

Supported Child Development Program Policy and Procedures Manual

A Joint Project of the
Office of the Provincial Advisor
Supported Child Development Program
and
Ministry of Children and Family Development

Working Draft
Revised February 2005
Replaces previous drafts



Every Child Belongs

www.scdp.bc.ca

Preface

This document is for the use of Supported Child Development agencies and programs across the province and for staff of the Ministry of Children and Family Development responsible for the Supported Child Development Program.

The Supported Child Care Refocus Working Group, made up of representatives from across the province, guided the development of this document. (See Appendix 1 for Working Group members.) The Supported Child Care Refocus Resource Group augmented the work of the Working Group with advice and expertise. (See Appendix 1 for Resource Group members.)

This Policy and Procedures Manual is a working document designed to guide the implementation of Supported Child Development Program (SCDP). The intent of this manual is to set out the basic requirements of SCDP and to guide the transition from Supported Child Care to Supported Child Development. This first version of the manual will be distributed electronically. Input will be sought over the first year of operation of SCDP. A more comprehensive version of the manual will be prepared based on feedback received during the first year of operation. In addition, an ongoing review process will be established through the Office of the Provincial Advisor, Supported Child Development Program, Ministry of Children and Family Development.

While the entire manual is a work in progress, there are a number of sections that require further development and will be provided as soon as they are available:

- Minimum data set (data to be collected) for reporting purposes is under development.
- Caseload size for SCDP is currently under review. Recommended caseload size will be determined based on program experience over the first year of implementation of SCDP.
- Aboriginal communities are currently reviewing sections dealing with supporting capacity building of the Aboriginal Community.

In initial consultations, some Aboriginal communities indicated that this policy manual should be considered interim. Additional time is required for dialogue. SCDP acknowledges the unique position of Aboriginal people in society and respects their right to design and deliver SCDP in their communities upon readiness.

Implementation

Moving administrative responsibility for the program from MCFD to community agencies is significant. Initial work will be in supporting a seamless transfer for families and stabilization for agencies that will be administering the program. Improving access for families and putting into practice the Policy and Procedures Manual are the first steps. Once the transition is complete, discussions will take place with key partners to see how the program is meeting the needs of children, families, and communities. At that time, additional program options will be carefully considered.

This manual is not intended to deal with contract management functions. Contract Management Guidelines between SCDP agencies and MCFD, including financial management guidelines are being developed and will be distributed under separate cover.

The budget to implement the redefined mandate of SCDP will continue to be discussed by communities and the Ministry of Children and Family Development (MCFD) and addressed in contract negotiations.

SCDP would like to acknowledge that the Infant Development Program Manual has been used extensively as a reference and source of information for the development of the SCDP Policy and Procedure Manual.

Additional copies of this SCDP Policy and Procedures Manual may be obtained through the Office of the Provincial Advisor, Supported Child Development Program.

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1.0 Glossary

This glossary identifies how key words are used throughout the Manual.

Aboriginal Community

Aboriginal community refers to Aboriginal families, Aboriginal service providers (includes individuals), Aboriginal social program and services agencies, Aboriginal non-profit societies, authorities and councils and Aboriginal caregivers.

Aboriginal Person

Aboriginal person includes children living on and off reserve, status and non-status, Metis, First Nations, and Inuit people and includes self-identification as Aboriginal.

Accreditation

Third-party accreditation guides human service organisations in the development and maintenance of inter-related accountability and quality improvement systems. Through meeting organisational and program standards organisations are supported in the delivery and continuous improvement of safe, effective and efficient services. Accrediting bodies continuously gain feedback from consumers, stakeholders, professionals and associations to ensure that the accreditation standards and review processes reflect current international best practices.

Child

A person is considered to be a child from his or her birth until his or her 19th birthday. Children in SCDP fall into one of three age ranges:

- Early Childhood - from birth to his or her 6th birthday
- School Aged - from 6 to his or her 13th birthday
- Youth - from 13 to his or her 19th birthday

Child Care

Child care encompasses settings where both learning and care occur for children while they are in the care of someone other than a parent. Child care includes regulated child care services (preschools, group child care centres, family child care and out of school care) and license not required settings. Quality child care is associated with well-trained and educated staff, high staff-child ratios, low staff turnover rates, good wages, and effective leadership.

Regulated Child Care

Child care setting that meets applicable licensing requirements.

Child Development (Early Childhood Development)

Child development refers to the physical, cognitive, communicative, social/emotional/behavioural development of children. Early childhood development refers to the early years from birth to 6 years of age.

Developmental delay

Developmental delay refers to an assessed delay in development on one or more of the skill areas including: physical, cognitive, communicative, and social/emotional/behavioural.

Disability

Disability is defined as a "condition that persists over time and limits the activities of the person" (from Society for Children and Youth of BC, Position Statement, May, 2002). This could include an established condition or a diagnosed disability. The Health and Activity Limitation Survey (HALS) for Children (1991) identified children with disabilities based on the presence of chronic conditions, use of technical aids (such as crutches, hearing aids or braces), long term health problems that prevent or limit many activities considered typical for a child that age.

Extra Support

Refers to the extra support a child needs in a child care setting because of a developmental delay or disability. More specifically, this refers to a child or youth (birth to 19 years of age) who requires extra support due to developmental delay or disability in one or more of the following areas: physical, cognitive, communicative, social/emotional/behavioural.

Family-centred care

Family-centred refers to a particular approach to intervention that aims to support and strengthen parents' abilities to nurture and enhance child well-being and development (Carl Dunst, UBC, 1997).

Guardian

A guardian is an adult with legal authority for a child's care and well-being.

Inclusive

Inclusive refers to the active participation of children with special needs with typically developing children in the same child care setting. (See definition of inclusive philosophy in Section 3.1.)

Local Advisory Committee (LAC) LAC is a committee at the community level (as outlined in the LAC guidelines, see Section 6.0) that provides direction to the Supported Child Development Program and agency. Parents, community members, and professionals are members of this committee.

Ministry of Children and Family Development (MCFD)

MCFD is the Provincial Government Ministry responsible for funding Supported Child Development Program.

Nursing Support Services

Nursing Support Services (NSS) are funded by MCFD and provided through local Health Authorities. NSS Coordinators provide assessment, planning, training and monitoring for children with chronic or medically complex health care needs. NSS Coordinators prepare Health Care Plans and participate in service coordination with other professionals.

Open Referral

Supported Child Development Program (SCDP) accepts referrals directly from parents or professionals. Families participate in SCDP on a voluntary basis. Signed parent/guardian or consent is required before a child is considered for SCDP.

Parent

Parent refers to the natural, foster, or adoptive parent or the primary adult caregiver.

SCDP

SCDP refers to the Supported Child Development Program. SCDP is intended for children who require extra support to be included in a child care setting because they have a developmental delay or disability.

SCDP Agencies

SCDP agencies are community-based organizations contracted to provide SCDP in a particular geographic area.

SCDP Consultants

SCDP Consultants are professionals trained in early childhood development or related fields and hired by the SCDP agencies to provide services outlined in this Policy and Procedures Manual.

SCDP Support Workers

SCDP Support Workers are staff responsible for providing extra support in a child care setting for SCDP as outlined in this Policy and Procedures Manual.

Support Guide

The Support Guide is a tool used by the SCDP Consultant, in partnership with the family, to determine the extra supports needed to successfully include a child with developmental delays or disabilities in a child care setting. **Note:** Re: Eligibility for SCDP, the Support Guide is used to document need for support in a child care setting, but is not used to document developmental delay or disability.

2.0 Roles and Responsibilities

There are a number of key organizations that have responsibility for Supported Child Development Program (SCDP):

Ministry of Children and Family Development (MCFD) Early Childhood Development and Community Living Services Division is responsible for funding the operation of the Office of the Provincial Advisor, SCDP, providing the funds for SCDP to the MCFD regions across the province, policy direction, and coordination with the Federal government.

Office of the Provincial Advisor (OPA), SCDP - With the support and direction of the Provincial Steering Committee, the Provincial Advisor advises and supports local communities in the delivery of SCDP. The Provincial Advisor identifies provincial needs in the areas of training, resources, coordination, communication, public awareness, and community development, seeks solutions to address these issues, and liaises with MCFD at the provincial level. (For list of specific duties, see Appendix 2 - Provincial Advisor, SCDP - Job Description)

SCDP Provincial Steering Committee provides direction, support, advice and recommendations to the Office of the Provincial Advisor related to the development and operation of SCDP. (See Appendix 3 - Terms of Reference Provincial Steering Committee)

SCDP Regional Advisors - There is one SCDP representative from each of the five provincial MCFD regions who will assist in identifying regional needs in the areas of training, resources, coordination, and community development and reports to the OPA. Regional Advisors will also provide support to SCDP and agencies in their regions. (See Appendix 4 - SCDP Regional Advisors - Responsibilities)

Ministry of Children and Family Development (MCFD) Regions contract with community agencies in their region for the delivery of SCDP and are responsible for monitoring the contractual agreements with these SCDP agencies.

SCDP Agencies - These are the agencies/organizations across the province that are contracted to deliver SCDP. In 2004 there were 52 SCDP agencies. Staffing of the SCDP agencies include the SCDP Consultants (See Appendix 6 – SCDP Consultant Job Description); the SCDP Support Workers (See Appendix 7 – SCDP Support Worker - Job Description); and the Program Coordinator/Manager (See Appendix 5 – Program Coordinator/Manager Job Description).

Each SCDP agency has a **Local Advisory Committee** consisting of community members, MCFD representative, SCDP agency representative, and parents reflective of the diversity of their communities to assist the SCDP agency to ensure a quality SCDP is being delivered. (See Appendix 8 - Local Advisory Committee Guidelines)

3.0 Overview of Supported Child Development Program

This section outlines the purpose, philosophy of inclusion, principles, outcomes and features of SCDP.

3.1 Purpose

Supported Child Development Program (SCDP) is intended for children who require extra support to be included in a child care setting because they have a developmental delay or disability in physical, cognitive, communicative or social/emotional/behavioural areas. (See Section 8.5.1 Eligibility Criteria)

SCDP is a family-centred child development program, based in the community, and reflective and responsive to community diversity. Families participate on a voluntary basis.

3.2 Philosophy of Inclusion

SCDP is a community-based program that is grounded in the belief that inclusion¹ is important in terms of supporting children requiring any level of extra support to actively participate in a full range of child care settings.

Inclusion as an overall philosophy supports the right of all children of diverse abilities to participate actively in natural settings within their communities. A natural setting is one in which the child would spend time had he or she not had a developmental delay or disability.

Inclusion is an approach to delivering service in which all children are welcomed, supported and valued. It means that the activities of play, learning and growing happen in a way that all children feel that they belong. Services are provided that support the child in accomplishing the goals established for him or her by parents and professionals from different disciplines working collaboratively.

The aim is to engage families, child care settings, and communities in planning and providing inclusive child care in community settings that support the child's developmental goals.

¹ Irwin, Lero, and Brophy, *A Matter of Urgency: Including Children with Special Needs in Child Care in Canada*, Breton Books, adopt the views of Odom et al. and identify four features of inclusion: 1. Active participation of young children with special needs and typically developing children in the same setting. 2. Services provided that support the child in accomplishing the goals established for him or her by the parents and a team of professionals. 3. Services are usually provided through the collaboration of professionals from different disciplines. 4. Evaluation is undertaken to determine if the child with special needs is making progress.

3.3 Principles

The following principles guide SCDP:

Family-Centred²

- families know their children best
- the needs of the family as a whole are honoured
- families are the most important and constant factors in children's lives
- family strength, stability, history, culture and dignity are respected and form the foundation for service
- families have the right and responsibility to make choices for their children, and these choices are respected
- families and professionals work as a team
- services are flexible to meet unique family needs

Shared Responsibility

- SCDP is an essential community service that reflects local needs and priorities
- responsibility for the development and coordination of Supported Child Development Program needs to be shared by parents, caregivers, communities, and all levels of government
- there will be shared responsibility for funding allocation at all levels from MCFD to SCDP agencies and to families

Child Development

- high quality child care and child development programs promote the health, well-being and optimal development of each child with a safe, nurturing environment among his or her peers
- early provision of planning and support services contributes to each child's optimal development
- all caregivers understand the abilities and challenges of each child in the setting and practice an inclusive philosophy
- children with developmental needs must be able to access developmentally appropriate learning and recreational opportunities in their community, independent of family employment or training needs

Evidence-based practice

- research provides strong empirical evidence for effective early intervention strategies and provides a direction for the design of comprehensive early intervention systems
- research clearly demonstrates that comprehensive early intervention systems that address stressors associated with risk and disability status are able to achieve positive and important immediate effects on a child's development³
- quality child care is linked to positive child development outcomes

² Family Centred care results in practices in which the pivotal role of the family is recognized and respected. Families are supported in their caregiving roles by building on their unique strengths as individuals and families. Opportunities are created for families to make informed choices for their children and more importantly, these choices are respected. Shelton and Stepanek, J. 1994, *Family Centred Care For Children Needing Specialized Health and Developmental Services* (2nd Ed.) Association for the Care of Children's Health, Bethesda, Maryland, p. 4.

³ Michael Guralnick, A Developmental Systems Model for Early Intervention, Centre for Human Development and Disability, University of Washington, Seattle, Dec. 2000.

Reflective of and Responsive to Diversity

- all components of SCDP will be designed and delivered to respect the range of diversity in communities
- full range of diversity includes diversity of ethnicity, financial circumstances, language, culture, etc.
- all individuals working with children and families employ culturally appropriate and relevant practices
- service providers will respond to families within the cultural context of family and community
- SCDP will put processes in place to address diversity issues such as English as a Second Language (ESL), translation, need for staff skilled in various languages, barriers to access, and different cultural practices

Relationship with Aboriginal Community

SCDP acknowledges the unique position of Aboriginal people in society and respects their right to design and deliver SCPD in their communities upon readiness.

Therefore the SCDP reaffirms:

- that SCDP will serve as an interim program until such time as Aboriginal communities determine their preferred method of service delivery
- the historic and new relationship of self-governance between the government of BC and Aboriginal children and families established at Tsawwassen on June 11, 2002, and through the Memorandum of Understanding September 9, 2002. (See Appendix 9 - Memorandum of Understanding Between MCFD/MCAWS and the Aboriginal Community)
- that First Nations, Metis, Inuit and other Aboriginal Peoples assert jurisdiction over their children and families regardless of where they live
- that SCPD will draw upon the expertise of Aboriginal service delivery agencies and research institutions
- that SCDP will build Aboriginal staffing capacity by supporting training of Aboriginal persons for the SCDP field

SCDP honours and values a cultural approach that includes serving the Aboriginal child in the context of the family as a whole and within the child's community.

