45.0°N | 81.3°W

BRUCE county

Be an explorer.

BRUCE COUNTY CHILDREN'S SERVICES

Quality Scan Tool (QST) & Guide

SCHOOL AGE

Contents

BRUCE
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Be an explorer.

References

College of Early Childhood Educators (CECE). (2017). Code of Ethics and Standards of Practice. Toronto
Ministry of Education. (2014). *How Does Learning Happen?* Ontario's Pedagogy for the Early Years. Toronto
Ministry of Education. (2016). The Kindergarten Program. Toronto
Ontario's Renewed Early Years and Child Care Policy Framework. (2017). Toronto

Introduction

"*All children and families have access to a range of high-quality, inclusive and affordable early years and Child Care programs and services that are child and family-centred and contribute to children's learning, development and well-being.*" [1]

Ontario's Vision

FOR THE EARLY YEARS AND CHILD CARE

The Quality Scan Tool, also known as the **QST**, was launched in 2018 in recognition of the need to support high-quality child care in Bruce County. When families use a licensed Child Care Program in Ontario, which is regulated by The Child Care and Early Years Act 2014, they are assured the program is monitored annually to meet the provincial health and safety standards.

Licensing alone does not ensure high-quality child care. Studies show that children who attend high-quality child care are happier, less anxious and more motivated to learn, providing a foundation for a brighter future.[2] The QST tool facilitates Child Care Programs on their journey to increased quality.

References

[1] Ontario's renewed Early Years and Child Care Policy Framework, 2017
[2] HDLH p.11

The QST School Age version outlines 7 areas of quality in accordance to *"How Does Learning Happen"* (HDLH):

1 Site Safety and Supervision

2 Relationships: Child to Child

3 Relationships: Child to Educator

4 Relationship and Communication Between Staff
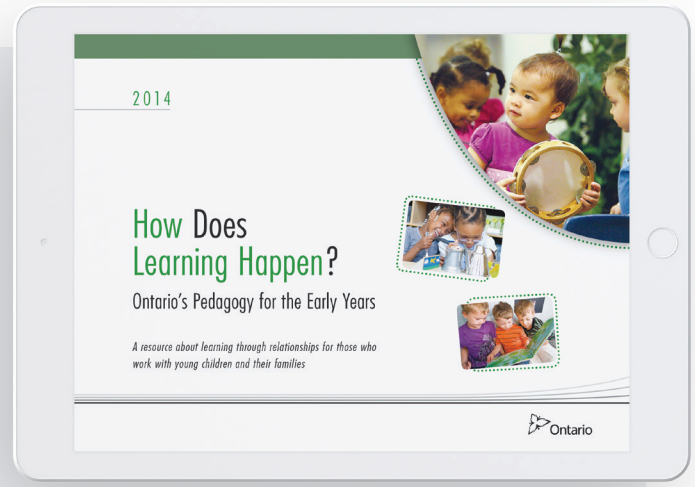
5 Programming and Environment

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7 Connection to Home and Community
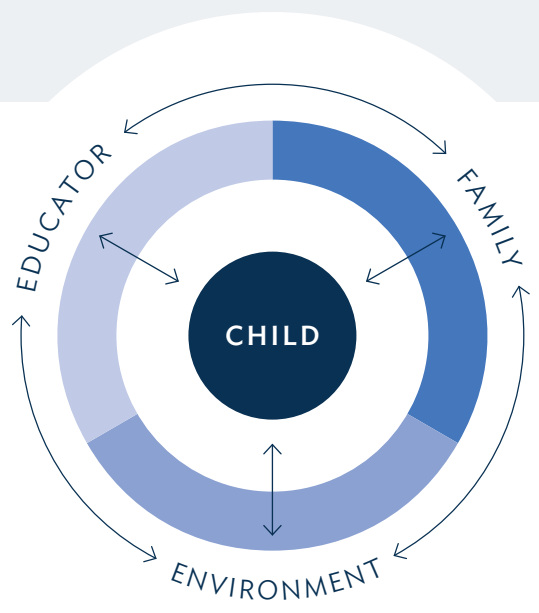
"Reflecting on these views about children, families, and educators in the context of the early years environment is a starting point for developing programs and practices to support learning."

