

HFNY BPS 5 Procedure Writing Guide

This guide is intended to support programs in generating procedures for policies 5-1.A, 5-2.A and 5-3.A.

The example procedures provided should be used as a springboard from which program's develop their own procedures. We encourage program managers to engage supervisors and staff in the procedure writing process in order to consider how current practice might already reflect requirements and remind them that procedures should be tailored to the specific needs of their program.

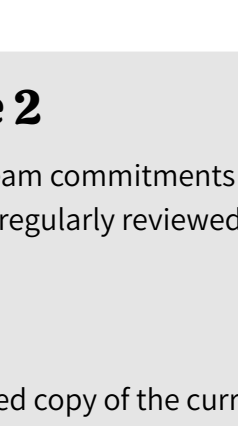
HFNY Policy 5-1.A

Staff Interactions: Procedure 1

Procedures should include details about the collaborative nature through which team commitments / community agreements were created.

Example Procedure:

In a team meeting, PM and Supervisors will introduce the idea of community agreements to staff. Everyone will be asked to take 10 minutes to respond to a journal prompt in which they identify what kinds of agreements they want for the team. All staff will be asked to share some of the agreements they identified with the group to begin generating the final list. The final list of community agreements will be posted in the shared office space and printed copies provided to all staff.

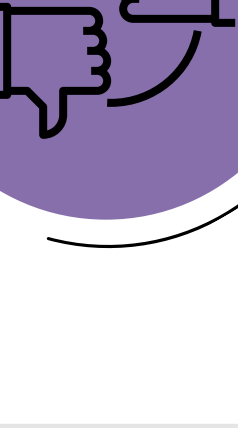


Staff Interactions: Procedure 2

Procedures should include details about how team commitments / community agreements will be introduced and regularly reviewed with staff.

Example Procedure:

At time of hire, all new staff will be given a printed copy of the current team commitments. Supervisors will review these commitments with staff and address any questions, concerns or reflections that arise, these conversations are documented in supervision log. As necessary, team commitments are reviewed with individuals in the context of supervision, this review is documented in supervision log.



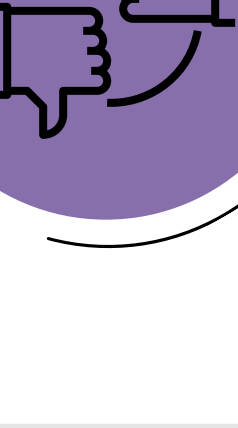
Staff Interactions: Procedure 3

Procedures should describe how sites will approach reviewing and, as necessary, updating team commitments / community agreements at least annually.

Examples Procedures:

A. Once a year, a team meeting will be dedicated to reviewing all team commitments and discussing possible edits or additions with all staff.

B. Team commitments are reviewed at the start of every team meeting and staff are asked if any existing commitments should be eliminated, updated, or new commitments added. Discussion to reach consensus on any changes will be facilitated.



Professional Development Procedures

Procedures should describe how considerations of training needs related to Diversity, Equity, Inclusion and Belonging will be incorporated into staff and supervisor discussion of annual training goals and as a part of annual performance evaluations.

These procedures are included in in HFNY Policy 11-4 procedure 1a.

Example Procedure:

Discussion of annual training goals will include special consideration for training related to DEIB. Supervisor and staff will work together to identify trainings/ resources which address the goals identified.



Skill Development in Supervision Procedures

Procedures should address how supervisors support staff in developing their relational skills including how these skills are identified (self-assessed vs. supervisor-identified) and how this support is documents.

This procedure is included under HFNY Policy 12-2.A

Example Procedures:

A. In the course of 1:1 supervision, staff will be encouraged to reflect and identify areas for growth in their relational skills, this discussion will be documented in the supervision log, along with any strategies for improvement identified.

B. Through the use of internal QA observations, areas where staff need support in developing their relational skill will be identified. In 1:1 Supervision, supervisor and staff will reflect on areas identified and work together to determine strategies to improve. This discussion and any activities identified are documented in the supervision log.



HFNY Policy 5-2.A

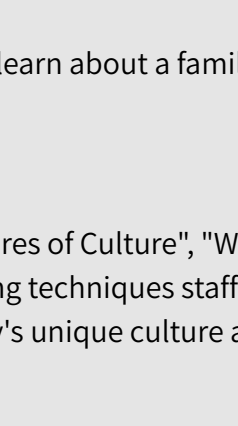
Procedure 2

Procedures should include a description of how staff are trained/ oriented to site's intention and expectations for engaging with families.

Example Procedures:

A. All staff are provided with a copy of their site Family Rights and Confidentiality form and the list of staff expectations are reviewed with their supervisor, including any additional expectations that have been added to those required in the HFNY template. This is documented in supervision notes.

B. Staff review the expectations listed on the site Family Rights and Confidentiality form in the context of orientation training and understand that they are responsible for adhering to and upholding those expectations.



Procedure 3

Procedures should describe the ways staff will learn about a family's culture right from the start of services.

Example Procedures:

A. Using tools such as the "Value Cards", "Features of Culture", "What I'd like for my child" or Motivational Interviewing techniques staff engage with families to learn about each family's unique culture and values.

B. At the beginning of services, staff will utilize reflective practices in order to learn about each family's unique needs and interests. They will use what they learn to elevate family voice when planning for home visits.



Procedure 4

Procedure should detail the sites process for addressing any complaints filed by families related to interactions with staff.

Example Procedure:

If a family family want to file a complaint or raise a concern regarding interactions with their home visitor, they will contact the home visitor's supervisor directly. Supervisors will respond to all complaints/ concerns within 3 business days of receipt. Supervisors will work with the family to identify what resolution process regarding the complaint/ concern will be most supportive for their needs and create a plan to move that process forward within 7 business days.