SCDP supports capacity building within Aboriginal communities and recognizes that this is a shared responsibility among SCDP agencies, all staff, Local Advisory Committees, MCFD, Provincial Steering Committee, and Aboriginal communities.

3.4 Outcomes

Outcomes are desired results. They are the benefits or changes in behaviour, skills, knowledge, attitudes, or conditions that have resulted from the activities of the SCDP. They identify in measurable terms what is to be achieved by the SCDP. Outlined below are outcomes that have been identified for the SCDP. Short and long-term outcomes for SCDP and outcome indicators/measures have been identified. (See Appendix 10 – Outcome Indicators and Measures. These will be incorporated into the contract management agreements between SCPD agencies and MCFD.)

Children

Children Under Six (Birth to Sixth Birthday)

- children in SCDP actively participate in inclusive child care settings
- children in SCDP attain or make progress toward the developmental goals that are identified in their Individual Service Plans
- children in SCDP successfully transition to school

Children Six - 12 (Six to 13th Birthday)

- children in SCDP actively participate in inclusive child care settings during out of school hours
- children in SCDP attain or make progress toward the developmental goals that are identified in their Individual Service Plans

Youth 13 – 19 (13 to 19th Birthday)

- youth in SCDP actively participate in inclusive community settings during out of school hours
- youth in SCDP attain or make progress toward age-appropriate goals identified in their Individual Service Plan

Families

- families actively participate in the development and monitoring of the Individual Service Plan for their child
- families have increased knowledge of child development and growth
- families have increased awareness of supports available in their community
- families feel supported:
 - a) to access same range of services as all families
 - b) to actively participate in their community
 - c) in maintaining the economic integrity of their family

Note: Feedback from families would be part of a satisfaction survey to be carried out with parents on an annual basis. (See Section 14 - Service Delivery Review)

SCDP Agencies/Staff

- SCDP agencies deliver services in compliance with the SCDP Policy and Procedures Manual
- SCDP staff have increased knowledge and understanding of all children and families within their community context

Child Care Settings

- child care settings demonstrate inclusion of children eligible for SCDP
- child care settings have increased knowledge of the needs of families and children with extra support needs
- child care settings have increased skills in supporting families and children with extra support needs
- child care settings feel supported in responding to the child care needs of families and children with extra support needs
- child care settings have increased awareness of community services that are available for families and children with extra support needs

Community

- parents have a voice in guiding and supporting SCDP
- community partners have a voice in guiding and supporting SCDP
- community partners have increased awareness of SCDP

Aboriginal Community

- Aboriginal children with extra support needs participate in SCDP
- Aboriginal families feel supported to access SCDP
- Aboriginal community partners feel supported to build capacity to determine their preferred method of service delivery

3.5 Key Features

Focus is on early childhood development with continued commitment to all children and youth.

- early years, birth to six, are recognized as optimal time for child development, as evidenced by current research on brain development
- Federal government funding to SCDP targets children under six in regulated child care settings. (Early Learning and Child Care Multilateral Agreement 2003-2008)
- school-aged children 6 -12 years of age are a continued priority
- youth 13 to their 19th birthday will continue to be served on an individual basis
- services to youth will be more age-appropriate, respond to health and safety issues, and will be delivered in partnership with community programs for youth, where available

Accessible

- the aim is to ensure that communities identify and address barriers to SCDP services to ensure that all eligible children with extra needs and their families have access to SCDP
- barriers may be due to economic, cultural, language, literacy, physical impairment or geographic issues
- families participate on a voluntary basis
- there is no charge to families for extra supports provided by SCDP. Families, however, are responsible for basic child care costs. Low income families may apply to the Ministry of Human Resources for Child Care Subsidy and the Child Special Needs Supplement

Stable Continuum of Service

- improved planning and supports will be established to ensure that there is an integrated and seamless continuum of service throughout the key transitions of a child's life
- improved coordination at local, regional and provincial levels among agencies, regional bodies, and government departments is critical and should include: MCFD Early Childhood Development and Community Living Services Division, MCFD Regions, Aboriginal Authority, the Community Living Authority, and the Ministries of Education, Health and Human Resources.
- new and existing relationships with other community services will need to be strengthened (e.g., with therapists, Infant Development Program Consultants, Public Health Nurses, Early Childhood Development Educators, School Counsellors, etc.)
- a comprehensive plan that is based upon recommended best practices and centred on the child's needs and family goals must be maintained or developed and updated regularly

Provincial Consistency While Meeting Community Needs

- a balance is required between the need for consistency and a level of accountability and the desire to increase family choice and flexibility to meet community needs
- the intent is to define the service, as well as service delivery standards and identify common measurable outcomes while providing maximum flexibility within regions and in communities to respond to local needs
- the aim is to ensure that funding is fair, equitable and clearly articulated to facilitate service equity and continuity from region to region, while meeting local priorities

Family and Community Capacity

- SCDP will work with families to build capacity and resiliency
- SCDP will engage the community and enhance the capacity of the community to meet the needs for safe, stable, inclusive participation of children in child care settings. This will require addressing a wide range of cultural (language), financial and geographical barriers

Support Capacity Building with Aboriginal community

- in all aspects of design/planning, implementation, and service delivery, SCDP, MCFD and Aboriginal communities and authorities will work in partnership to support capacity building with the Aboriginal community. (See Section 4.0 below for elaboration of this partnership)

4.0 Support Capacity Building with Aboriginal Community

Support capacity building with the Aboriginal Community is a shared responsibility among SCDP agencies, all staff, Local Advisory Committees, MCFD, the Provincial Steering Committee, and Aboriginal communities. Identified below are suggested strategies to assist SCDP agencies and Local Advisory Committees and Aboriginal communities to work together to support capacity building with the Aboriginal community. SCDP will serve as an interim program until such time as Aboriginal communities determine their preferred method of service delivery, and resources and training issues are addressed.

Based on the recognition of Aboriginal self-governance and jurisdiction, SCDP will:

- actively support the building of expertise of Aboriginal service delivery agencies
- support, contribute and collaborate, as appropriate, with Aboriginal research projects and initiatives
- build provincial and regional profiles of Aboriginal children and families who are eligible for or receive SCDP services
- recruit Aboriginal Child Development Consultants and Aboriginal Support Workers
- develop and implement culturally significant practices for all Child Development Consultants and Support Workers working with Aboriginal families or within Aboriginal communities
- work in partnership with Aboriginal Authorities, political organizations, bands, tribal councils, and Aboriginal family service agencies to develop culturally appropriate services and to ensure access for Aboriginal families

Strategies for Inclusion

- recognize and address where appropriate, the systemic exclusion of Aboriginal family systems, across sectors
- recognize a key place for Aboriginal staff and implement a policy of preference for Aboriginal staff when serving Aboriginal families
- recognize the diversity of Aboriginal culture, practice and belief systems and incorporate that knowledge into policy development and service delivery

Strategies for Outreach

Identify and address the challenges that limit access to services for Aboriginal children and families; strategies should specifically address, but not be limited to:

- geographical barriers: remote and isolated families and communities, both on and off reserve
- economic challenges: poverty, lack of basic communication (phone) and internet access, and lack of reliable and affordable transportation
- health and disability; health of parents, family and extended family
- housing and shelter limitations
- sense of welcome and eligibility
- parent and family readiness

Strategies may include:

- implement regularly-scheduled outreach to homes and schools
- collaborate with other agencies, service providers, and levels of government to ensure awareness of need and opportunity for outreach to potential families
- encourage mobile services to isolated communities such as: specialists, pediatric therapists, nurses, counsellors, and teachers/teacher's aids and other professions. Promote collaboration and mutual support as appropriate. Seek funding partnerships
- initiate dialogue with child care agencies and other family service agencies
- liaise at multiple levels across sectors

Strategies for On and Off Reserve

- develop working relationships (e.g. collaborative forums) between both jurisdictions (Federal and Provincial); identify and remove barriers regarding jurisdictional obstacles and promote

joint planning that reduces duplication of effort and makes best and most appropriate use of resources

- develop strong working relationships with on-reserve agencies

Recruitment and Retention

- identify plans for recruitment of Aboriginal staff. Plans will vary between regions and communities and will reflect the proportion of Aboriginal families needing service. Targets to include SCDP Consultants and Support Workers, administrative supports and program administrators
- develop goals and strategies to inform, recruit, train, support and retain Aboriginal SCDP staff and to provide resources for non-Aboriginal staff who are working with Aboriginal families and staff
- recruit and increase numbers of Aboriginal Liaison workers
- identify, nurture and mentor youth to seek training in care-giving and professional roles
- partner with local high schools and post-secondary institutions to promote educational and workforce opportunities in early childhood development in general and SCDP specifically, explaining the value of work in the child development field and providing information on training streams, and mentorship
- encourage Aboriginal mentoring programs, particularly in reaching and inspiring youth
- involve Aboriginal youth representatives in local and provincial level working groups and advisory committees in the Early Childhood field
- recruit Elders as part of the Aboriginal staff complement, ensuring adequate compensation and attention to respectful and culturally appropriate interactions
- ensure provision of supports and incentives that encourage retention of Aboriginal staff
- identify and redress systemic barriers to Aboriginal staff complements of SCDP agencies
- recognize the unique challenges, barriers, fears that Aboriginal staff face within their own communities. Incorporate that understanding into retention strategies

Training for Staff

- promote Community-Based Training for certificate courses that enable Aboriginal students to remain in their home communities
- consider Prior Learning Assessment (PLA) credit for previous experience for Aboriginal applicants
- encourage and support Aboriginal-designed, developed and implemented staff training, courses, certificates, standards and practice (within and outside the program)
- recognize and utilize the traditional teaching role, wisdom and teaching practices of local Elders
- provide supports for Aboriginal staff to facilitate recruitment and training such as transportation and child care for extended training hours
- increase dialogue, orientation, and support for non-Aboriginal workers and specialists who work with Aboriginal families
- host regular in-service training for culturally significant practices
- ensure exchange of knowledge and expertise between Aboriginal and non-Aboriginal service providers, including team building opportunities and training about racism
- recognize the cultural importance of celebrating with food and incorporate the practice into meetings, training sessions, etc.

Training for Family/Community

- provide training for families which promotes ability to self-advocate, to advocate for Aboriginal families and communities, and to participate in decision-making and SCDP planning
- develop relationships with schools, colleges, and independent training programs to come into the community to deliver training, including full courses and in-service
- recruit volunteers. Volunteering may provide a safe and gentle opening for Aboriginal community members who may be hesitant to be involved with SCDP
- through formal volunteer development programs, encourage community members to pursue training and staff positions within agencies

- identify and support training for Family Child Care Providers to respond to their needs and circumstances, particularly training on self-care

Support Emerging Aboriginal SCDP Initiatives

- encourage and support SCDP initiatives that are Aboriginal in design, development, and implementation. Utilize Aboriginal staff in these initiatives
- form partnerships with Aboriginal agencies, promoting an Aboriginal lens for service delivery, assisting with recruitment of Aboriginal SCDP staff, and mentoring to help build capacity for Aboriginal SCDP service delivery where desired
- provide SCDP information resources that encourage working links between Aboriginal Supported Child Development and Early Childhood initiatives and that promote peer support and information sharing

5.0 Provincial Steering Committee

The following are the key duties of the Provincial Steering Committee: (See Appendix 3 - Terms of Reference Provincial Steering Committee Office of the Provincial Advisor, SCDP)

- provides ongoing direction and support to the Office of the Provincial Advisor and the five Regional Advisors
- provides advice and input to the development and operation of community-based SCDP
- makes recommendations to MCFD regarding resources, services, and standards related to SCDP
- identifies local, regional, provincial and federal issues, policies, challenges, and opportunities related to children with extra support needs and their families, SCDP, and Office of the Provincial Advisor
- fosters communication, collaboration and partnerships to promote public awareness of inclusion, SCDP, early childhood development, early intervention and support services

6.0 Local Advisory Committee Guidelines

The Local Advisory Committee (LAC) is an advisory body that guides and supports SCDP agencies and staff in delivery of the SCDP. (See Appendix 8 – Local Advisory Committee Guidelines)

7.0 Program Guidelines

7.1 Agency Funding

SCDP agencies must use SCDP funding for the following, ensuring that the maximum amount is allocated for direct service delivery⁴:

- **Program administration** - for costs related to the administration of SCDP
- **Program Coordinator/Manager** - for cost related to the coordinator's role in overseeing the day-to-day operations of SCDP. (See Appendix 5- Program Coordinator/Manager Job Description)
- **Consultant Services** - for costs related to providing Consultant Services
- **Extra staffing supports** - for costs of providing extra staffing supports

Extra Staffing Support – May fund

- a pool of support workers within SCDP agency **and/or**
- a child care setting to hire support workers **and**
- a parent when care is provided in parent's home and parent acts as employer

Note:

The SCDP agency in consultation with its Local Advisory Committee determines whether funds are used to hire support workers within the agency or whether it funds a child care or other community setting to hire support workers, or whether both methods are used.

- **Training and Resources** - for costs related to recruitment, professional development/training/in-service and resource library
- **Opportunities** - In consultation with the LAC and MCFD, SCDP agencies may use SCDP funding to respond to family needs by identifying creative solutions and developing partnerships with other key groups in their community

7.2 Funding Allocation Guidelines

Funding allocations for SCDP occur at a number of different levels:

- from the provincial government to the regions (MCFD Regional Offices),
- from the regions to SCDP agencies, and
- from SCDP agencies to child care settings and to parents when care is provided in their own home and they act as employer

At each level of funding allocation the following guidelines apply:

- be an open and transparent process, (transparency of budget and process) where all stakeholders are aware and understand the process
- be equitable but flexible to meet diversity of needs
- reflect shared decision-making (collaboration) where key stakeholders are involved in the decision-making process
- ensure an annual review process to enable funding adjustments to address inequities or changes in service needs

7.2.1 Shared Decision-Making Model for Allocating Funding for Extra Staffing Support

The intent of shared decision-making to determine funding allocations for extra staffing support is to ensure decisions are not made in isolation but are based on a collaborative process. Best practices call for a collaborative model with consensus decision-making that respects confidentiality and addresses any conflicts of interest. This process can take a number of forms depending upon community needs

⁴ MCFD general contract guidelines for administration costs are a maximum of 10%.

and resources. The type of process or model selected must be determined in consultation with the LAC. For example, a committee can be structured in a number of different ways. It can include:

- SCDP Consultants/Program Coordinator and multidisciplinary professionals from the SCDP agency, or
- SCDP Consultants/Program Coordinator and professionals from partner agencies

Note: Multidisciplinary professionals could include: IDP Consultant, Speech Language Pathologist, Occupational Therapist, Physiotherapist, Family Support Worker, Social Worker or Child Care Provider.