How Does Learning Happen

www.edu.gov.on.ca/childcare/HowLearningHappens.pdf

Bruce County Children's Services Quality Scan Tool (QST) & Guide

How to Use the QST

All Child Care Programs who have a Purchase of Service Agreement with the County of Bruce will be assigned a Bruce County Children's Services Liaison. The Liaison's role is to offer support in relation to programming needs within the centre. This tool is to be used in collaboration with the Child Care Program and the County of Bruce Children's Services Staff to gain a deeper understanding of successes and challenges within the program. The tool serves as a self-evaluation and planning tool for operators, educators and the County of Bruce Children's Services Department. The results will be based on evidence through observations and information gathered from conversations.

The program will be scanned a minimum once per year. However, at any time throughout the year the program or Liaison can request another scan. After each scan the results will be reviewed. Goals will be set based on the scan results to improve quality.

If the County of Bruce receives funding from the Ministry of Education and budgeting allows, Child Care operators may apply for funding to support licensing requirements and quality care. Funding will be approved based on connections to goals set through the QST.

Opportunities will be available throughout the year to help support in the areas that require additional training. All participants involved in the QST, must be familiar with the HDLH, Code of Ethics and Standards of Practice outlined by the college prior to using the scan. It is recommended that each staff understands the scan results and the goals to work together on the journey towards providing high-quality child care.

Thank you for your dedication as we work to achieve Ontario's vision for the early years and child care. If you have any questions or concerns, please contact the Early Learning Coordinator.

Site Safety and Supervision

Children require an environment that encompasses the four pillars: belonging, engagement, expression and well-being. It is important for educators to create and maintain a safe environment that provides reasonable risks, tests limits and increases self-competence which supports children's diverse abilities.[3]

Glossary of Terms

Educators	are people who work with children and families in the early years programs (e.g. centres, home base, EarlyON, before and after school programs).[4]
Safe Boundaries	are guidelines, rules, or limits to promote safety.
Safe Reasonable Risks	a practice of judgment which balances risk and societal benefits.
Self-competence	is a perception of one's own abilities.
A Stimulating Environment	is enjoyable, exciting, interesting, thought provoking, and encourages exploration.
Vigilant	educators keep careful watch for danger or difficulties.

References

[3]College of Early Childhood Educators Code of Ethics and Standards of Practice p. 12, [4]HDLH p.5

Bruce County Children's Services Quality Scan Tool (QST) & Guide

Site Safety and Supervision

1 ----- **2** ----- **3** ----- **4** ----- **5**

	Needs Improvement	Satisfactory	Excellent
1.A	Program materials are not age appropriate and/or not in good condition - broken and missing pieces.	Program materials are age appropriate, organized and ome are in good condition.	All materials are age appropriate and in good condition.
1.B	Educators lacks attempts to create a welcoming and **stimulating environment** throughout the program time.	Educators attempt to create a welcoming and **stimulating environment** throughout the program time.	Educators create a welcoming and **stimulating environment** throughout the program time.
1.C	**Educators** are unaware of the number of children in their group and their whereabouts.	**Educators** are frequently aware of the number of children in their group and their whereabouts.	**Educators** are constantly aware of the number of children in their group and their whereabouts.
1.D	Supervision is lacking. Educators are not focused on the diverse needs of children.	Supervision is present. Educators are focused at times on the diverse needs of the children.	Supervision is always present. Educators are always focused on the diverse needs of the children.
1.E	Ratios are not maintained especially during transitions.	Ratios at times are maintained but not always during transitions.	Ratios are always maintained even during transitions.
1.F	No opportunities for children to engage in **safe reasonable risks**.	Opportunities for children to engage in some **safe reasonable risks**, while testing limits, and increasing **self-competence**.	Opportunities for children to engage in **safe reasonable risks**, while testing limits, and increasing **self-competence**.
1.G	Educators lack maintaining safe environments. Do not make decisions that are authentic and follow policies and protocols.	Educators at times maintain safe environments. Makes decisions that are authentic and follow policies and protocols.	Educators are **vigilant** in maintaining safe environments. Makes decisions that are authentic and follow policies and protocols.
1.H	Educators and children lack awareness and knowledge about **safe boundaries** during outdoor program time.	Educators and children are sometimes aware and knowledgeable about **safe boundaries** during outdoor program time.	Educators and children are aware and knowledgeable about **safe boundaries** during outdoor program time.

