHS-002, Organizational Policy includes the three Rights of employees with regards to OHS i.e., the Right to Know, the Right to Participate, and the Right to Refuse dangerous work.
  - OHS-003A, Working Alone Policy which provides guidelines to ensure staff safety when they are working alone.
  - OHS-004A, Communicating Newly Identified Hazards Policy which requires that any hazards identified by employees, contractors or others are reported and controls are put in place.
  - OHS-005A, Workplace Inspection which includes the requirement for informal (daily) inspections, and formal inspections.
- LINX is currently working with an OHS Professional who specializes in unique situations to improve practices within Respite and Individual Client Homes.
- OHS Committee meets monthly to review incidents, near misses, and safety concerns and ensures that necessary actions and recommendations are made to continuously improve workplace safety.
- OHS bulletin board is in the staff computer room and features key resources and documentation.
- OHS policies and procedures are available in the staff room or through ShareVision.
- OHS Committee members are posted throughout the building.

## **Comments or Examples from**

### **STAFF**

- Staff are aware of their safety requirements such as ‘their rights as an employee, their responsibility to work safely, and other requirements.
- Staff are aware of the risks associated with their jobs such as being alone in the community and tasks related to their role (driving, cooking, etc.).
- Staff are aware of the OHS bulletin board in the staff computer room, as well as the OHS section on ShareVision.
- Staff are aware that OHS Committee Members and “First Aiders” signage is posted throughout the building, so they know who to contact with questions, concerns, injuries etc.

### **MANAGEMENT / OWNER / OPERATOR**

- OHS policies were reviewed and updated in collaboration with the HR Consultant (who also acts at the OHS Specialist).
- Staff are required to review and acknowledge the OHS policies indicating their understanding and commitment.
- OHS Committee meets monthly to review incidents, near miss reports, and safety concerns.

# STANDARD 7: GOVERNANCE AND ADMINISTRATION

MET

## 7.1: Organizational Risk Management

CONFIRMED

A review of the Self-Study Guide verified that related documentation and/or policy is present and was submitted

- Yes

### Level 1 Indicators

[Return to L1 Summary Table](#)

P	7.1.L1.1	The organization has the capacity to enact a risk management strategy plan, or business continuity plan, to mitigate risks from internal and external threats with the least disruption to the services being delivered.  Areas that benefit from a plan include, but are not limited to: <ul style="list-style-type: none"><li>a. property (e.g., from natural or man-made disasters),</li><li>b. goodwill,</li><li>c. funding model, and</li><li>d. succession planning.</li></ul>
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LINX has met the expectations of these indicators.

### Examples of MEASURABLE OUTCOMES

- LINX Business Continuity Plan (BCP) is in place to outline procedures for maintaining operations during emergencies or unexpected disruptions to programming and services.
- BCP would be used in conjunction with the Emergency Management Plan from the City of Leduc.
- Plan identifies:
  - Critical Programs/Services
  - Risk Assessment, including potential risks and risk mitigation strategies
- Emergency Response Plan:
  - Communication Plan
  - Evacuation Procedures
  - Operational Recovery Strategies
  - Resource Management
  - Training and Awareness
  - Plan Maintenance and Review

**Comments or Examples from**  
MANAGEMENT / OWNER / OPERATOR

- Insurance coverage is in place.
- LINX maintains a reserve fund capable of supporting operations in the event of funding disruptions.
- LINX is currently developing a formal succession plan and is prioritizing 'cross-training' and internal leadership development to strengthen long-term organizational resilience.

P	7.1.L2.1	The organization demonstrates consistent, effective, and efficient media and public relations.
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LINX has met the expectations of these indicators.