SCDP Consultants are responsible for preparing the requests for funding and support, and making recommendations to the committee as to range and level of support needed. (See Section 9.1- Nature and Level of Support and Section 9.2 – Extra Staffing Support)

Urgent Need: The committee must be able to respond to urgent and unanticipated needs.

Review: A regular review schedule must be established. Reviews are recommended on a quarterly basis.

7.2.2 Conflict of Interest

Where an SCD agency both administers the SCD program, that is, manages the placement function, and also administers a child care setting where children with special needs may be supported by SCD funding, a conflict of interest exists. It is always preferable that a conflict of interest be eliminated rather than managed. Even if an organisation finds ways to manage the conflict, it is still a conflict.

However, in some circumstances, particularly in small communities, this standard may present a hardship by excluding the only available agency qualified to administer the program. MCFD has secured a legal opinion and can provide the following two options to communities dealing with this situation:

Preferred Option: Eliminate Conflict of Interest

The conflict of interest is to be eliminated rather than managed. SCD agencies must:

- be able to provide a business plan/budget for their child care program that demonstrates financial independence from SCDP funding.
- Where MCFD regions have selected this option, agencies unable to meet this requirement will not be awarded a contract to administer the SCD program.

Alternate Option: Manage the Conflict of Interest

This option recognises the differing community resources around the province and may be applied at the discretion of MCFD, in consultation with the Local Advisory Committee (LAC).

An agency that wishes to allocate SCD funding in a manner that will benefit a child care setting administered by the same agency, must agree to the following protocols:

- when approving a child for SCD funding in a setting administered by the SCD agency the agency will be required to present a case for funding, to the LAC:
- without revealing the name or other personal details of the child or family in question.
- explain why this is the best option for the child and why no other community child care setting will do as well for the child and family.
- demonstrate that they operate a typical, community-based child care program with typical ratios (i.e. no special needs licenses).
- The Local Advisory Committee will make a recommendation regarding whether, of all the inclusive settings available in the community, the setting proposed by the SCD agency is indeed the best plan of supports for the child.
- The Local Advisory Committee will approve the funding both initially and at times of funding renewal.
- Where possible, the SCD agency will provide an annual audit of their child care programs that demonstrates financial independence from SCD funding.

Local Advisory Committees represent an opportunity for community-based decision-making and can ensure that these potentially sensitive funding decisions are both transparent and perceived to be equitable.

In the case of either option the SCD agency must:

- request the endorsement of their Local Advisory Committee (LAC) when responding to an RFP for the administration of the SCD program.
- demonstrate that their process for determining funding allocations involves openness, accountability, and informed parent choice (shared decision making model), use of the Support Guide with minimal biannual review, parent feedback and parent satisfaction surveys.

7.3 Where Supports are Provided

7.3.1 Child Care Settings

The primary focus of SCDP is to provide extra supports for children with developmental delay or disability to enable them to fully participate in regulated child care settings.

High quality child care promotes the health, well-being, and optimal development of each child with a safe, nurturing environment among his or her peers.

Child care providers are a key partner in community collaboration and SCDP planning.

Regulated child care settings include: Licensed Group Care (includes Infant and Toddler child care and child care for children from three to five years of age); Licensed Preschool; Licensed Out of School Care; Licensed and License-not-required Family Child Care; In Own Home child care.

For information to help clarify whether an individual is an employee or an independent contractor refer to Appendix 11 (*The Legal Edge Checklist: Employee or Independent Contractor?*)

The Community Care Facilities Branch is part of the Population Health and Wellness Division of the Ministry of Health Services. The Branch is responsible for the development and implementation of legislation, policy, and guidelines to protect the health and safety of persons being cared for in licensed facilities including Child Day Care. There are approximately 4,600 licensed child care facilities in British Columbia. The Branch provides support to Medical Health Officers and over 100 Licensing Officers located in [health authorities](#) across the province. The Child Care Licensing Regulation is comprised of definitions, the application for licence requirements, staff qualifications, health and safety requirements, and the types of child care facilities and requirements for licensing. For more information see the Ministry of Health Services website at: www.healthservices.gov.bc.ca/ccf

Note: Parents are responsible for child care space fees in regulated child care settings.

7.3.2 Services in Child's Own Home

SCDP supports children in their own home in exceptional circumstances, when a child's extra support needs otherwise preclude him or her from participating in a child care setting.

The following factors apply when determining in-own-home support:

- all other community alternatives have been exhausted
- the need for in-own-home support is clearly documented and substantiated
- services should be reviewed every three months and should be driven by the needs of the child, available community resources, and equitable sharing of community resources

- there must be a clearly agreed upon goal of moving toward a more inclusive child care experience, where possible
- an Individual Service Plan must outline strategies and outcomes that demonstrate moving to inclusiveness, peer interaction and social-skill development
- If parents are paid directly, the parent is considered to be the employer of the caregiver and must meet the obligations of an employer under federal and provincial legislation. (See Appendix 12 - Child Care Provided in Child's Home - Applicant's Declaration)
- the parent must sign "Child Care Provided in Child's Home - Applicant's Declaration". Original is given to parent and a copy is placed in the child's file. (See Appendix 12 - Child Care Provided in Child's Home - Applicant's Declaration)
- children with health care needs must have a health care plan prepared by the appropriate resource such as Nursing Support Services or a physiotherapist or occupational therapist

Parent as Employer When Care is Provided in Own Home

Parents are expected to pay the cost of a child care space fee for in-own-home child care, equivalent to local community rates. Families with low incomes should be directed to the Ministry of Human Resources to apply for the Child Care Subsidy and the Special Needs Supplement (up to \$150/month effective January, 2005). (See Sections 20.1 and 20.2 - Child Care Subsidy Program and Special Needs Supplement)

SCDP Agency as Employer

Where an agency employs a support worker for in-own-home child care, that agency must collect from the parent the child care space fee cost. Parents are expected to pay for the cost of child care space fee for in-own-home child care, equivalent to local community rates. Families with low income should be directed to the Ministry of Human Resources to apply for the Child Care Subsidy and the Special Needs Supplement (up to \$150/month effective January, 2005). (See Sections 20.1 and 20.2 - Child Care Subsidy Program and Special Needs Supplement)

Note: For youth aged 13-19 space equivalent costs will be minimal, in recognition that there is no equivalent need for out-of-school care for typical youth.

7.4 Liability Insurance Coverage

Government Master Insurance Policy (GMIP) coverage will be extended to qualified child care providers who employ support workers as well as to parents who employ qualified support workers in their own home. Confirmation of GMIP coverage will be included in contracts between MCFD and SCDP agencies.

8.0 Program Operations

8.1 Program Information

SCDP agencies are responsible for ensuring that information about SCDP is developed and distributed in a manner that meets the diverse needs of its community.

SCDP agencies requiring assistance in developing program information may contact the Office of the Provincial Advisor.

8.2 Referrals to SCDP

SCDP accepts open referrals, which means referrals will be accepted by SCDP agencies by letter, fax, or phone from either parents or professionals.

Referrals from professionals must have parental consent. Generally the referral source has talked to the family about SCDP. If not, the referral source is requested to talk to the family to ensure they have the family's consent before SCDP makes contact with the family.

8.3 Consent

For a child to be able to participate in SCDP (once eligibility is determined), or for SCDP to provide information about the child or family to other agencies, requires the written consent of a parent or guardian and, if applicable, youth consent as outlined in the *Personal Information Protection Act* that came into effect January 1, 2004. This act provides information about consent, age of consent, collection, use, disclosure, retention, and security of private information. (See Appendix 13 – SCDP Consent Form) This form is to be used for consent to participate in SCDP and consent for receipt and release of information.

8.4 Initial Contact and Identification of Need

The SCDP Consultant makes initial contact with the family (parent/guardian), introduces him/herself, and describes the program and the eligibility criteria.

If family wishes to continue with the process, the SCDP Consultant arranges a meeting. The SCDP Consultant meets with the parent/guardian to discuss child and family needs, resources, options, and potential role of SCDP.

Results of this meeting could include:

- identification of no need for SCDP
- referral of family to other services
- identification of a need for the SCDP. Proceed to determine eligibility

8.5 Determining Eligibility

8.5.1 Eligibility Criteria

All children who are residents of BC are eligible for SCDP. Children must meet the following three criteria:

1. Age - birth to 19th birthday

- the emphasis is on early childhood development of children under six years of age as this is recognized as the optimal time for child development.
- children aged six - 12 years of age are a continued priority.
- youth 13 - to their 19th birthday will continue to be served on an individual basis.

2. Have a developmental delay or disability in physical, cognitive, communicative or social/emotional/behavioural areas

Evidence of developmental delay/disability in one or more of the following areas is required:

- **Physical** – child who is blind or visually impaired, has a neuro-motor or sensorimotor challenge or a special health care need
- **Cognitive** – child who has an intellectual delay or disability
- **Communicative** – child who is deaf or hard of hearing, or has significant language and speech challenges
- **Social/Emotional/Behavioural** – child who has severe social, emotional, or behavioural challenges. Severe behaviour is defined as: behaviour which is dangerous to self and to others; extremely disruptive behaviour which is consistent and persistent over time; behaviour which is serious enough to be known to other community agencies and to warrant intensive interventions by other community agencies

Documentation Required:

Written documentation of a child's developmental delay or disability is required. This may be satisfied in a variety of ways. This may include a letter or report from a family doctor, specialist, or diagnostic team or clinic; a copy of an assessment report or referral from an Infant Development Consultant, Speech Language Pathologist, Physical or Occupational Therapist, Psychologist, Nurse, Early Childhood Educator, or other related professional. Developmental delay or disability can also be verified by the assessment of the SCDP Consultant.

Note:

There is no minimum level of documented delay required to determine eligibility for SCDP. Documented existence of delay combined with the need for support in a child care or other community setting determines eligibility.

3. Need for support in a child care setting

Child requires additional support services in a child care setting because of the developmental delay/disability.

Documentation Required:

The requirement for written documentation of a child's need for additional supports in a child care setting may be satisfied by completion of the Support Guide or other similar document. The Support Guide is completed at the time of determination of eligibility. (See Appendix 14 - Supported Child Development Program Support Guide)

Need for additional support can also be documented through a letter, report, assessment or referral that is similar to that required for documentation of developmental delay or disability as long as the need for supports is detailed in a similar manner as the Support Guide.

Note: Eligibility for Children Living on Reserve

Children living on reserve are eligible for SCDP. Services will be provided when eligibility is determined. The only exception is if there is documented evidence of an equivalent program, funded by the government of Canada, which is available in the child's Aboriginal community.

8.5.2 Results of Eligibility Determination

Eligibility determination may result in the following decision:

1. Not eligible for SCDP

If child is not eligible for SCDP, then there are two options:

- no further action is taken
- child and family are referred to an outside resource, but no further contact is required

In both of the above situations, a file does not need to be opened. However, the SCDP agency is expected to maintain statistics on these cases with some basic information on the reasons the child is not eligible, where referrals are made, and staff time.

2. Eligible for SCDP

In all cases where the child is deemed eligible a file is opened.

Written documentation of both the existence of a developmental delay or disability and need for supports must be maintained in the file. (See Section 16.0 File Management)

The following decisions regarding eligibility are possible:

Refer to outside resources

In cases where the child is eligible for SCDP, but providing services of SCDP is not appropriate or requested at this time, the child and family may be referred to outside resources, if a need has been identified that can possibly be addressed by other services in the community.

Monitor Child/Family

SCDP services are not being provided at this time. However, if it is determined, in consultation with the family, that the child and family's situation should be monitored to determine possible changes in need then the SCDP Consultant and the family will determine the monitoring schedule and this will be noted in the file.

Place on Waiting List

SCDP services are not being provided at this time due to lack of resources and child and family are placed on a waiting list. Waitlist guidelines apply. (See Section 8.6 - Waitlist Management)

Active Involvement

SCDP services are to be provided. Child is to receive the service that is necessary and appropriate based on individual needs determined by the Support Guide.

Parent/guardian or youth, as applicable, sign the Consent Form. (See 13 – SCDP Consent Form)

The Office of the Provincial Advisor, SCDP is available to provide guidance to SCDP agencies to ensure effective intake procedures are developed and implemented.

8.5.3 Appeal of Eligibility

SCDP agencies are to follow a standard process of appeal that includes the following levels:

- First level to the SCDP agency
- Second level to Regional MCFD operations in accordance with the MCFD appeal process

The appeal process must be clearly communicated in writing to families and service providers by SCDP agencies.

8.6 Waitlist Management

Waitlist management guidelines have been developed and approved for the Community Living Services Program. These guidelines have been reviewed by the SCDP Working Group and adapted for SCDP.

These guidelines are to be implemented by SCDP. The Provincial Advisor, SCDP will initiate a review of these guidelines, as required, to ensure they are meeting the needs of SCDP. (See Appendix 15 - Waitlist Management Guidelines for SCDP)

9.0 Support Services

All children eligible for SCDP receive the services of a Consultant. Some children need extra staffing supports and receive the services of a Support Worker. The family-centred principle is to be adhered to in the determination, provision, and evaluation of all support services.

This section sets out guidelines for determining the nature and level of support for children and families and outlines the services provided by the SCDP Consultants and the extra support provided by SCDP Support Workers.

9.1 Nature and Level of Support

The SCDP Consultant in collaboration with parents, and following a “committee” process that has been established at the community level, determine the nature and level of support to be provided to the child and family. (See also Section 7.3 - Funding Allocation Guidelines)

The SCDP Consultant uses the Support Guide (See Appendix 14 - Supported Child Development Program Support Guide) or other tool to assess the nature and level of support required by the child care setting in order to successfully include children with extra support needs. This support could fall into one of the following ranges:

Range 1 - Training, support, and consultation, no additional staffing required

Range 2 - Short-term, transitional, intermittent, or shared support requiring additional staffing

Range 3 - Significant, on-going support requiring additional staffing

Range 2 and 3 would necessitate funding for extra staffing support within a child care setting. (See also Section 9.2 – Extra Staffing Support)

Review of the level and nature of support must occur at minimum on a quarterly basis.