Relationships: Child to Child

Studies show that children learn from their peers. In these relationships, children learn to demonstrate empathy, negotiate, collaborate, communicate and help care for one another.[6] HDLH emphasizes the importance of these relationships. Children who develop social skills such as perspective taking, respect and emotional regulation are less likely to engage in problematic behaviours.

Glossary of Terms

Empathy	is the ability to understand and share the feelings of others.
Co-operative Play	is solving a problem while working together to achieve a common goal.
Safe Reasonable Risky Play	encourages a child to safely explore risks while expanding their capabilities.[7]

References

[6]HDLH p. 17, [7]HDLH p. 33

Relationships: Child to Child

1 ---- **2** ---- **3** ---- **4** ---- **5**

	Needs Improvement	Satisfactory	Excellent
2.A	Children do not demonstrate **empathy** or assist others.	Some children demonstrate **empathy** and assist others.	Children demonstrate **empathy** and assist others.
2.B	Children do not display respect for others and their property.	Some children show respect for others and their property.	Children show respect for others and their property.
2.C	Children do not show a sense of connection to peers. Children lack turn taking, **co-operative play**, and care for others.	Children sometimes show a sense of connection to peers. Children display some turn taking, **co-operative play,** and care for others.	Children show a sense of connection to peers. Children display turn taking, **co-operative play,** and care for others.
2.D	Strategies and techniques are not used by the children to help with challenging moments.	Strategies and techniques are used by some children to help with challenging moments.	Strategies and techniques are used by a majority of the children to help with challenging moments.
2.E	Children do not participate in meaningful interactions. Children do not display cooperation, laughter, smiles etc.	Some children participate in meaningful interactions. Children sometimes display cooperation, laughter, smiles etc.	Children fully participate in meaningful interactions. Children display cooperation, laughter, smiles etc.
2.F	Children's conversations with peer's lack positivity and are not age appropriate.	Children's conversations with peers are generally positive and age appropriate.	Children's conversations with peers are positive and age appropriate.
2.G	Children lack a sense of inclusion and appear uncomfortable in their environment.	Some children are included and appear comfortable in their environment.	Children are included and appear comfortable in their environment.
2.H	Children do not engage in **safe reasonable risky play** with peers.	Children sometimes engage in **safe reasonable risky play** with peers.	Children engage in **safe reasonable risky play** with peers.

Relationships: Child to Educator

Fostering relationships with children is the single most important priority for educators in relation to HDLH. It is also a requirement set out by the College of Early Childhood Educators, Code of Ethics and Standards of Practice. A variety of significant research depicts the importance of genuine, caring and respectful relationships. These relationships are the bricks to a strong foundation for optimal learning, development, health and well-being.

Glossary of Terms

Co-learning	is when educators participate with families and children while learning together. Educators support child development, challenge thinking, and extend learning.[8]
Co-planning	is when educators participate with families and children as they share learning, question theories and practices, and discuss ideas. Co-planning engages educators, children and families as learners and critical thinkers. It allows for open dialogue and flexibility to each teaching/learning style.[9]
Co-investigating	is the process when educators participate with children together as they test theories and share learning. Children are more engaged when their voice is heard.[10]
Holistic	emphasizes the importance of the physical, emotional and psychological well-being of children.
Safe Reasonable Risky Play	encourages a child to safely explore risks while expanding their capabilities.