**Examples of MEASURABLE OUTCOMES**

- Board Handbook and Policies, Section G. Board Communications states that the Executive Director is the “primary face and voice” of LINX, and the ED is responsible to:
  - Ensure maintenance of a proper profile of LINX in the community at large
  - Effectively liaising with LINX clients, key stakeholder groups and the media
  - Maintain LINX’s position of influence in the community it serves.
- Section G. 2 of Board Handbook, Communications with the Media indicates that the ED or the Chairperson (or their designate) is the only person authorized to speak for the Board and LINX.
- LINX Facebook page is managed by the Office Administrator, information on the page includes the Newsletter which includes important dates (AGM for example), Employer of the Month, Staff of the Month, and Client of the Month. (Consents are in place for the use of their photo and information).

**Comments or Examples from**

**MANAGEMENT / OWNER / OPERATOR**

- In the event a media release is required; the Executive Director would consult with the Board to draft a comment or response.
- Newsletter that is available and published on Facebook includes contact information for the Management team, as well as information of interest to individuals, families, staff, and members of the Facebook page.

# STANDARD 7: GOVERNANCE AND ADMINISTRATION CONTINUED

## 7.2: Organizational Planning

**CONFIRMED**

A review of the Self-Study Guide verified that related documentation and/or policy is present and was submitted

- Yes

### Level 1 Indicators

[Return to L1 Summary Table](#)

<b>P</b>	7.2.L1.1	The organization has a governance model that effectively enables clear decision making, program and management evaluation, and financial management.
<b>P</b>	7.2.L1.2	<p>If there is a Board of Directors, there are policies or bylaws regarding Board:</p> <ul style="list-style-type: none"> <li>a. structure,</li> <li>b. performance,</li> <li>c. recruitment and retention terms,</li> <li>d. compensation,</li> <li>e. development, and</li> <li>f. the relationship between the Board and executive management.</li> </ul> <p>These policies support organizational/strategic plans, strategies, decisions, and actions being delegated to the appropriate resources with the means to:</p> <ul style="list-style-type: none"> <li>a. increase the capacity of the service provider,</li> <li>b. increase organizational capacity, and</li> <li>c. manage organizational risks.</li> </ul>
<b>P</b>	7.2.L1.3	The organization has a business plan that is aligned with its strategic plan to support effective and efficient service delivery.

LINX has met the expectations of these indicators.

## Examples of MEASURABLE OUTCOMES

- The Board of Directors is a Governance board responsible for decision making, program evaluation, and effective financial management.
- Over the past three years, the Board has initiated changes, which include:
  - Targeted training for the Board (“Bridging the Gap between Boards and Administration”)
  - Strategic recruitment
  - Redevelopment of the Board Handbook and Bylaws.
- LINX Board of Directors Policy Manual describe the structure of the Board.
- The Board of Directors shall consist of no fewer than five and no more than twelve members. Currently, the Board includes seven directors.
  - Preference that two Directors are parents and/or guardians of clients receiving service.
- LINX Board of Directors Policy Manual includes Criteria for Nomination and Election Policy.
- LINX Board of Directors Policy Manual describes the Nominations and Election policy for Board Members to be elected to the Board of Directors.
- LINX Board of Directors Policy Manual describes the Orientation and Expectations of new Board members.
- Board members may serve two 3-year terms for a maximum of 6 years.
- LINX Board of Directors Policy Manual clearly defines the relationship between the Executive Director and the Board.
- Business Plan is in place but due to changes within the organization, they have not developed an updated Strategic Plan.

## Comments or Examples from

### MANAGEMENT / OWNER / OPERATOR

- LINX is continuing to follow the previous Strategic Plan, but that is on the agenda to be completed in September 2025.
- Board is made up of seven engaged members, previously the Board had only two members.
- The Board guides and provides direction and oversight for programs and financial evaluations.
- The Board receives a monthly Report from Client’s that advises them of progress and activities, as well as raises concerns noted by individuals (such as uncomfortable chairs, need for a new fridge).

## Commendation

- **QM 7.2:** Recent changes in governance and leadership have fostered a cultural shift. Former LINX staff have returned, and individuals and their families now feel valued and supported.