9.2 Extra Staffing Support

This section outlines the roles of the SCDP agency and the shared decision-making committee with regard to extra staffing support.

The SCDP agency is responsible for maintaining an ongoing committee that meets on a regular basis to review the support needs of all eligible children. The committee determines funding for extra staffing support. (See also Section 7.3.1 - Shared Decision-making Model for Allocating Funding for Extra Staffing Support)

Key considerations for determining extra staffing support include:

- level of extra staffing support is based on the goals for the child requiring the extra support, the needs of the children in the setting, and the needs and skills of the setting staff. This must be reviewed at minimum on a quarterly basis. (See also Section 9.1- Nature and Level of Support)
- nature of setting, qualifications of existing staff, environment, union issues, standards and procedures in place at the setting are important considerations in determining extra staffing supports
- cultural needs should be considered, such as determining if the child and family would be more comfortable with extra support staff from their own cultural group

Extra staffing support funding can be provided in the following ways:

- SCDP agency employs a pool of trained, qualified support workers who are assigned on an individual or shared basis taking into account parent choice, child's needs and setting preferences

- SCDP agency reimburses a child care setting to directly employ support workers for individual or shared support taking into account parent choice, child's needs and SCDP standards
- SCDP agency reimburses parent if care is provided in parent's home and parent acts as employer.

SCDP agencies, families and child care settings work together to select the extra staffing support, taking into account employer obligations and available community resources.

Extra staffing supports can be used in a number of ways:

- staff work as a team to ensure that all children's needs are met – all staff share in the care of all children, including the care of children with extra support needs. This approach provides extra support to the entire program and allows all staff to implement a child's Individual Service Plan. Typically a designated staff member is responsible for completing reports, attending team meetings, and liaison with parents, consultants, and other professionals, including therapists.
- a second option is to designate certain responsibilities to specific staff. Staff may provide specific supports as determined by daily activities or routines. Typically a designated staff member is responsible for completing reports, attending team meetings, and liaison with parents, consultants, and other professionals, including therapists.
- another option is to designate one staff member as the Support Worker who is mainly responsible for supporting a child throughout all aspects of the program. The Support Worker may be someone who is already a member of the regular staff (funding is then used to replace the regular staff member) or someone who specifically fills the position. Typically, the Support Worker is responsible for completing reports, attending team meetings, and liaison with parents, consultants, and other professionals, including therapists.
- **in situations where the designated Support Worker is unavailable for work, i.e. illness, the recommended practice is to replace the Support Worker with a regular staff member and to hire a substitute to replace the regular staff member. This practice provides familiarity and continuity for children and program staff.**

The Consultant coordinates and prepares a recommendation for extra staffing support. This recommendation is based on information in the completed Support Guide and the Individual Service Plan. It should include:

1. child and setting information
2. child's schedule of attendance
3. child's recommended schedule of support
4. capacity of setting for shared support
5. estimated costs including:
 - a. support worker hourly wages
 - b. employer costs – e.g. employer's EI premiums, employer's CPP contribution, WCB, statutory holiday and vacation pay costs
 - c. costs for support worker to attend team meetings, prepare reports
6. start and end dates

Note: Extra staffing is not intended to improve child/staff ratios; Support Workers cannot be counted for licensing requirements. The child receiving support is counted in the child/staff ratio for licensing purposes.

9.2.1 SCDP Support Worker

The Support Worker provides the extra staffing support to a child care centre, in order for a child with developmental delays or disabilities to fully participate in child care settings.

The Support Worker works as a team member with child care setting staff and with all the children and families providing general support to the whole program to ensure effective inclusion of the child.

The SCDP Support Worker responsibilities include, but are not limited to:

1. as a team member, support children with extra support needs to fully participate in child care settings
2. contribute to the development and implementation of Individual Service Plans for children that reflect the choices and priorities identified by their parents
3. support capacity building with the Aboriginal community
4. contribute to the development of inclusive communities
5. contribute to the effective management and administration of SCDP
6. establish and maintain current professional practice

(For detailed description of SCDP Support Worker skills, responsibilities and duties, see Appendix 7 - SCDP Support Worker Job Description)

9.3 Consultant Services

The SCDP agency is responsible for the delivery of Consultant Services. A SCDP Consultant carries out Consultant services under the direction and with the support of the SCDP agency. (See Appendix 6 - SCDP Consultant Job Description)

Consultant services include the following:

9.3.1 Consultation

The SCDP Consultant provides information to families on matters directly related to Supported Child Development services such as:

- typical and atypical child development strategies for optimizing child development
- community services and resources related to child development
- child care service and the role of quality child care

The SCDP Consultant provides support and assistance in choosing a child care setting, if the child is not already in such a setting.

Consultation may be conducted during home visits, at child care settings, at the SCDP agency or at a mutually agreed upon location.

SCDP Consultants do not provide general family and child counselling. They refer families to social workers and other community agencies and professionals.

9.3.2 Support Guide

The SCDP Consultant is responsible for completing the Support Guide in collaboration with the family. (See Appendix 14 - Supported Child Development Program Support Guide)

The Support Guide is a tool that helps determine the extra supports needed to successfully include a child with developmental delays or disability in a child care setting. It documents the support the child needs, the needs of the setting staff to successfully include the child, and the needs of other children in the setting. The Support Guide is used to document need for support in a child care setting but it is not used to document developmental delay or disability.

9.3.3 Developmental Screening and Assessment

There are a number of key purposes of a developmental assessment:

- a developmental assessment conducted by a SCDP Consultant may be used to document the existence of a developmental delay or disability to determine eligibility for SCDP
- at the request of parents or with parents' consent, a developmental screening and/or assessment can be conducted by SCDP Consultants to inform the individual planning for the child. Developmental assessments are useful tools for developing a picture of the child and his or her strengths and needs. They can provide information for the family that can be used for identifying goals and objectives for individual service plans and can be the basis of the reports to involve community partners. They may be particularly useful when children are transitioning to Kindergarten

There are a number of different assessment tools that can be used. Consult the Provincial Advisor for a list of assessment tools. Proficiency in administration of standardized screening and assessment tools, acquired through training and practice, is mandatory for all SCDP Consultants. The Provincial Advisor and Regional Advisors will assist SCDP Consultants in accessing training. A list of assessment tools is under development and will include information on training required, costs and web or email address to access the tools.

9.3.4 Individual Planning: Individual Service Plan and Team Meetings

Individual Service Plan

The Individual Service Plan (ISP) documents and guides the intervention and support services provided for children with extra support needs. The ISP is the vehicle through which effective early intervention is implemented. It contains information about the services necessary to facilitate a child's development and enhance the family's capacity to facilitate the child's development. Through the ISP process family members and service providers work as a team to plan, implement, and evaluate intervention goals, objectives, and strategies tailored to the child's unique developmental needs. The family's concerns, priorities, and resources guide the ISP process. (See Appendix 16 - Sample Individual Service Plan)

The ISP must be in writing and should contain:

1. the child's present levels of physical development, cognitive development, communication development, social or emotional development, and adaptive development
2. the family's priorities and concerns related to enhancing their child's development
3. the major outcomes to be achieved for the child and the family, the timelines and resources to be used to determine progress
4. specific early intervention services necessary to meet the unique needs of the child and the family, including the frequency, intensity, and the method of delivery
5. the natural environments in which services will be provided
6. the projected dates for initiation of services and their anticipated duration

7. the name of the service provider who will be responsible for implementing the plan and coordinating with other agencies and persons
8. steps to support the child's transition to school or other appropriate services

Note: Some communities may use a variation of the ISP such as the Individual Education Plan (IEP) or the Individual Family Service Plan (IFSP).

After assessment information is collected, the team meets to review the information and the family's concerns, priorities, and resources to develop statements of expected outcomes or goals. Active family involvement is essential. Collaborative goals focus on increasing the child's participation in valued activities and enhancing the family's capacity.

SCDP Consultants are responsible for ensuring that an Individual Service Plan is developed for each child in collaboration with the family, child care setting, Support Workers, and other relevant professionals and service providers, as applicable.

Following family-centred principles, families have flexibility in determining who will develop the plan and who will act as service coordinator. Some families may choose a service provider or professional other than the SCDP Consultant. In order to avoid duplication for families, the SCDP agency must ensure that it has an appropriate arrangement with the professional/agency selected by the family.

The following are important considerations in developing the Individual Service Plan:

- the Support Guide contributes to the development of the Individual Service Plan
- goals and objectives are established, as well as strategies developed for how these goals are to be implemented and what resources will be required
- the family's selection of an appropriate child care or other community setting is based on best meeting the child's individual developmental needs and goals as identified in the plan
- types of supports and level of support are identified in the plan
- cultural considerations are identified
- barriers to accessing services are identified and problem-solving strategies outlined
- a timeline for review of the Individual Service Plan must be built into the plan. At minimum, the plan should be reviewed every six months with a written progress report included in the file. An annual review should entail a more complete review of the goals and plans for the child. (See Appendix 16 - Sample Individual Service Plan)

Note: Children with health care needs should have a health care plan prepared by the appropriate resource. (See Section 10.1 – Children Requiring Nursing Support Services)

Team Meetings (also known as Planning Meetings, Individual Service Plan Meetings, Family Conferences, etc.)

- parents must be given the opportunity to participate in team meetings, as identified in the Individual Service Plan
- SCDP Consultants are responsible for ensuring that team meetings are organized (if the family is acting as coordinator or has chosen another service provider the SCDP Consultant's role is to participate)
- team meetings:
 - are held to support parents, to share new information, to set new goals, to plan transitions and to problem solve
 - must be scheduled at times and in locations that are convenient for parents
 - must include child care providers and those professionals requested by the parents
- barriers to parent participation such as transportation and child care should be addressed to assist parents' attendance

9.3.5 Service Coordination

The SCDP agency will assist in establishing formal linkages with various community agencies to facilitate service coordination.

With parent/guardian, or youth consent, there are many groups and agencies that SCDP will need to share information with, establish referral linkages, collaborate with on specific issues, involve in team meetings and planning, and in some cases, establish more formal partnership arrangements.

Service Coordination should be considered with such groups as:

- Infant Development Program
- Early Intervention Therapy Services
- School-aged therapy programs
- Child Care settings
- Child Care Resource and Referral Programs
- Early Childhood Development Initiatives
- Autism Programs
- Aboriginal Agencies
- School Districts
- Ministry of Children and Family Development, including the newly established Community Living Authority (CLBC)
- Aboriginal Communities
- Ministry of Education
- Regional Health Authorities
- Community Care and Facilities Licensing Branch (CCFLB)
- Mental Health
- Nursing Support Services
- Community Health Nurses etc.

The following guidelines apply to service coordination:

- the SCDP Consultant strives to coordinate services with families based on a commitment of family-centred care. This commitment places importance on strengthening the family's ability to negotiate, obtain, and coordinate resources that meet their unique family needs
- the SCDP Consultant will support families who wish to assume part or the entire role of coordination of services
- some families may wish the SCDP Consultant to assume this coordinating role
- when the SCDP Consultant is coordinating services on behalf of a family, he/she should ensure that:
 - guidelines for information sharing are followed (See Section 9.3.6 - Information Sharing)
 - families are provided with the necessary information to make informed decisions
 - meetings with families, as identified in the Individual Service Plan, are held to discuss progress and/or issues
 - team meetings, as identified in the Individual Service Plan, are organized with parents to facilitate smooth coordination of services
 - families are assisted to gain skills in negotiating with service agencies
 - consultants accept and support decisions made by families
 - consultants act as a central resource or liaison for the family with other agencies and services
- if coordination issues arise that cannot be resolved by the SCDP Coordinator with other service providers, this should be identified to the Local Advisory Committee for direction and assistance
- if issues cannot be resolved at the local level, the Regional Advisor should be informed and, if necessary, the issue could be brought to the Provincial Steering Committee and/or to the Office of the Provincial Advisor, SCDP

9.3.6 Information Sharing

The following should be adhered to when sharing information about a child and family with other service providers:

- the SCDP Consultant has discussed information sharing with parents including the purpose of information sharing
- parents and consultants discuss what information is to be shared and with whom
- the Consent Form has been signed by the parent and is in the child's file. (See Appendix 13 for SCDP Consent Form)
- confidentiality is respected
- consultant only provides information that is required by the other agencies for their decision-making

9.3.7 Monitoring

- SCDP Consultants regularly visit child care settings to consult with child care staff, observe children receiving services, monitor progress, and provide training, information and resources
- SCDP Consultants have responsibility for monitoring goals outlined in Individual Service Plans

Note: SCDP Program Coordinator/Manager has supervisory responsibilities for staff. (See Appendix 7 - Program Coordinator/Manager Job Description)

9.3.8 Referral Services

The SCDP Consultant follows these guidelines for referrals:

- in discussion with parents and team, determines need and reason for referral
- provides the family with the information about the service to which the family is being referred, e.g. contact names, telephone numbers, address, and if available, brochure, application forms, eligibility requirements, fees and waitlist information
- if appropriate, assists the family with any forms required
- includes information related to cultural considerations for specific families
- ensures the parent/guardian or youth completes the Consent Form to ensure appropriate information is forwarded to the referral agency. (See Appendix 13 - SCDP Consent Form)

9.3.9 Transitions

Children and families experience many transitions as significant people enter and leave a child's life. In addition, involvement in SCDP creates a number of transitions that need to be considered. In all the transition situations identified below, the SCDP Consultant is expected to discuss transition with the family well in advance (if timeline is known) in order to make the transfer as smooth as possible, and follow up after the transition is critical to ensure issues are addressed.

Outlined below are guidelines for a number of common transitions.