References

[8]HDLH p. 19, [9]HDLH p. 20, [10]HDLH p. 20

Relationships: Child to Educator

(1) ----- **(2)** ----- **(3)** ----- **(4)** ----- **(5)**

	Needs Improvement	**Satisfactory**	**Excellent**
3.A	Educators miss opportunities to be attuned or responsive to the **holistic** needs of children and do not validate their feelings.	Educators are sometimes attuned and responsive to the **holistic** needs of children and sometimes validate their feelings.	Educators are attuned and responsive to the **holistic** needs of children and validate the children's feelings.
3.B	Educators are rarely engaged with the children throughout the program time.	Educators are sometimes engaged with children throughout the program time.	Educators are always engaged with the children throughout the program time.
3.C	Educators inquiry-based questions are limited. Limiting opportunities to test theories and strategies.	Educators ask inquiry-based questions at times. There are some opportunities to test theories and strategies.	Educators are constantly asking inquiry-based questions. Many opportunities to test theories and strategies.
3.D	Educators do not model **co-learning, co-investigating** or **co-planning.** Educators lack knowledge of the benefits of **safe reasonable risky play.**	Educators sometimes model **co-learning, co-investigating** and **co-planning**. Educators are somewhat knowledgeable and sometimes supports the children in **safe reasonable risky play.**	Educators always model **co-learning, co-investigating** and **co-planning.** Educators are knowledgeable and support the children in **safe reasonable risky play.**
3.E	Educators rarely greet and welcome the children when arriving. Educators appear preoccupied with other duties.	Educators sometimes greet and welcome the children when arriving. Educators sometimes appear preoccupied with other duties.	Educators always greet and welcome the children upon arrival. Educators are not preoccupied with other duties.
3.F	Children do not have a sense of independence.	Children experience a sense of some independence.	Children experience a sense of independence.
3.G	Educators verbal and nonverbal communication is demonstrated with a negative tone. Educators voices are commanding and directive.	Educators verbal and nonverbal communication is demonstrated at times with a positive tone. Educators voices are calm and friendly at times.	Educators verbal and nonverbal communication is always demonstrated with a positive tone. Educators voices are always calm and friendly.
3.H	Educators do not connect and support relationships between children.	Educators sometimes connect and support relationships between some children as they initiate, respond and collaborate.	Educators connect and support relationships between all the children as they initiate, respond and collaborate.

Relationship & Communication Between Staff

HDLH depicts the educator's role as multidimensional, one which is constantly evolving. High-quality educators' model professional values, beliefs and behaviours with colleagues, community partners and members of other professions. Educators understand that their conduct reflects on them as professionals and on their profession.[11] Educators assess their knowledge and competency by seeking ongoing professional learning opportunities. They are valuable contributors, feel like they belong, and have opportunities to engage in meaningful work with others.

Glossary of Terms

Confidentiality	helps us manage sensitive information and keep private unless it needs to be reported.
Onsite Supervisor	is the individual who is otherwise approved by the Ministry of Education.
Professional Boundaries	are clear and appropriate boundaries in professional relationships with children under their professional supervision, their families and colleagues.[12]
Staff	are all individuals who work in all programs of the organization.
Supervisor	is the individual who oversees all programs for the organization in their area.

References

[11] College of Early Childhood Educators Code of Ethics and of Practice p. 15,
[12] College of Early Childhood Educators Code of Ethics and Standards of Practice p. 17