Procedure 5

Procedure should describe the mechanisms through which the program will gather family feedback to improve the site's ability to address DEIB issues impacting families.

Example Procedure:

A. Once a year, any family's who have received services in the last year or are currently enrolled will be sent a client satisfaction survey which will include questions related to DEIB topics and issues.

B. Site will host regular listening forums for current and previous participant families to gather feedback related to improving service provision, including specific consideration for issues related to DEIB.



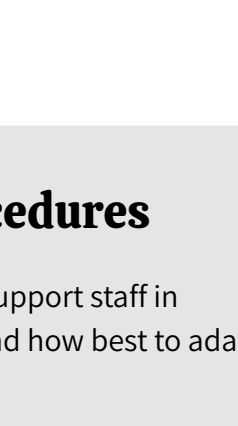
Staff Professional Development Procedures

Procedures should describe how considerations of training needs related to increasing awareness of the historic and current relevance of discrimination based on race, ethnicity, gender identity, sexual orientation, age, religion, residential status, and abilities will be incorporated into staff and supervisor discussion of annual training goals and as a part of annual performance evaluations.

These procedures are included in in HFNY Policy 11-4 procedure 1a.

Example Procedure:

Discussion of annual training goals will include special consideration for training related to DEIB and increasing awareness of the historic and current relevance of discrimination based on race, ethnicity, gender identity, sexual orientation, age, religion, residential status, and abilities. Supervisor and staff will work together to identify trainings/ resources which address the goals identified.



Support in Supervision Procedures

Procedures should address how supervisors support staff in understanding each family's unique culture and how best to adapt practice to suit individual needs.

This procedure is included under HFNY Policy 12-2.A

Example Procedures:

A. In the course of 1:1 supervision, staff will provided a safe and constructive space to consider personal biases that could effect their interactions with families and discover new ways to engage families that is healthy, respectful and safe. These discussions are documented in the supervision log.

B. Through the use of internal QA observations, areas where staff need support in understanding families unique cultures and adapting practice to suit individual needs will be identified. In 1:1 Supervision, supervisor and staff will reflect on areas identified and work together to determine strategies to improve. This discussion and any activities identified are documented in the supervision log.



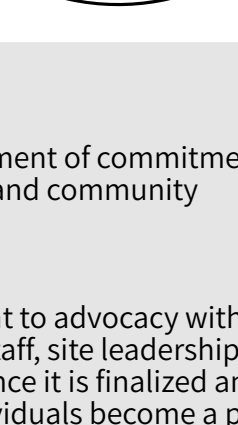
HFNY Policy 5-3.A

Procedure 1

Procedure will include the program's written commitment to advocating to promote equity and address barriers in their local community.

Example Procedure:

Our site is committed to considering issues of equity and barriers to service provision within our community for participant families and staff.



Procedure 2

Procedure will describe how the site's statement of commitment will be shared with all staff, site leadership, and community advisory board members.

Example Procedure:

Copies of the program's written commitment to advocacy within their community is shared with all current staff, site leadership and community advisory board members once it is finalized and approved by the OCFS PCM. When new individuals become a part of the program, a copy of this written commitment is included in program orientation materials.

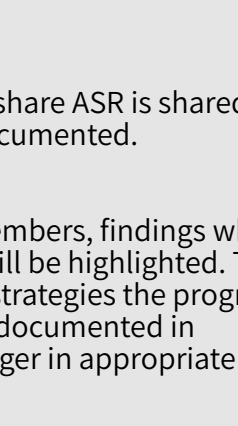


Procedure 3

Procedure will include a brief narrative that describe how the ASR is used to identify service barriers

Central Administration created standardized language to be used for this procedure by all programs

All programs complete an Annual Service Review/Equity Plan as the mechanism for programs to analyze all aspects of their program based on the most recent information that is available. The Annual Service Review/Equity Plan requires programs to gather information both formally and informally on community and program data, input from families and program staff that will assist the program in identifying the barriers, patterns, and trends as it relates to equitable service access that might exist such ensuring diverse representation in staff and materials and/or meet the cultural and language needs of those it serves and employs.

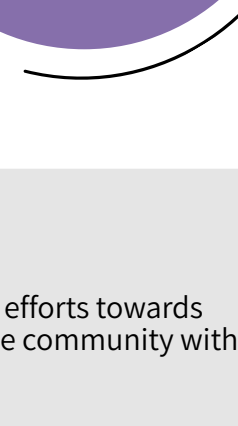


Procedure 4

Procedure describes how program plans to share ASR is shared with Advisory Board and how this will be documented.

Example procedure:

The ASR will be reviewed advisory board members, findings which identify service barriers in the community will be highlighted. The feedback and recommendations regarding strategies the program may adopt to address these barriers will be documented in meeting notes and stored by program manager in appropriate digital folder.



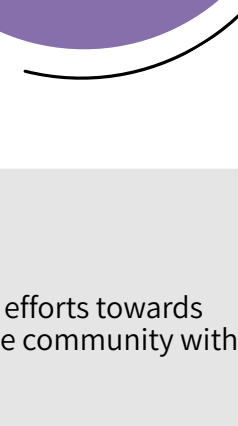
Procedure 5

Procedures describe how the process under which printed site

advertising materials will regularly reviewed and updated as necessary.

Example procedure:

Once a year, program leadership will consider changes to their target population and community to ensure that all materials and graphics utilized by the site are representative of the community. If any changes to the materials are required, site will update materials and seek OCFS approval.



Procedure 6

Procedures describe how program will track efforts towards eliminating or reducing service barriers in the community within their Quarterly reports

Example procedure:

Within each quarterly report, program manager will reflect on the progress or efforts made by program related to the strategies to improve greater equity in all facets of work, which were identified within the ASR/Equity Plan.