A new SCDP Consultant is assigned

SCDP Consultant:

- explains the reasons for the change to the family as soon as possible
- describes the background and work experience of the new SCDP Consultant prior to the transfer
- plans a gradual transition when possible, introducing the new SCDP Consultant to the child, family and care setting, while the current SCDP Consultant is still in place
- outlines ways parents can assist with the transition, encouraging them to be open with the new Consultant as to their needs and wishes
- ensures that all files and reports are up-to-date including a summary report with follow-up recommendations, to be made available to the family and the new consultant

A new SCDP Support Worker is assigned

SCDP Consultant:

- explains the reason for change to the family as soon as possible
- describes the background and work experience of the new Support Worker prior to the transfer
- outlines ways parents can assist with the transfer, including being open with the new Support Worker as to their needs and wishes
- plans a gradual transition when possible, introducing the new Support Worker to the child, family and care setting, while the current support worker is still in place
- ensures a smooth transition by supporting the new Support Worker to establish relationships with all children and staff in the setting
- ensures familiarity with the child's Individual Service Plan
- ensures any required child specific training is provided
- ensures orientation to all policies and procedures of the setting

Transition from IDP to SCDP

- six months before the transition from IDP, the IDP consultant will advise SCDP
- SCDP should request a briefing from IDP that includes level of child and family needs, cultural considerations, and child and family barriers to access child care settings
- in collaboration with the IDP Consultant, the SCDP Consultant assists with arranging visits to a child care or other community setting, and accompanies the parent to the new setting
- SCDP Consultant meets with the parents to provide them with an overview of SCDP and its role in supporting their child and family
- SCDP Consultant ensures the necessary forms and information have been transferred from IDP
- SCDP Consultant ensures that the processes for determining eligibility and determining the nature and level of support are completed

Transition from an infant toddler program to a 3-5 group program

- SCDP Consultant advises parent and child care provider of the need to initiate the transition process 6 months before transition to a new setting
- SCDP Consultant assists family to choose a new child care setting
- in collaboration with the child care provider, SCDP Consultant assists with arranging a visit to the new child care setting
- SCDP Consultant arranges a team meeting of all the key players to discuss timelines and a process for transition; reviews the child's specific needs in relation to the new setting, and addresses possible complications of the transition, etc.

Transition to kindergarten

SCDP Consultants work closely with parents and school district personnel to plan and prepare for transition to kindergarten.

SCDP Consultants:

- provide information about transition to parents, one year prior to transition
- obtain signed Consent Form to release information
- at family's request contact school district personnel to request them to observe child and meet with parents and child care staff
- complete written reports and assessments, as applicable
- provide information to school district staff, as required

Transition from kindergarten to school

The family may identify a continued role for the SCDP Consultant to facilitate a smooth transition from kindergarten to school.

Youth transfer to adult services

Upon the request of the family, SCDP would provide any required information to the Community Living Services Program or any other relevant program.

Transition to other communities or regions

(See Section 11.0 - Moving to Another Community)

When a child dies

SCDP should:

- develop a transition plan for families that respects their privacy and cultural practices
- recognize that when a child dies, both families and staff will experience pain and loss
- make available grief and loss resources to both families and staff
- make referrals for both families and staff to the appropriate counselling services, as required
- contact the Office of the Provincial Advisor for specialized resources relating to supporting families, staff, child care settings and other children when a child dies

9.3.10 Staff Training, Community Awareness and Education

- SCDP Consultants provide general and child-specific training for families, child care providers, support workers, and community setting staff. Consultants may also provide training to other key community resources on topics such as effective strategies for inclusion, family centred care, disabilities and developmental delays, challenging behaviours, etc.
- SCDP Consultants have a role to play in informing the community of the SCDP program and providing information and education about the program's purpose and mandate

- SCDP Consultants help build community awareness of and capacity for inclusion of children with developmental delays and disabilities
- expertise of SCDP Consultants may be used for community training events, including collaboration with other community professionals
- SCDP agencies and Consultants are expected to provide outreach into the Aboriginal community and into multicultural communities to ensure that parents with English as a Second Language (ESL) are aware of SCDP and have access to the program
- SCDP agencies and Consultants are strongly encouraged to be actively involved in related community coalitions and/or networking groups

9.3.11 Advocacy

- SCDP Consultants help to strengthen parents' role as advocates for their children, providing information and helping parents access relevant resources for their child
- the emphasis is on strengthening and supporting families in their role as decision-makers on behalf of their children and themselves
- as well, SCDP Consultants act as an advocate for children and families when parents have given them the consent to do so. (See also Section 9.3.5 - Service Coordination)
- SCDP agency's role as advocate is to facilitate awareness and education about the importance of inclusion, family-centred care, and developmental issues and to advocate for on-going support and adequate resources to meet community demand for SCDP

9.3.12 Resource Libraries

All SCDP agencies should maintain an up-to-date lending library of children's books, toys, equipment, resource books, articles, and information sheets for parents, child care settings, and community partners (therapists, school personnel, etc.)

The lending library should contain a range of resources to meet the needs of children with extra supports and their families and that reflect diversity of cultures, families, and abilities. The library should be regularly assessed for current relevance to families and to the community. (See Appendix 20 - Recommended Program Resources for SCDP)

Partnerships with other community resource libraries should be established.

9.3.13 Support Capacity Building of Aboriginal Community

The SCDP Consultant working with the SCDP agency, LAC and Aboriginal communities has an important role in supporting Aboriginal communities with building capacity for providing SCDP. (See Section 4.0 – Support Capacity Building with Aboriginal Community)

9.3.14 Reporting

The SCDP Consultant collects information needed by the agency to meet contractual reporting requirements. (See Section 17.0 - Reporting Requirements)

10.0 Special Considerations

There are a number of special situations that arise when considering extra support staffing. Guidelines have been developed for a number of these special considerations.

10.1 Children Requiring Nursing Support Services

Nursing support is needed in a child care setting when child care providers need additional information, training, and support in order to meet the health care needs of a child safely and appropriately.⁵

If a child who is eligible for SCDP has a chronic or medically complex health care need, the SCDP Consultant should contact Nursing Support Services (NSS). NSS assists parents and caregivers to help children with special health-care needs lead active, healthy lives in their communities, while facilitating safe, consistent care and appropriate team supports. NSS can be contacted through local health units.

When the NSS Coordinator receives a referral, he/she will contact the child's parent or guardian and arrange a visit to do a nursing assessment. This information determines the most appropriate type of care (delegated or direct). The NSS Coordinator will then work co-operatively with other service providers to develop a plan for the child.

If the child requires nursing tasks that may be delegated to a non-nurse caregiver, an Individual Care Plan will be developed and child specific training will be provided for the caregivers. The NSS Coordinator works with parents, SCDP, child care providers and other professionals as needed, to develop and implement the child specific Individual Care Plan. An Individual Care Plan gives step-by-step care instructions, lists signs and symptoms of an emergency, and outlines emergency procedures. The NSS Coordinator will regularly monitor the nursing care provided, reassess the child, revise and update the Individual Care Plan, and participate in service coordination with other professionals. If the child requires nursing tasks that cannot be delegated, a nurse (RN or LPN) may be provided to assist the child.

The NSS Coordinator will assess all children referred to the program. If a child does not meet the criteria for the program (i.e. has rehabilitation or personal care needs, but no nursing care needs that require an Individual Care Plan), the nurse will document that the child can be safely cared for without the need for delegation of nursing tasks to child care staff. The NSS Coordinator may continue to provide information and consultation to child care staff regarding the health care needs of a child not admitted to NSS, or this support may be provided by another Community Health Nurse.

SCDP staff should:

- be aware that NSS provides coordinated services in home, child care and school settings
- be familiar with the mandate of NSS and how to access NSS services in their community
- have a copy of *Children with Nursing Support Needs: Recommended Practices for the Child Care Field* (available from Early Childhood Educators of British Columbia)
- be familiar with the categories of health care defined for NSS in *Children with Nursing Support Needs: Recommended Practices for the Child Care Field*
- be familiar with and follow the recommended practices outlined in *Children with Nursing Support Needs: Recommended Practices for the Child Care Field*

5 Trudy Norton, Children with Nursing Support Needs, Early Childhood Educators of British Columbia, Vancouver, BC, July 1997.

Note: Not all children eligible for NSS are eligible for SCDP.

For more information, see the NSS Pamphlet online at:
http://www.mcf.gov.bc.ca/nursing_support_services/

10.2 Professional Development and Other School Breaks

SCDP may provide funding for extra supports only for those hours outside of typical school hours. SCDP funding for extra supports may include:

- before and after school care
- school holidays including seasonal and summer breaks
- professional development days (non instructional days)

10.3 Delayed Entry into Kindergarten

Entry into kindergarten is a major transition in the parents' and child's lives. The SCDP Consultant works with the family 6 months prior to kindergarten entry to develop a transition plan and prepare for this important transition.

Some parents of children who require extra supports prefer to delay their child's entry to kindergarten for a year. Parents may have concerns about social skills, cognitive skills, physical ability or safety. They may wish for their child to spend an extra year in a child care setting before starting Kindergarten.

The Ministry of Education and the MCFD have a Protocol Agreement for Kindergarten-aged children. This protocol agreement requires updating and is currently under review. Contact the Office of the Provincial Advisor, SCDP for more information. (See Appendix 17 - Protocol Agreement with Ministry of Education)

If a school district considers support for an extra year of child care before kindergarten entry, the typical procedures are:

- parents meet with their local School District Student Support Services teacher to discuss this option
- School District Student Support Services determine eligibility and funding available
- parents register their child for Kindergarten
- assessments and documentation for eligibility and funding must be in place by September 30 of the year the child is registered for Kindergarten. This assessment and documentation process can take some time and should be started no later than the January prior to Kindergarten entry
- School District contracts with SCDP agency
- SCDP provides support services in preschool/child care setting

If a situation cannot be addressed by the current protocol agreement it should be reviewed in conjunction with MCFD, taking into consideration need and available resources.

10.4 School-aged Children Not Attending School

Some school-aged children with extra support needs may not be attending school for a variety of reasons:

- child with exceptional health care needs may have irregular attendance
- child may be at home temporarily following a medical procedure
- child requires palliative care
- school is not providing a full day or full week educational program
- parents have elected to Home School
- child has been asked to leave school due to problems identified by the school; child is home

pending negotiation of a return to school

Currently, there is no protocol agreement between the MCFD and the Ministry of Education to address the extra support needs of school-aged children not attending school. The Office of the Provincial Advisor, SCDP, and MCFD will be addressing this issue with the Ministry of Education.

Some school districts currently contract with SCDP agencies to provide services and supports during regular school hours. Contracts should include:

- daily schedule of support
- duration of support
- goals and objectives
- plan for re-entry to school
- budget

If these arrangements do not exist, SCDP should review each case individually, based on need and available resources.

11.0 Moving to Another Community

A key aspect of ensuring continuity of service is the issue of portability when a child and family move to another community within the province.

The following should be considered by the SCDP agency:

- advise family to notify the SCDP agency as early as possible of a potential move
- review each situation individually
- assist the family in making contact with SCDP in the new community
- determine what services are available in the community where the family will be moving
- discuss these services with the family and determine which would be the most appropriate for the child and family
- if an application is required in advance, help the family apply prior to the move
- with the family, determine what information should be sent by SCDP to the new service and what information the family should take
- determine if the receiving community can accept the family within its program and how quickly they can do this
- ensure that initial date of program entry is communicated to the receiving program and respected
- advise the family to contact SCDP upon arrival
- advise the family of opportunities to connect with local family support services or peer support groups

As part of the transition plan for the child, the SCDP Consultant and family must work with the receiving community to determine:

- the cost of the support services required
- the capacity of the receiving community to cover the cost of these support services, and
- a mutually agreed upon method of either transferring funds or continuing payment for a three-month transition period.

The waitlist management guidelines are to be followed when families move from one community to another. (See Appendix 15 - Waitlist Management Guidelines for SCDP)

12.0 Court Involvement

SCDP staff may be required to attend court. SCDP staff should not attend court unless presented with a subpoena. Guidelines for Court Involvement are under development. Contact the Office of the Provincial Advisor, SCDP.

13.0 Strategies to Address Barriers and Enhance Access

Access to SCDP child care settings is a challenge for many families. SCDP agencies and staff have a responsibility to assist families in identifying and addressing barriers to participation in fully inclusive early childhood development opportunities that meet child and family needs.

Each child, family, and community is unique and it is important to be aware of the multitude of barriers children and families may face. (See Appendix 18 - Access Barriers) It is not the role of the SCDP Consultant to address all of these, but awareness of and sensitivity to these barriers are necessary to support families appropriately.

Suggested strategies to address access barrier and service voids include:

- ensure that the SCDP agency and all staff are familiar with all possible community resources
- ensure Local Advisory Committees have inclusive membership
- engage the Local Advisory Committee in working with other community groups to address key barriers
- engage local community groups and isolated families in a manner that invites and supports participation to program planning
- regional Representatives to brief Provincial Advisory Committee and Office of the Provincial Advisor of access barriers and service voids

14.0 Service Delivery Review

- SCDP agencies are expected to undertake an annual review of the overall service delivery of the SCDP to ensure that the program is meeting its objectives and to address any service delivery issues
- staff input must be sought in this review
- input from child care settings and other key community partners should be sought
- an annual parent survey must be part of this annual service delivery review

15.0 Agency Accreditation

Accreditation focuses on the quality of services delivered, accountability, and overall organizational competence.

MCFD policy is that:

- third-party accreditation will be required of all Ministry contractors that provide services to the public and have total annual contracts of at least \$500,000, wherever an appropriate accrediting body is available;
- service provider organizations with total annual contracts with the Ministry of less than \$500,000 annually may, upon agreement by the Ministry, participate in the accreditation project in the same manner as the larger with the organizational and program standards identified by the Ministry and
- where no accrediting body is available, the service provider organizations must comply with Ministry standards and participate in an audit process identified by the Ministry

The two accreditation bodies approved by the MCFD are: The Council of Accreditation for Children and Family Services (COA) and the Commission on Accreditation of Rehabilitation Facilities (CARF).

Agencies holding contracts for SCDP with amounts as specified above are to be accredited and if an agency is not accredited, the expectation is that they must comply with accreditation guidelines and may be required to participate in an audit process identified by the Ministry.

The policies and procedures in this manual are meant to work in partnership with accreditation guidelines.

16.0 File Management

Files should be reviewed every six months to ensure all required information is up-to-date.