Bruce County Children's Services Quality Scan Tool (QST) & Guide

Relationship and Communication Between Staff

1 ---- 2 ---- 3 ---- 4 ---- 5

	Needs Improvement	**Satisfactory**	**Excellent**
4.A	Communication is unclear between all staff and locations.	Communication is sometimes clear and appropriate between all staff and locations.	Communication is clear and appropriate between all staff and locations.
4.B	**Supervisor** lacks attempts to coach, mentor share knowledge and experiences with staff and avoids conflicts and constructive feedback.	**Supervisor** sometimes coaches, mentors, shares knowledge and experiences with staff and provides some constructive feedback.	**Supervisor** always coaches, mentors and shares knowledge and experiences with staff and provides ongoing constructive feedback.
4.C	**Onsite Supervisor** is unapproachable. Atmosphere appears to have a closed approach.	**Onsite Supervisor** is sometimes approachable. Atmosphere appears to sometimes offer a trusting approach.	**Onsite Supervisor** is always approachable. Atmosphere appears to offer a strong, trusting and open approach.
4.D	Educators do not participate in professional learning opportunities.	Educators participate in some professional learning opportunities and transfer some knowledge from opportunities into the program.	Educators participate in a variety of professional learning opportunities and transfer knowledge from opportunities into the program.
4.E	**Staff** lack knowledge on roles, responsibilities, and protocols within the program.	**Staff** are somewhat knowledgeable on roles, responsibilities, and protocols within the program.	**Staff** are sufficiently knowledgeable on roles, responsibilities, and protocols within the program.
4.F	Lack of opportunities for staff to collaborate and share of ideas. Eg. Staff meetings, team time, staff evaluations.	Some opportunities for staff to collaborate, share ideas, and goal setting. Eg. Staff meetings, team time, staff evaluations.	Consistent opportunities for staff to collaborate, share ideas, and set and review goals. Eg. Staff meetings, team time, staff evaluations.
4.G	Educators lack supporting one another's thoughts and ideas. Educators do not demonstrate appropriate behaviour which reflects their **professional boundaries.**	Educators support one another's thoughts and ideas in a non-judgmental and respectful manner. Educators sometimes demonstrates appropriate behaviour which reflects their **professional boundaries.**	Educators work collaboratively supporting one another's thoughts and ideas in a non-judgmental and respectful manner. Educators demonstrate appropriate behaviour which reflects their **professional boundaries.**
4.H	Educators lack **confidentiality**.	Educators attempt to respect **confidentiality** but sometimes there are discussions during program time.	Educators respect **confidentiality**.

Programming and Environment

HDLH refers to the environment as the "third teacher" and values it for its power to organize, promote relationships and Educate.[13] Children thrive in high-quality programs where their indoor and outdoor spaces are inviting and stimulating. These environments enable children to investigate, explore, inquire and make connections. Long periods of uninterrupted play and interesting, complex, open-ended materials strengthen children's autonomy and independence.

Glossary of Terms

Child Care Early Years Act (CCEYA)	is Ontario's legislation for early learning and care setting.
Code of Ethics and Standards of Practice	places emphasis on leadership, relationships, well-being, learning environments, current pedagogical approaches and the value of communication and collaboration.
How Does Learning Happen (HDLH)	is Ontario's pedagogy for the early years.
Open-ended Materials	provoke thoughts, discussions, questions, interests, creativity and ideas which enables children to investigate, explore and inquire.
Shared Space	are areas which are used by multiple agencies (i.e. School Boards, EarlyON, Child Care and School Age Programs).
Small Group Interactions	are opportunities in which children are divided while maintaining ratios. (i.e. one group inside, one group outside.
A Stimulating Environment	is enjoyable, exciting, interesting, thought provoking, and encourages exploration.