## Level 2 Indicators

[Return to L2 Summary Table](#)

<b>P</b>	7.2.L2.1	The owner/operator/Board of Directors measure the organization's efficiency and effectiveness and uses the results from the evaluation to support continuous improvement.
<b>P</b>	7.2.L2.2	The organization demonstrates the use of the mission, vision, and value statements to guide organizational decisions.
<b>P</b>	7.2.L2.3	The organization's purpose and values guide the development of the strategic plan.

LINX has met the expectations of these indicators.

### Examples of MEASURABLE OUTCOMES

- The Board of Directors regular monitors LINX efficiency and effectiveness through various mechanisms including:
  - Monthly Client Report –each month, individuals get together to develop a report to the Board that includes successes, as well as concerns. Examples of things included in the reports are:
    - Individuals advising the Board about their successes with employment or Business Ventures
    - Individuals sharing concerns such as regarding uncomfortable chairs in the lunchroom
    - Individuals asking questions about what the Board does and asking for a Board Member to come talk to them during their Connections Class.
  - Satisfaction Surveys to clients, staff, and families
  - Sending out invitations to staff requesting feedback.
- LINX Mission, Vision, and Values:
  - Vision: Adults and children with developmental disabilities have opportunities to experience life to their fullest potential. They experience inclusion in taking an active and valued role in society and the opportunity to reside in a community of their choosing.
  - Mission: Through connections to the community, LINX strives to enhance the quality of life for individuals with developmental disabilities through education, employment, residential, and outreach services.
  - We Value:
    - The worth and dignity of human beings
    - The full inclusion of all persons in the wider communities
    - All persons contributing as citizens to their communities
    - Working as a professional learning organization.

- LINX states: LINX’s strategic plan, scheduled for development in the Fall of 2025, will be built upon the organization’s purpose, mission, and values. These core guiding principles will ensure that the strategic plan remains aligned with the overall vision of providing high-quality, community-focused services. The process will involve extensive collaboration and reflection on how LINX’s values can be integrated into actionable goals that drive continuous improvement, service excellence, and the fulfillment of the mission to support individuals in achieving their potential.

### **Comments or Examples from**

#### **STAFF**

- Staff were able to describe the Vision, Mission, and Values of LINX, stating that their role in supporting the Mission, Vision and Values of LINX is to ensure that individuals have the chance to experience life to the fullest, be included and involved in their community, and have the best quality of life they can have.

#### **MANAGEMENT / OWNER / OPERATOR**

- The Board regularly monitors efficiency and effectiveness through the monthly Client Reports to the Board, Satisfaction Surveys that are sent to clients, staff, and families.
- The process for developing the Strategic Plan will include collaboration and reflection on how the Values of LINX can be integrated into actionable goals.

# STANDARD 7: GOVERNANCE AND ADMINISTRATION CONTINUED

## 7.3: Quality Assurance and Performance Management

**CONFIRMED**

A review of the **Self-Study Guide** verified that related documentation and/or policy is present and was submitted

- Yes

### Level 1 Indicators

[Return to L1 Summary Table](#)

<b>P</b>	7.3.L1.1	The organization uses its program data to engage in quality assurance activities at the individual, program, and organizational levels to evaluate program outcomes.
<b>P</b>	7.3.L1.2	The organization has a process (e.g., an annual report) for regularly reporting on and illustrating its organizational planning (e.g., business, strategic, and/or sustainability) and its program outcomes.

LINX has met the expectations of these indicators.

### Examples of MEASURABLE OUTCOMES

- LINX reviews program data, both at the individual level, as well as at the program and organizational levels on a continuous basis.
  - Individual level – client progress is measured through the ISP and progression toward goals.
  - Program – classes are regularly reviewed with input from individuals, with courses being changed, replaced, or updated. Employment and outreach programs are adapted and modified based on the evolving needs of the individuals served.
  - Organizationally – the ED and the Board review overall organizational outcomes such as financial compliance/adherence to budget, feedback from individuals, staff, and others.
- Board of Directors made the decision to phase out the SHP effective March 31, 2026. This decision was made due to identified risk factors and concerns regarding program quality.
- Annual General Meeting (AGM) is held every year in June.
- Annual Report is prepared, presented, and includes a comprehensive summary of the year. This includes reports from the Financial Auditor, the Executive Director, the Day Program, and the Residential Program.