The following information at minimum should be maintained in the file:

Intake Documentation:

- Information contact sheet
- Intake and referral
- Aboriginal/non-Aboriginal self-identification and Nation
- Parent/guardian/youth Consent Form (to participate in the program and to share information)
- Eligibility
- File closure

Planning Documentation

- Support Guide
- Individual Service Plan
- Levels of Support
- Reviews

External Documentation

- Assessments from other professionals
- Reports from other professionals
- Correspondence

Internal Documentation

- Observation notes
- Reports
- Assessments
- Correspondence

16.1 Privacy and Confidentiality

The SCDP agency must have a policy in place that addresses confidentiality of information relating to children and families.

The SCDP agency must be compliant with the *Personal Information and Protection Act*, effective January 1, 2004.

The Office of the Provincial Advisor, SCDP is currently reviewing privacy requirements as they relate to SCDP.

16.2 File Closure

When a file is closed, a Closing Information Form should be completed that provides the reasons for closure. (See Appendix 19 - SCDP Closing Information Form)

17.0 Reporting Requirements

SCDP agencies are expected to collect data and report information to MCFD and the Office of the Provincial Advisor, SCDP on an annual basis.

SCDP agencies are expected to report based on a minimum data set that is currently being developed. MCFD will be working with agencies to develop reporting methods that do not create extra workloads.

Information is required for future program planning, effective delivery of the SCDP program at local, regional, and provincial levels, to support capacity building with the Aboriginal community, and to facilitate equitable allocation of funds.

When collecting information from individuals and families, SCDP staff should clearly identify that provision of information is voluntary and that confidentiality will be respected. SCDP staff must explain how the information will be used – for statistical and planning purposes with no identifying information on individual cases.

17.1 Type of Information to be Reported

SCDP agencies should begin to collect the type of information listed below pending the development of the minimum data set.

SCDP staff must clearly inform families that the provision of information is:

- voluntary
- confidential
- used for statistical and planning purposes with no identifying information on individual cases released, and
- not a consideration in determining eligibility or service delivery.

SCDP agencies are expected to collect and report on the following data recognizing that families voluntarily provide some of this information.

1. Child and family information:

- self-identification as Aboriginal or non-Aboriginal is optional. The intent is to capture the numbers of Aboriginal children including Metis, Inuit, First Nations, and their specific Nations
- age ranges - birth to sixth birthday, six to thirteenth birthday, thirteen to nineteenth birthday
- types of child care setting – licensed group (Infant/Toddler, group 3 - 5), family child care, preschool, out of school, license not required, Aboriginal child care (on reserve or off reserve)
- types and levels of support - Consultant only, Consultant plus extra staffing ratio – 1-1, 1-2, 1-3, 1-4 or more
- identified needs - communicative, cognitive, physical, social/emotional/behavioural – and by diagnosis, if applicable
- family circumstances - this is optional. Families should be offered the opportunity to share information regarding their particular circumstances that may impact service delivery such as: English as a second language (ESL), single, young parent, grandparent, parent with a disability, foster parent, adoptive parent
- child care subsidy and/or Special Needs Supplement (SNS) - total number of families accessing subsidy programs

2. Referral Information:

- source
- reason for referral
- total number that resulted in file openings; number that did not result in file opening and reason

3. Waitlist Information

4. Service Information:

- Support Guide - total completed, new or reviewed
- Individual Planning - total new support plans and reviewed/revised support plans, total service review/team meetings
- Developmental Screening and Assessment - total completed and tools used
- Reports - total completed
- visits to child care settings and purpose - observation, consultation, training, support, resources, materials, information - total number of visits
- family consultations and purpose - observation, consultation, training, support, resources, materials, information - total number and type
- child specific training - total for families, for child care or community setting providers
- referral to other services by type: SLP, PT, OT, IDP, mental health, family support, CLS, etc.
- referrals to Aboriginal ECD or Early Intervention Programs
- transition to: Kindergarten, other programs
- resources - total number of loans, by type - books, videos, specialized toys & equipment - by borrower - families, care providers, community

5. Community Services: (capacity building)

- community training events - target audience, number of participants, total number and type
- community awareness events - target audience, number of participants, total number and type
- funding partnerships with other community agencies or groups
- supporting capacity building with Aboriginal community - activities and events

6. Professional Development and Training/Mentoring: (capacity building)

- training and professional development for SCDP staff including In-service events - total and type
- mentoring of SCDP colleagues/other professionals
- practicum supervision
- new training opportunities for Aboriginal community - total number and type
- recruitment and retention activities

7. Program Administration and Agency (program standards, monitoring, evaluation): number of staff hours

- LAC meetings - total number
- Quality Assurance: parent surveys, staff evaluation - performance reviews, accreditation

17.2 Special Requests for Information

SCDP will be expected to respond to special requests for information made by the Office of the Provincial Advisor, SCDP, or by MCFD as the funder. MCFD requests may involve critical timelines for planning or funding and will need timely and accurate responses.

These requests may be periodic and will only be made if information from the ongoing reporting process is unable to provide the necessary data.

18.0 Staffing

18.1 Staffing Principles

Staffing should be guided by the following principles:

- parents know their children best and staff should always work from this basic principle
- SCDP staffing should reflect the cultural and linguistic diversity of the community
- SCDP staff should be provided with cultural sensitivity training, as required
- SCDP agencies should facilitate cross-cultural training, where appropriate
- SCDP agencies are accountable for the commitment to Aboriginal staffing, recruitment, training and retention and should reflect the diversity of the Aboriginal community
- staff will conduct themselves with respect for diversity of the families and communities they encounter and for the cultural practices of families
- staff should have an understanding of, and a strong belief in, inclusion
- staff should have an understanding of Aboriginal history, Aboriginal families, Aboriginal culture and family systems
- staff must have qualifications and experience in early childhood development or related field, including relevant experience with Aboriginal children and families and will be considerate of prior learning experiences of potential/incoming Aboriginal staff
- Aboriginal people should provide staff with professional development and orientation of Aboriginal history, culture and family systems of the region
- staff will seek to establish and work in collaborative relationships with other programs and professionals working with the SCDP children and families including Aboriginal program and service organizations, Aboriginal communities, Aboriginal caregivers and other Aboriginal resources that work with Aboriginal children and families
- every attempt should be made to recruit and train required staff in rural and remote areas including Aboriginal specific mentoring, apprenticeship, practicum and (bursary/grant) support to increase recruitment and success of Aboriginal candidates in rural, remote and isolated areas

18.2 Caseload Size

Caseload size for SCDP is currently under review. Recommended caseload size will be determined based upon program experience over the first year of implementation of SCDP.

Note: SCDP agencies' ability to deliver the full range of services described in this manual and avoid waitlists will be dependent upon adequate resources.

18.3 Staff Conduct

SCDP staff may not solicit, obtain, accept, or retain any personal benefit from a supplier, vendor, client, individual, or organization doing or seeking business with the SCDP agency. As used here, personal benefit means a gift, gratuity, service, or compensation in any form, discount, special treatment, or anything of monetary value.

Staff should consider diverse cultural practices in determining if there is a conflict of interest (e.g., some cultural groups may be offended if a gift of food is not accepted.) Exceptions to this may include: purchase of business or professional meeting meals, or reasonable giving during the holiday season.

If a staff member at any time feels that there may be a conflict of interest, this should be discussed with a supervisor.

SCDP agencies are expected to have Conflict of Interest Guidelines for staff in place.

18.4 SCDP Consultants Skills

Outlined below is a summary of the education and experience requirements of the SCDP Consultant position. (For a detailed description of the functions of the SCDP Consultant see Appendix 6 - SCDP Consultant Job Description)

Education:

Required: BA in Early Childhood Education (ECE) or early childhood development related field - child and youth care, psychology, social work, education. A grandfather clause will apply to current staff without these qualifications. Current staff members, however, are expected to upgrade their educational standing through enrolment in the SCDP/IDP Certificate program offered through UBC or equivalent.

Prior Learning Assessment may be applied to other educational or field experience.

Experience:

Minimum 3 years work experience in inclusive child care and the community social services sector with a demonstrated working knowledge of family centred service, early intervention, child development, family support and community-based services.

18.5 SCDP Support Worker Skills

Outlined below is a summary of the education and experience requirements of the SCDP Support Worker position. (For a detailed description of the functions of the SCDP Support Worker, see Appendix 7 - SCDP Support Worker Job description)

Education:

Preferred: Early Childhood Education Special Educator and current BC License to Practice as an Early Childhood Special Educator.

Required: Early Childhood Educator and current BC License to Practice as an Early Childhood Educator, Current Child Care Facilities and Licensing Approved First Aid Certificate and current Criminal Record Check.

For school-aged youth, a child and youth-related certificate may be more appropriate.

Prior Learning Assessment may be applied to other educational or field experience.

Experience:

Three years work experience in inclusive child care.

18.6 Other Resources

- SCDP agencies should encourage use of volunteers, elders, interpreters, mentors and resource people from other cultures to assist in the planning and delivery of SCDP
- SCDP agencies are expected to have a policy that deals with volunteers – recruitment, screening, criminal record check, training, placement and appropriate roles and responsibilities

Contact the Office of the Provincial Advisor, SCDP for assistance in accessing these or other relevant program resources. (For a list of recommended program resources that SCDP agencies should provide, see Appendix 20 - Recommended Program Resources for SCDP)

18.7 Training and Professional Development

All new staff members are to be provided with an orientation that includes:

- office health and safety issues
- office administrative procedures
- agency policy and procedures
- SCDP policies and procedures
- caseload
- staffing information
- SCDP Consultants and SCDP Support Workers are expected to establish and maintain current professional practice through on-going training and education
- five paid days of professional development per year are recommended
- annual budget of \$500 minimum per year per FTE Consultant for registration fees and travel costs is recommended
- agency or MCFD directed training is in addition to paid professional development days

18.8 Staff Performance Reviews

- annual staff performance reviews should be carried out and documented in personnel files
- the applicable supervisor would meet with each staff person to discuss his or her overall performance review
- each staff member must sign that they agree, or disagree, with their evaluation

19.0 Administrative guidelines

SCDP agencies are expected to have in place administrative guidelines that address, at minimum, the following areas:

1. Criminal record check
2. First aid training
3. Community Care Facilities Licensing Branch Regulations
4. Safety
5. Travel
6. Conflict resolution
7. Confidentiality agreement

For assistance in developing any administrative guidelines, contact the Office of the Provincial Advisor, SCDP.

20.0 Funding from Other Government Ministries

20.1 Child Care Subsidy Program

The Child Care Subsidy is a monthly payment that assists lower income British Columbian families with the costs of child care. The Child Care Subsidy can be used to help pay for the following types of care:

- Licensed or License-Not-Required (LNR) family child care facilities
- Licensed group child care centres
- Licensed Out-of-School programs
- Licensed preschool programs
- In child's own home

Parents can contact their local Ministry of Human Resources (MHR) office to apply for subsidy or use the online Subsidy Eligibility Estimator to determine if they are likely to qualify and estimate the amount they would be eligible to receive. <http://www.childcareestimator.gov.bc.ca>

The SCDP Consultant should direct families to the nearest MHR office or provide them with the telephone application number if in a community without a MHR Child Care Subsidy office.

A revised Protocol Agreement between the MCFD and MHR, July 2002 allows referral for child care subsidy for non-working parents of children with special needs. (MCFD social workers are also able to apply for Protection reasons, but this is in most cases separate from a referral for developmental reasons.) The referring social worker completes the MHR form HR2044 confirming that the child has an open MCFD file and has at least one other family support service, other than child care, already in place. The definition of "family support" can include funding of SCDP. Submission of this form represents referral of the family for child care subsidy. Following the referral to MHR, all other conditions for eligibility, such as income testing, still apply.

The SCDP Consultant can provide a family with referral and application information for Child Care Subsidy and should work collaboratively with MCFD social workers and Employment Assistance Workers (MHR) to ensure that families understand the process, use it appropriately, and receive funding supports in a timely manner. The SCDP Consultant may also help families problem-solve. (See Appendix 21 - MCFD and MHR Child Care Subsidy Protocol Agreement.)

For more information on the Child Care Subsidy Program see

http://www.mcf.gov.bc.ca/childcare/ChildCar/subsidy_promo.htm

20.2 Special Needs Supplement

This is a monthly payment of up to \$150/month (effective January, 2005) available to low-income parents of children designated with extra support needs. Parents must first be eligible for child care subsidy. This supplement is intended to further subsidize parents if their regular child care subsidy does not fully cover the cost of the child care space. This supplement helps children with extra support needs access inclusive child care settings. Ministry of Human Resources has developed a Confirmation of Special Needs Form. (See Appendix 22 - Confirmation of Special Needs - Special Needs Supplement [Ministry of Human Resources form])

For more information on the Special Needs Supplement see:

http://www.mcf.gov.bc.ca/supported_childcare/supplement.htm

APPENDICES

Appendix 1

SCC Refocus Working Group Members
and
SCC Refocus Resource Group Members

**Supported Child Care Refocus
 Working Group Members**

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Pat Ekland Senior Executive Officer Governance & Policy BC Aboriginal Network on Disability Soc. (BCANDS) Victoria, BC Web: www.bcands.bc.ca	ABORIGINAL COMMUNITY/ PROV. ADVOCACY	Mary Stewart Regional Advisor, North West Region Infant Development Program (IDP) P.O. Box 1048 Valemount, BC V0E 2Z0	IDP
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Supported Child Care Refocus
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North Vancouver

PARENT

Wendy Cooper
Chair, Provincial Child Care Council

CHILD CARE

Mary Hunter
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PARENT

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MCFD

Donna Chang
Cedar Cottage Neighbourhood House
Vancouver

MULTI-SERVICE
AGENCY

Appendix 2

Provincial Advisor, SCDP – Job Description

Provincial Advisor
Job Description

Function: The Provincial Advisor advises and supports families, Supported Child Development Program (SCDP) agencies, and local communities in the delivery of SCDP and advises government regarding SCDP. The Office of the Provincial Advisor operates with the support and advice of the Provincial Steering Committee (PSC) and carries out the work of the committee.