Reference   [13]HDLH p.20

Programming and Environment

| | 1 | 2 | 3 | 4 | 5 | |

	Needs Improvement	**Satisfactory**	**Excellent**
5.A	There are limited **open-ended materials**, and opportunities for children to investigate, explore, and inquire.	There are some **open-ended materials** and opportunities, enables children to investigate, explore, inquire and make connections.	There is a variety of **open-ended materials** and opportunities, always enable children to investigate, explore, inquire, and make connections.
5.B	**Shared space** does not address the unique needs to the group. Children lack engagement.	**Shared space** addresses the unique needs of the group. Some children are engaged.	**Shared space** addresses the unique needs of the group. All children are fully engaged.
5.C	Programming lacks opportunities for **small group interactions.**	Programming provides opportunities for **small group interactions** to enhance the quality of the program.	Programming provides opportunities for **small group interactions** to enhance the quality throughout the whole program time.
5.D	Staff lack knowledge of the **Code of Ethics and Standards of Practice, CCEYA and HDLH.**	Staff are somewhat knowledgeable, and some documents are accessible with regards to the **Code of Ethics and Standards of Practice, CCEYA and HDLH.**	Staff are knowledgeable and all documents are accessible with regards to the **Code of Ethics and Standards of Practice, CCEYA and HDLH.**
5.E	Outdoor play environment lacks stimulation.	Outdoor play is an inviting and **stimulating environment.**	Outdoor play is an inviting and **stimulating environment.** Promotes opportunities for imagination, problem solving, and investigation.
5.F	**Shared space** is not readily available during program time and impacts the setup of the environment.	**Shared space** is sometimes readily available during program time impacting the setup of the environment.	**Shared space** is readily available during program time impacting the setup of the environment.
5.G	Snack lacks nutritional needs and the atmosphere is chaotic.	Snack is provided. A posted menu meets nutritional needs, chairs and table available. Moments appear rushed.	Quality snack is provided. A posted menu meets nutritional needs, chairs and tables are available and children are serving themselves. Atmosphere is relaxed and calm with stimulating conversations.
5.H	Numerous transitions occur throughout the program creating a chaotic environment. Program does not have a daily schedule.	Some transitions occur throughout the program at times creating a calm environment. Program has a daily schedule but is not visibly posted.	Transitions are limited and smooth creating a calm, seamless environment. Program's daily schedule is posted is easy to find.

Programming and Documentation

HDLH emphasis the importance of programming and pedagogical documentation.[14] The process of programming and documenting is more than planning and recording events and experiences. Programming is responding to the unique needs of the group. Documenting is a means to learning how the children think and learn. These processes offer, us as educators, opportunities to listen and help us to learn about the children during programming, and becomes a visual for others to interpret, ask questions and learn from.

Glossary of Terms

Co-planning	is when educators participate with families and children as they share learning, question theories and practices, and discuss ideas. Co-planning engages educators, children and families as learners and critical thinkers. It allows for open dialogue and flexibility to each teaching/learning style.[15]
Documentation	electronic copy, observations, notes, photos, videos, voice recording, work samples and interactions with children.[16]
Inquiry-based Learning	an approach to teaching and learning that places children's questions, ideas and observations at the centre of the learning experience.[17]
Learning Experiences	refers to any interaction, activity or other experiences in which learning takes place.
Pedagogical Documentation	is the process of gathering and analyzing evidence of learning to "make thinking and learning visible".[18]

References

[14]HDLH p.21, [15]HDLH p. 20, [16]The Kindergarten Program p.36, [17]The Kindergarten Program p.11, [18]The Kindergarten Program p.11

Programming and Documentation

1 — **2** — **3** — **4** — **5**

	Needs Improvement	Satisfactory	Excellent
6.A	There are no current **learning experiences** documented.	Some **learning experiences** are present and reflects educator's knowledge and understanding of child development	A variety of **learning experiences** are present and reflects educator's knowledge and understanding of child development.
6.B	No learning experiences visible.	Some learning experiences are visible. Captures children's thinking, learning, and competence with some extension of learning.	A variety of learning experiences are visible and accessible to children. Captures children's thinking, learning and competence, with the ability to revisit and extend learning.
6.C	**Documentation** lacks critical reflection, new approaches, and is not used to build on children's potential.	**Documentation** shows some critical reflection to enhance program, consider new approaches, and builds on children's potential.	**Pedagogical documentation** shows critical reflection enhancing the program, considering new approaches, and builds on children's potential.
6.D	Documentation lacks visible evidence of relationships formed.	Some documentation shows visible evidence of relationships formed.	Pedagogical documentation clearly shows visible evidence of relationships formed.
6.E	Documentation does not show evidence of **co-planning** with children.	Documentation shows some evidence of **co-planning** with children.	Documentation clearly shows evidence of **co-planning** with children.
6.F	Educators lacks program observation, documentation and program plans.	Educators occasionally observe the program, which is reflected throughout documentation and program plans.	Educators are constantly observing the program which is strongly reflected throughout documentation and program plans.
6.G	Program schedule interrupts **inquiry-based learning** and does not meet the needs of the group.	Program schedule has some uninterrupted **inquiry-based learning** and understands the various needs of the group.	Program schedule reflects large portions of uninterrupted **inquiry-based learning** and meets the various needs of the group.
6.H	Programming is unresponsive to the unique needs of the group. Strategies, resources, and materials are lacking.	Programming responds to some of the unique needs of the group using the strategies, resources, and materials that are available.	Programming responds to the unique needs of the group. Appropriate strategies, resources and materials are used consistently.