### Comments or Examples from

#### MANAGEMENT / OWNER / OPERATOR

- The AGM is open to all who wish to attend, and invitations and notices are sent out to invite people.

## Level 2 Indicators

[Return to L2 Summary Table](#)

<b>P</b>	7.3.L2.1	The organization and/or Board of Directors endorses and promotes adherence to a Code of Conduct and professional practices that align with its mission, vision, and value statements.
<b>P</b>	7.3.L2.2	The organization demonstrates a plan to evaluate and respond to unintended and/or negative outcomes that are out of alignment with the planned targets or goals of the strategic plan.

LINX has met the expectations of these indicators.

### Examples of MEASURABLE OUTCOMES

- Policy HR-002, Employee Code of Conduct describes the professional conduct expected of employees while conducting business internally and with external stakeholders.
- Code of Conduct is extensive and includes a wide variety of topics.
- Employees sign a Summary of the Employee Code of Conduct Policy
- Board of Directors Handbook, Section O. Code of Conduct describes the Code of Conduct for Directors and Board members.
- When an unexpected or negative outcome occurs, the Leadership team evaluates the situation, identifies the causes, and takes corrective actions, such as adjusting strategies or resources.
- Regular reviews and feedback ensure that the strategies remain aligned with the objectives.

### Comments or Examples from

#### MANAGEMENT / OWNER / OPERATOR

- All employees are made aware of the Code of Conduct during onboarding, and Board Members are made aware of their Code of Conduct during orientation to the Board.
  - Everyone signs an acknowledgement of the Code of Conduct.

# STANDARD 7: GOVERNANCE AND ADMINISTRATION CONTINUED

## 7.4: Innovation and Continuous Improvement

**CONFIRMED**

A review of the Self-Study Guide verified that related documentation and/or policy is present and was submitted

- Yes

### Level 1 Indicators

[Return to L1 Summary Table](#)

P	7.4.L1.1	The organization’s Continuous Improvement Plan involves input from: <ul style="list-style-type: none"> <li>a. leading practice research,</li> <li>b. program data information, and</li> <li>c. internal and external stakeholders.</li> </ul>
P	7.4.L1.2	The organization’s Continuous Improvement Plan supports innovation and ongoing improvements to: <ul style="list-style-type: none"> <li>a. service delivery,</li> <li>b. program development,</li> <li>c. HR policies and procedures, and</li> <li>d. organizational processes.</li> </ul>

LINX has met the expectations of these indicators.

### Examples of MEASURABLE OUTCOMES

- LINX has undergone significant change over the past three years. This has resulted in significant growth and positive change, with a focus being on:
  - Staff retention
  - Compensation
  - Strengthening relationships with family and the community
- The changes made have resulted in LINX being nominated for Chamber Business Awards twice in two years, and a notable reduction in staff turnover.
- LINX continuously integrates leading practice research and program data into its improvement strategies to ensure ongoing success and alignment with its mission.
  - Examples of this include the commitment to a positive environment where all are treated equally, and everyone has access to express concerns or acknowledgements.
- Changes made to the culture of LINX has resulted in a noticeable decrease in staff turnover (from 50% to 11%).

## **Comments or Examples from**

### **MANAGEMENT / OWNER / OPERATOR**

- The Executive Director is currently pursuing a Human Resource Management Certificate.
- Over the past three years, all policies and procedures have been updated, and staff have been made aware of the changes and required to review and be familiar with the new policies.
- Board Manual was completely revamped and updated in 2024.
- LINX is focused on completing/developing a Strategic Plan in the Fall of 2025.
  - Currently LINX is committed to continuing to follow the previous Strategic Plan.