Duties:

- Provides provincial leadership in the delivery of SCDP
- Advocates for children, families, programs and services as related to SCDP
- Assists government with the refocus of SCDP
- Provides input into policy related to SCDP through the IJPD
- Provides advice, information and support to families, SCDP agencies and communities in the initiation and delivery of SCDP
- Identifies provincial needs in the areas of recruitment, training, resources, coordination, communication, public awareness and community development
- Supports capacity building with the Aboriginal community
- Ensures information and resources are available to support culturally relevant practices for SCDP staff working with Aboriginal families or within Aboriginal communities
- Promotes strategies to improve access for Aboriginal children
- Develops strategies to support development of Aboriginal programs
- Maintains and distributes the SCDP Policy and Procedures Manual
- Develops and organizes training and professional development for SCDP staff
- Advises and supports communities in training/mentoring new and current staff
- Develops provincial communication plans, program resources and PR materials for Office of the Advisor and local SCDP programs
- Shares developments in the area of early intervention with professional and other groups who are interested and/or involved
- Consults with other Provincial Advisors and participates in committees/groups related to SCDP to promote integration and collaboration among all provincial services
- Liaises with MCFD and other ministries on issues related to SCDP
- Initiates or contributes to research related to SCDP
- Maintains website for SCDP
- Develops and maintains an information management system for SCDP – provides annual statistics on SCDP to the Provincial Steering Committee and the Ministry of Children and Family Development
- Develops monitoring and program evaluation tools
- Supports the work of the Regional Advisors
- Develops multi-year work plan for the Office of the Provincial Advisor (OPA)
- Reports to the Provincial Steering Committee and the Ministry of Children and Family Development on the operation of the Office of the Provincial Advisor

Appendix 3

Terms of Reference
Provincial Steering Committee
Office of the Provincial Advisor, SCDP

Terms of Reference
Provincial Steering Committee
Supported Child Development Program

Purpose:

The Provincial Steering Committee (PSC) for Supported Child Development (SCDP) provides support, direction, advice and recommendations related to the development and operation of Supported Child Development programs. The Office of the Provincial Advisor (OPA) operates with the support and advice of the committee and carries out the work of the committee.

Principles:

Membership and operations of the Provincial Steering Committee reflect the philosophy and principles of the Supported Child Development Program. They are based on a philosophy of inclusion and the principles of family-centred services that meet the developmental needs of children. They are reflective of and responsive to diversity with particular attention to supporting capacity building with the Aboriginal community and respecting the vision of self-determination in Aboriginal children and families.

Duties:

1. Provides advice and input to the development and operation of community based SCDP programs.
 - a. Reviews and revises the Policy and Procedures Manual.
 - b. Identifies resources, current data, and research related to SCDP and services for children with extra support needs and their families.
 - c. Supports capacity building with the Aboriginal Community. Supports SCDP initiatives that are Aboriginal in design, development, and implementation. Supports the building of expertise of Aboriginal service delivery agencies.
2. Provides ongoing support and advice to the OPA and the five Regional Advisors (RA).
3. Reviews and provides recommendations for the annual workplan of OPA and RAs.
 - a. Provides advice and support in the development of:
 - i. provincial training opportunities and curriculum
 - ii. culturally appropriate practices for SCDP staff working with Aboriginal families or within Aboriginal communities
 - iii. program evaluation
 - iv. information management
 - b. Makes recommendations to support capacity building with the Aboriginal Community, including strategies to recruit Aboriginal Supported Child Development Consultants
 - c. Reviews and evaluates requests for participation in research related to SCDP, including Aboriginal research projects and initiatives
 - d. Reviews and provides advice on reports and communication materials prepared by the OPA
 - e. Jointly conducts annual performance review of the OPA with the contracting agency
 - f. Brings information and feedback regarding SCDP from constituent organizations
4. Makes recommendations to MCFD regarding resources, services, policies, standards, and strategic directions related to SCDP
 - a. Reviews and makes recommendations regarding regional and community budget allocations
 - b. Makes recommendations for additional resources
 - c. Makes recommendations to support capacity building with the Aboriginal Community
 - d. Makes recommendations regarding other MCFD services and inter-ministry protocols that relate to SCDP
 - e. Reviews MCFD program standards
5. Identifies local, regional, provincial, federal and Aboriginal issues, policies, challenges, gaps and opportunities related to children with extra support needs and their families, SCDP and the OPA

- a. Makes recommendations to government, governance authorities, non-government organizations, and communities regarding policies or practices related to SCDP, children with extra support needs and their families
- b. Liaises with Local Advisory Committees (LAC) through SCDP Regional Representatives
6. Forwards any significant policy shifts for discussion, review, and feedback to the Interim Joint Policy Directorate (IJPD)
7. Fosters communication, collaboration, and partnerships to promote public awareness of inclusion, SCDP, early childhood development, child care, early intervention and support services
 - a. Liaises with governance authorities responsible for Child and Family Development Services and Community Living Services
 - b. Liaises with other provincial-level steering committees and programs, such as IDP, Aboriginal IDP, Paediatric Therapists, ECD programs, Aboriginal ECD programs, Provincial Child Care Council
8. Maintains Provincial Steering Committee
 - a. Schedules meetings of the Provincial Steering Committee
 - b. Appoints chair annually
 - c. Recruits new representatives to the Committee as required
 - d. Reviews Provincial Steering Committee Terms of Reference annually

Committee Structure:

- The PSC meets from 4 to 6 times per year – a minimum of 3 in-person meetings, the balance by conference call or video-conference
- The committee operates on a consensus model of decision making, however, if necessary the committee may vote. The Provincial Advisor, Regional Advisors and MCFD representative are ex officio, they do not vote
- The Office of the Provincial Advisor supports meeting arrangements and provides administrative support including minutes, agenda, reports and attachments
- The committee appoints a chair (process to be determined by committee).
- The chair schedules meetings
- The Office of the Provincial Advisor prepares the agenda in conjunction with the chair
- Committee members receive compensation for travel costs from the Office of the Provincial Advisor

Committee Membership:

- Initially members are asked to make a two or three year commitment in order to provide continuity. Two-year appointments will follow the initial appointment.
- Membership will reflect the range of diversity of families receiving services.
- Membership will reflect an interdisciplinary collaborative approach.
- Representatives will include:
 - Parents
 - Infant Development Program
 - Aboriginal Infant Development Program
 - Early Intervention Therapy Programs
 - Child Care Organizations – Early Childhood Educators of British Columbia, Western Canada Family Child Care Association, British Columbia Aboriginal Child Care Society
 - British Columbia Aboriginal Network on Disability Society
 - British Columbia Association of Child Development and Rehabilitation
 - British Columbia Association for Community Living

- Ex-Officio members: (attend but do not have voting privileges)
 - Provincial Advisor
 - Regional Advisors – North, Interior, Fraser, Vancouver Coastal, Vancouver Island (represent the combined input of LACs in their regions)
 - MCFD

- Additional members may be invited to assist the committee with specific tasks. Additional representatives may include:
 - Service providers within the ECD spectrum
 - Researchers in early intervention, children with extra support needs
 - Health practitioners
 - Service providers in other community settings such as Friendship Centres, recreation centres, public libraries, etc.

Appendix 4

SCDP Regional Advisors - Responsibilities

Regional Advisors Responsibilities

Function:

Five Regional Advisors work under the direction and with the support of the Provincial Advisor and the Provincial Steering Committee to advise, support and represent local SCDP agencies and Local Advisory Committees within their region in the delivery of SCDP.

Duties:

- Report to the Provincial Advisor (PA) and the Provincial Steering Committee (PSC) on the operation of local SCDP programs within their region
- Represent the combined input of Local Advisory Committees (LACs) within their region at the PSC
- Support the work of the Provincial Advisor in the areas of training, service delivery, communications, public awareness, and community development
- Identify regional needs in the areas of training, resources, coordination and community development
- Support capacity building with the Aboriginal community
- Develop and participate in regional training for SCDP staff
- Advise and support local SCDP agencies in training/mentoring new and current staff
- Advise and support local SCDP agencies and staff in service delivery
- Advise and support communities re initiation and operation of SCDP
- Participate in ongoing monitoring and program evaluation regionally and provincially
- Attend PSC meetings

Geographic Areas: The five geographic areas to be represented by Regional Advisors parallel the five regions of MCFD:

- North
- Interior
- Fraser
- Vancouver Coastal
- Vancouver Island

Appointments:

- Regional Advisors are appointed by their regional peers – SCDP Consultants and Managers
- If consensus cannot be reached, a vote will take place, one vote per SCDP agency

Terms:

- Regional Advisors are appointed for a term of one year
- Terms are renewable

Criteria:

- Appointees must be actively employed SCDP Consultants/Coordinators
- Regions will consider the following criteria:
 - Demonstrated interest in regional and provincial service delivery
 - Demonstrated awareness of regional issues and needs
 - Demonstrated sensitivity to the needs of the Aboriginal community
 - Demonstrated participation in regional and provincial events
 - Demonstrated communication skills
 - Letter of support from employing agency

Appendix 5

SCDP Program Coordinator/Manager Job Description

Program Coordinator
Job Description

Job Summary:

The function of the Supported Child Development Program (SCDP) Coordinator is to oversee the day-to-day program operations of the SCDP program. Provides planning, coordination, administration, and supervision of SCDP for the SCDP agency.

Reporting Relationship:

The Supported Child Development Program Coordinator reports to the Executive Director.

Qualifications:

Education and Training:

Required: Operational/administrative, management, supervisory, planning, organizing, human resources, analytical, communications, counselling/social services knowledge and skills acquired through completion of a bachelor's degree in early childhood education, social work, counselling, youth and child care or related field. Training in inclusion, family centred service delivery, child development, delay, and disability, early intervention and working with Aboriginal families or within Aboriginal communities with culturally appropriate practices.

Experience:

Three years program management experience in the community social services sector with a demonstrated and in-depth working knowledge of SCDP, child care, and early intervention programs and services, applicable legislation and policies, issues surrounding SCDP and child care is required, and at least three years previous experience as a SCDP Consultant.

Skills, Knowledge and Abilities:

1. Excellent presentation, oral, written, facilitation and interpersonal skills
2. Demonstrated teamwork, leadership and supervisory skills
3. Well developed planning, organizing, administrative and decision making skills
4. Ability to deal tactfully with sensitive child and family issues
5. Ability to work effectively with program staff, Ministry staff, community groups and agencies
6. Computer literacy
7. Ability to maintain a data base and provide statistical reports
8. Ability to function independently, and frequently under pressure, while managing multiple concurrent projects and deadlines including effectively managing emergency situations is an ongoing expectation
9. Ability to participate in meetings, conferences and other events that may involve long work days, and/or evening/weekend work
10. Physical ability to carry out the duties of the position

This position requires a valid driver's license and reliable transportation.

Duties and Responsibilities:

1. Plans, organizes, controls, and directs the provision of services for SCDP. Oversees the day-to-day operations of SCDP. Ensures effective program/services delivery consistent with agency mandate and policy, legal, contractual, budgetary and other requirements. May develop or make recommendations for the development of new programs areas.
2. Participates in developing long range and strategic plans, assessing and resolving operational issues and policies
3. Develops and establishes standards and accountability/control mechanisms for SCDP in accordance with established policies; develops and recommends long range plans and objectives for SCDP; provides advice and recommendations to the Executive Director on significant or cross-agency program and service issues

4. Determines program, resource/budgetary, operational, and organizational requirements for SCDP. Develops comprehensive plans and strategies to achieve
5. Supervises, develops and motivates SCDP staff to: attain program objectives; ensure effective case planning and management; ensure accountability to referring sources; ensure staff training and professional development meets program objectives. Participates in labour relations issues related to scheduling, interviewing, hiring, performance appraisal, discipline, grievance resolution, arbitration, and discharge
6. Monitors the service delivery of SCDP staff for structure, consistency, quality, suitability of activities, etc. Discusses problem situations and remedies with staff and may participate directly in the provision of services to resolve difficult or sensitive issues or problems
7. Participates in various committees, working groups, associations, etc. Maintains effective relationships with government officials, community groups, etc.; communicates and/or promotes the agency's services, funding needs, value to the community, etc. May represent the agency at community and fund raising events or other official functions
8. Prepares reports/conducts special studies, makes presentations. Maintains a current awareness of developments in SCDP, Child Care and Community Living Services
9. Maintains SCDP Consultant duties for up to the agreed to number of children and families.
10. Performs other related duties as required

Appendix 6

SCDP Consultant – Job Description

Consultant
Job Description

Job Summary:

The function of the Supported Child Development Program Consultant is to support the inclusion of children who require additional supported in child care settings chosen by their families.

Reporting Relationships:

The Supported Child Development Program Consultant reports to the Program Coordinator.

Qualifications:

Education and Training:

Required:

BA in Early Childhood Education (ECD) or early childhood development related field - child and youth care, psychology, social work, education. A grandfather clause will apply to current staff without these qualifications. Current staff members, however, are expected to upgrade their educational standing through enrolment in the SCDP/IDP Certificate program offered through UBC or equivalent.

Experience:

Minimum 3 years work experience in inclusive child care and the community social services sector with a demonstrated working knowledge of family centred service, early intervention, child development, family support and community-based services

Skills, Knowledge and Abilities:

1. Strong, oral and written and interpersonal communication skills.
2. Effective team work skills
3. Ability to work independently and to manage time and work load effectively
4. Ability to maintain confidentiality
5. Ability to maintain a positive, professional, non-judgmental attitude
6. Knowledge of community child care resources and other community support services
7. Knowledge of multi-cultural issues, Aboriginal families, family systems and culturally appropriate practices
8. Computer literacy
9. Skill in administering a range of formal and informal developmental assessment tools
10. Knowledge and skills in adult training
11. Ability to reflect on and improve professional practice
12. Physical ability to carry out the duties of the position

Responsibilities: The responsibilities of the Supported Child Development Consultant consist of, but are not limited to the following:

1. Facilitate the development and implementation of individual service plans for children that reflect the choices and priorities identified by their families.
2. Strengthen and support families in their role as decision makers on behalf of their children and themselves.
3. Support child care settings to develop and implement inclusive philosophies, practices, policies, and procedures.
4. Support capacity building with the Aboriginal community.
5. Establish relations with and liaise with the Aboriginal community.
6. Provide leadership for community training.
7. Collaborate with others to meet the needs of children and families

8. Facilitate availability of and access to information and resources.
9. Contribute to the development of inclusive communities.
10. Contribute to the effective management and administration of Supported Child Development Program
11. Establish and maintain current professional practice.