Connection to Home and Community

HDLH focuses on the importance of relationships. The connection to home and community embraces the importance of this relationship. High-quality programs aim to strive, establish, and maintain reciprocal relationships with the families and community they support. When a connection to home and community occurs, relationships are built, deeper knowledge takes place and greater experiences develop which helps to strengthen children's learning.[19]

Glossary of Terms

Community Partners	is anyone who works with or alongside the program e.g. school staff, other professionals.
Cultural and Linguistic	is the ability to relate to diverse ideas, customs and languages.
Shared Space Protocols	is the document created by in partnership with BWDSB, BGCDSB, Bruce County, Grey County and Child Care Partners.

Reference

[19]HDLH p.18

Bruce County Children's Services Quality Scan Tool (QST) & Guide

Connection to Home and Community

	1	2	3	4	5	

	Needs Improvement	**Satisfactory**	**Excellent**
7.A	Educators are unfamiliar with the school board **Shared Space Protocols.**	Educators are knowledgeable and familiar with the school board **Shared Space Protocols**.	Educators are knowledgeable and familiar with the school board **Shared Space Protocols** and use protocols to advocate for the program.
7.B	Educators do not establish and maintain positive relationships with **community partners.**	Educators sometimes establish and maintain positive relationships with **community partners** by demonstrating respect, trust and integrity.	Educators establish and maintain positive relationships with **community partners** by demonstrating respect, trust and integrity.
7.C	Educators do not establish and maintain positive relationships with families.	Educators establish and maintain positive relationships with some families.	Educators establish and maintain positive relationships with all families.
7.D	Educators do not support the well-being of children and families.	Educators sometimes support the well-being of children and families.	Educators always support the well-being of children and families.
7.E	Connection to home and community is not reflected in the environment.	Connection to home and community is somewhat reflected in the environment and displays unique and diverse social, **cultural and linguistic** perspectives of the families they support.	Connection to home and community is reflected in the environment and displays unique and diverse social, **cultural and linguistic** perspectives of the families they support.
7.F	Educators do not connect with the school to provide support for the child and their families' overall development and well-being.	Educators connect occasionally with the school to provide support for the child and their families' overall development and well-being.	Educators connect seamlessly with the school to provide support collaboratively for the child and their families' overall development and well-being.
7.G	Educators do not communicate suggestions of ways to extend learning at home.	Educators sometimes communicate suggestions of ways to extend learning at home.	Educators frequently communicate suggestions of ways to extend learning at home.
7.H	Educators do not seek families' ideas, thoughts, and viewpoints.	Educators sometimes seek families' ideas, thoughts, and viewpoints. Provide opportunities for involvement (i.e. drop off/pick up, electronic app.).	Educators seek families' ideas, thoughts, and viewpoints. Provide opportunities for involvement (i.e. drop off/pick up, electronic app.).

QST Chart

Head Office: _____

Program Name: _____

Scan Date: _____

Overall program quality:

Chart with y-axis labeled 45, 40, 35, 30, 25, 20, 15, 10, 5 and x-axis areas:

| Site Safety Supervision | Relationships: Child to Child | Relationships: Child to Educator | Relationship and Communication Between Staff | Programming and Environment | Programming and Documentation | Connection to Home and Community |

Area

Legend: 2020, 2021, 2022, 2023, 2024

Bruce County Children's Services Quality Scan Tool (QST) & Guide

Goal Sheet

Head Office:_____

Program Name: _____

#	QST Item	Goal	Objectives - Action Items	Person / Role Responsibility	Start Date	End Date
1						
2						
3						
4						
5						