



Online Interactions Considerations Checklist

Pandemic Response
(rev. 11-20)

This checklist offers some considerations when developing, communicating, and implementing your program's online presence.

ORGANIZATION	
Do you have a policy for online interactions?	<input type="checkbox"/>
If your organization has not provided a device to staff members and they are using their personal devices to provide services, has this been considered in your policy development?	<input type="checkbox"/>
Do you have a confidentiality policy that considers staff using their personal devices (e.g. how and where sensitive information is stored, who has access)?	<input type="checkbox"/>
Do you have a guideline for staff on behavioural expectations when engaging in remote activities for children and families?	<input type="checkbox"/>
Does your organization have written consent from parents to participate in online activities? Are parents aware they can say no to participating in online services?	<input type="checkbox"/>
Do you have a plan for addressing a security breach?	<input type="checkbox"/>
Do you have procedures for storing information either shared with or collected from parents?	<input type="checkbox"/>
How do you keep staff informed about changes to policies or procedures?	<input type="checkbox"/>
What procedural changes are required for staff working remotely?	<input type="checkbox"/>
Do you have a policy for posting children's work, digital pictures, or other identifying information online (e.g. social media)?	<input type="checkbox"/>
Have you identified what platforms are acceptable for staff to use when interacting online with families?	<input type="checkbox"/>
STAFF	
Have your staff been trained on the policies and how they apply to working remotely? Do staff know where and how to access them for future reference?	<input type="checkbox"/>
Are your staff required to have antivirus software on their devices?	<input type="checkbox"/>

Are staff aware of the security features and how to use them for the platforms they will use to communicate with families and children?	<input type="checkbox"/>
Before working with families, how is content approved, who approves it, and how is this documented and/or stored?	<input type="checkbox"/>
Are staff aware of the types of interactions that are acceptable and or unacceptable working remotely?	<input type="checkbox"/>
Are staff trained on how to redirect adults and even children when the discussion is not appropriate?	<input type="checkbox"/>
Do your staff know what to do if there is a security breach?	<input type="checkbox"/>
Will more than one staff be expected to participate in a session to support one another in the case of a security/protocol concern?	<input type="checkbox"/>
Do your staff know who to go to in the organization if they encounter a problem?	<input type="checkbox"/>
Have staff been trained on best practices for online interactions, such as spotting phishing attempts, creating strong passwords, two step authentication (if available), and using secure Wi-Fi networks?	<input type="checkbox"/>
If staff computers are used by other members of the household, do they know how to secure access to your organization's networks or information, as well as any client information (e.g. logging out of any networks when device unattended; setting a timeout for a device to go to sleep/lock screen after a set period of not interacting with it; creating separate user profiles for household members)?	<input type="checkbox"/>
Are staff trained on how to establish a positive online presence and maintain professional boundaries (e.g. only communicate with children and parents during appropriate times of day)?	<input type="checkbox"/>
Are staff aware of organizational policies regarding the use of social media/e-communications and the appropriate use of electronic equipment (e.g. blind copying all recipients when sending a group email to hide individual family email addresses from public view)?	<input type="checkbox"/>
PARENTS	
Will you set guidelines with parents and staff about the type of interactions they can have when working online (e.g. phone, email, social media)?	<input type="checkbox"/>
Will events/sessions scheduled by the SPO consider the burden it places on the parents (e.g. access to their own language class, other children need to attend their remote school session)?	<input type="checkbox"/>
Will parents be provided with information before an online session (e.g. staff name, what the session is about, and if it is a group session or one on one)?	<input type="checkbox"/>

Will everyone be expected to keep their camera on so that you can see who you are communicating with?	<input type="checkbox"/>
Are parents clear on the rules for participating?	<input type="checkbox"/>
Are parents adequately informed about the use of your online service?	<input type="checkbox"/>
ONLINE SERVICES (e.g. ZOOM, WhatsApp, Facebook)	
How will you monitor online services? Who will be responsible for monitoring that staff are following procedures (e.g. use a common calendar with links to sessions)?	<input type="checkbox"/>
Will, there be security such as passwords to enter sessions? If so, how will they be managed and shared with participants?	<input type="checkbox"/>
Do you have guidelines for what can or cannot be recorded online, where it will be stored and who needs to agree to potential recordings?	<input type="checkbox"/>
Do you have a guideline on who is allowed to participate in online services (e.g. what if older children are in the home and wish to participate)?	<input type="checkbox"/>
Are there expectations for who can interact with parents and children? Are family members allowed to assist with any learning demonstrations?	<input type="checkbox"/>
Have you prioritized your risks as low, medium, or high level threats?	<input type="checkbox"/>
Every app and platform has different security risks. How will you explain the privacy settings and policies (including the sharing of contact information) of your digital classroom, and tools to staff and parents?	<input type="checkbox"/>