Duties: The duties of the Supported Child Development Consultant consist of but are not limited to the following:

1. Complete documents, observations, and assessments as necessary to determine eligibility for SCDP.
2. Assist families in selecting appropriate child care settings of their choice.
3. Determine with families and child care providers the appropriate and required types and levels of support to be provided using the Support Guide or equivalent tool.
4. In collaboration with families and child care settings, assist with recruiting and hiring of support workers.
5. Where applicable, monitor or supervise SCDP Support Workers in the community.
6. Conduct observations, complete formal and informal developmental assessments.
7. In collaboration with families and team members, develop Individualized Service Plans (ISP) for each child.
8. Provide information, resources, and suggestions to support the implementation of strategies and activities to meet goals and objectives of the ISP. Participate in on-going evaluations of plans, goals, and objectives. Provide or facilitate child specific training when needed.
9. Make referrals to other community services as appropriate.
10. When requested by parents, function as team coordinator. Coordinate and participate in team meetings with families and other team members.
11. Maintain comprehensive, up-to-date files for each child; ensure necessary forms and consents are complete; prepare reports as requested by parents.
12. Provide information, resources, suggestions and strategies to support inclusive, family centred, culturally appropriate and Aboriginal practices in child care settings.
13. Provide or facilitate education and training to child care providers and community setting staff in inclusion, family-centred practice, culturally appropriate and Aboriginal practices, and other identified areas of need or interest.
14. Support capacity building with the Aboriginal community.
15. Support and facilitate transitions to other programs including Kindergarten and to other communities.
16. Support families in their role as self-advocates.
17. Support families to make informed decisions.
18. Maintain a resource library for community caregivers and parents.
19. Form partnerships with other health, education, and community service providers to meet the goals of specific children and families.
20. Liaise between families, child care providers, and government about programs, eligibility, and resources available to support children.
21. Work with others to develop and coordinate services that reflect on community needs.
22. Contribute to an effective staff team to ensure the delivery of quality services.
23. Contribute to monitoring and evaluation of all aspects of service to maximize effectiveness.
24. Plan and implement personal and professional development.

Perform all other related duties and tasks as required based on the specific needs of the family, the program, and the community.

Appendix 7

Job Description – SCDP Support Worker

Support Worker
Job Description

Job Summary:

The function of the Supported Child Development Program Support Worker (SW) is to provide the extra staffing support to a child care centre in order for children with extra support needs to fully participate in the child care settings chosen by their families.

The Support Worker works as a team member with child care setting staff and with all the children and families providing general support to the whole program to ensure effective inclusion of the children.

Reporting Relationships:

The Supported Child Development Program Support Worker reports to the Program Coordinator and/or the child care setting Program Supervisor.

Qualifications:

Education:

Preferred: Early Childhood Education Special Educator and current BC License to Practice as an Early Childhood Special Educator.

Required: Early Childhood Educator and current BC License to Practice as an Early Childhood Educator, Current Child Care Facilities and Licensing Approved First Aid Certificate and current Criminal Record Check.

For school-aged youth, a child and youth-related certificate may be more appropriate.

Prior Learning Assessment may be applied to other educational or field experience.

Experience:

Three years work experience in inclusive child care settings.

Skills, Knowledge and Abilities:

1. Ability to develop and maintain a warm, caring, responsive relationship with the child
2. Ability to establish and maintain supportive, collaborative relationships with families and setting staff
3. Ability to maintain confidentiality
4. Ability to maintain a positive, professional, non-judgmental attitude
5. Physical ability to carry out the duties of the position

Responsibilities:

The responsibilities of the Supported Child Development Program Support Worker consist of, but are not limited to, the following:

1. As a team member, support children with extra support needs to fully participate in child care settings
2. Contribute to the development and implementation of Individual Service Plans for children that reflect the choices and priorities identified by their parents
3. Support capacity building with the Aboriginal community
4. Contribute to the development of inclusive communities
5. Contribute to the effective management and administration of the Supported Child Development Program
6. Establish and maintain current professional practice

Duties:

The duties of the Supported Child Development Support Worker consist of, but are not limited to, the following:

1. Work as a team member with setting staff to plan and implement strategies and activities for inclusion
2. Work as a team member with setting staff to plan and implement daily activities and experiences to meet goals and objectives as documented in a child's Individual Service Plan
3. Work as a team member to provide culturally appropriate daily experiences that support and promote the development of all children in the setting
4. Encourage and model social interaction with the child(ren)'s peers
5. Encourage, and where necessary, model setting staff's involvement and interaction with the child(ren)
6. With families and team members, contribute to the development of Individual Service Plans
7. Participate in on-going evaluations of plans, goals and objectives
8. Participate in team meetings
9. Complete observations and informal assessments as designated in a child's individual service plan
10. Support and facilitate transitions to other programs including school
11. Maintain regular communication with parents
12. Complete daily notes as required
13. Prepare reports as required (i.e. monthly, annual)
14. Contribute to building capacity with Aboriginal communities
15. Contribute to an effective staff team to ensure the delivery of quality services
16. Contribute to monitoring and evaluation of all aspects of service to maximize effectiveness
17. Plan and implement personal and professional development.
18. Perform all other related duties and tasks as required based on the specific needs of the family, the program and the community

Appendix 8

Local Advisory Committee Guidelines

GUIDELINES

Local Advisory Committees Supported Child Development Program Terms of Reference

Purpose: The Local Advisory Committee (LAC) is an advisory body established to guide and support SCDP agencies and staff in the delivery of SCDP. The SCDP is accountable to its community through its LAC.

Principles: Membership and operations of the Local Advisory Committees reflect the philosophy and principles of the Supported Child Development Program. They are based on a philosophy of inclusion and the principles of family-centred services that meet the developmental needs of children. The principles are reflective of and responsive to diversity with particular attention to supporting capacity building with the Aboriginal community and respecting the vision of self-determination in Aboriginal children and families.

Duties:

1. Provide support and advice and recommendations to the SCDP agency in reaching the goals of the Supported Child Development Program
2. Be aware of the standards, contractual terms, conflict of interest guidelines, policies and procedures for the Supported Child Development program as articulated by the Provincial Steering Committee (PSC) and the Ministry for Children and Family Development (MCFD).
3. Provide input and recommendations regarding the shared decision-making model for allocation of funding for extra staffing support (what the model is and how it works) and the guidelines to be followed for equitable distribution of funds for extra support i.e. maximum levels of support, priorities.
4. Review and approve extra staffing support funding recommendations when support is to be provided in a child care setting operated by the SCDP Agency.
5. Facilitate the sharing of information in the area of Supported Child Development and early intervention.
6. Encourage the development of quality programs for children with extra support needs and their families, to foster close collaboration with existing birth to 19 programs and to support community proposals that address gaps in service development and early intervention.
7. Advocate for accessible, inclusive, and quality services for children birth to 19 years with extra support needs, and their families.
8. Assist with the recruitment of community members who will reflect community diversity of culture, abilities, and socio-economic status.
9. Provide an accessible, family friendly environment that encourages and supports parent participation on the Advisory Committee.
10. Recognize and address barriers to parent participation to ensure equal access to LAC participation for parents who may experience social, financial or geographical barriers.
11. Collaborate with:
 - a. community early childhood development committees (where they exist)
 - b. Aboriginal early childhood development committees (where they exist)
 - c. local Aboriginal communities
 - d. multicultural community groups.
12. Ensure that committee meetings are held on a regular basis.
13. Complete an annual checklist for the LAC to measure its progress.
14. Be familiar with the accreditation process. Where no accreditation process exists, the LAC will provide input into monitoring and evaluation processes.
15. Support the agency with conflict resolution, if requested.
16. Link with other LACs within the region to share information, collaborate on joint issues, and send and receive information through the Regional Advisor.

These duties are further expanded on pages 76 - 78. (See Notes of the Duties of the Local Advisory Committee)

Structure:

- A parent will Co-Chair the Committee; second co-chair may be a parent or other member.
- The committee appoints the co-chairs (process to be determined by committee).
- The co-chairs schedule meetings.
- The LAC typically meets from three to six times per year.
- The committee operates on a consensus model of decision making, however, if necessary the committee may vote.
- The local SCDP agency supports meeting arrangements and provides administrative support including minutes, agenda, reports, and attachments.

Conflict of Interest

Member conduct: Annually, members will sign a Conflict of Interest statement, agreeing to identify any potential conflicts of interest.

Agency conduct: When an agency that administers SCDP funding wishes to allocate SCDP funding in a manner that will benefit a child care setting the agency administers, the agency must first take the additional step of requesting review and approval by their LAC. See Note # 14 below.

Membership:

- The LAC will establish a maximum number of members.
- Members are asked to make a one or two year commitment to provide continuity.
- Parents will make up 50% of the LAC. The intent is to ensure there is a parental voice on the LAC. Creative ways of reaching 50% parental involvement, as determined by parents themselves, should be implemented. (See note #8, page 77)
- Membership will reflect the community diversity of culture, abilities and socio-economic status of families receiving services
- LAC membership should include a complete multidisciplinary cross section of the community. The following representatives are considered essential to the LAC:
 - Supported Child Development program staff
 - SCDP agency or board
 - Infant Development Program (IDP)
 - School District
 - Child Care providers, reflective of age ranges served
 - Aboriginal communities, including professionals, parents, Aboriginal Head Start, Aboriginal IDP, Aboriginal Early Childhood Development, and child care providers
 - Multicultural community reflecting individual community diversity
 - Ministry of Children and Family Development (MCFD)
 - MCFD representative will be responsible for bringing full and timely information that may impact the SCDP program. Where no local MCFD office exists the MCFD representative will ensure a social worker is attached to each contracted agency.
 - Community Living Services (CLS) or MCFD social worker
 - Early Intervention Therapies

The following representatives may be included in the LAC membership:

- Licensing, Ministry of Health
- Municipality
- Other community members
- Child Mental Health representative
- Nursing Support Services
- Fetal Alcohol Spectrum Disorder (FASD)
- Paediatrician (as needed)

LOCAL ADVISORY COMMITTEE MEETINGS AND RECORDING METHODS

A. Meetings

Meetings should be held at a minimum of every two months for new programs, three times per year for established programs.

B. Minutes

Minutes will be recorded and distributed after each meeting. Minutes are an extremely useful source of information and can:

1. comprise the board representative's regular report to the board of the agency;
2. be a basis for an annual report to the agency;
3. serve as a reminder to individual members who have agreed to complete tasks;
4. be distributed to new committee members to bring them up-to-date on the Supported Child Development Program;
5. present a picture of work accomplished and work left to be done;
6. assist the committee to set priorities for the future.

NOTES ON THE DUTIES OF THE LOCAL ADVISORY COMMITTEE

- 1. To provide support and advice and recommendations to the SCDP agency in reaching the goals of the Supported Child Development Program.**

The LAC ensures that services provided follow the SCDP Policy and Procedures Manual and the contractual agreement between the SCDP agency and the Ministry of Children and Family Development (MCFD).

Examples of areas in which the Local Advisory Committee may provide support advice and recommendations:

- The LAC may make recommendations to the SCDP agency regarding priorities related to meeting the goals of the program.
- When caseloads increase to a size that cannot be managed effectively with existing resources, the LAC may make recommendations regarding priorities for services provided by the program and may support the agency in requesting additional funding.
- Adequate administrative and support services, such as clerical, are essential to the program. The LAC may review the amount of support needed and make recommendations to the agency for additional administrative support.

- 2. To be aware of the standards, contractual terms, conflict of interest guidelines, policies and procedures for the Supported Child Development Program as articulated by the Provincial Steering Committee and the Ministry for Children and Family Development (MCFD).**

Members of the LAC should familiarize themselves with the SCDP contract agreement between the SCDP agency and MCFD, the SCDP Policy and Procedures Manual, and other related materials. LAC members will seek clarification from the SCDP agency, MCFD, Provincial Advisor, or Regional Advisors, if needed.

- 3. To provide input and recommendations regarding the shared decision-making model for allocation of funding for extra staffing support (what the model is and how it works) and the guidelines to be followed for equitable distribution of funds for extra support i.e. maximum levels of support, priorities.**

4. Review and approve extra staffing support funding recommendations when support is to be provided in a child care setting operated by the SCDP agency.

When an agency that administers SCDP funding wishes to allocate SCDP funding in a manner that will benefit a child care setting administered by the same agency, the agency must first take the additional step of requesting review and approval by their Local Advisory Committee. Local Advisory Committees represent an opportunity for community-based decision-making and can ensure that these potentially sensitive funding decisions are transparent and equitable both in practice and perception.

- The SCDP agency will be required to present a case for funding to the LAC:
 - Without revealing the name or other personal details of the child or family in question.
 - Explaining why this is the best option for the child and why no other community child care setting will do as well for the child and family.
- The LAC will review the funding both initially and at times of funding renewal.
- The SCDP agency will demonstrate to the LAC that:
 - The process for determining funding allocations demonstrates openness, accountability and informed parent choice through use of the Support Guide (minimal biannual review), parent feedback and parent satisfaction surveys.
 - The agency operates a typical, community-based child care program with typical ratios (i.e. No special needs licenses).
- Where possible, it is preferred that the SCDP agency be able to provide to the LAC a business plan/budget for their child care program that demonstrates financial independence from SCDP funding.
- Where possible, the SCDP agency will provide to the LAC an annual audit of their child care programs that demonstrates financial independence from SCDP funding.

5. To facilitate the sharing of information in the area of Supported Child Development and early intervention.

The Local Advisory Committee will review and make recommendations regarding methods used by the SCDP agency to keep their community informed about the SCDP to ensure early and appropriate referrals. As well they will review and make recommendations to ensure ongoing education of the public and professionals about the importance of the early years, child care and social inclusion.

6. To encourage the development of quality programs for children with extra support needs and their families, to foster close collaboration with existing birth to 19 programs and to support community proposals that address gaps or inadequacies in service development and early intervention.

The Supported Child Development Program is only one of many services or programs that should be available to families with children birth to 19 years in a community. The Local Advisory Committee should support existing programs and encourage the development of additional resources where need is demonstrated. If gaps or inadequacies in services are identified, the Local Advisory Committee and society should work with other concerned agencies to bring about improvements. The Local Advisory Committee may provide letters of support for community proposals.

7. To advocate for accessible, inclusive and quality services for children birth to 19 years with extra support needs, and their families

8. To assist with the recruitment of community members who will reflect community diversity of culture, abilities, and socio-economic status.

9. To provide an accessible, family friendly environment that encourages and supports parent participation on the Advisory Committee by:

- using plain language
- maintaining an updated Glossary of Terms for use by the committee
- assisting with transportation and child care
- providing of training and orientation for both Co-Chair and committee member roles
- holding meetings in alternate community settings
- holding alternate meetings dedicated to parent topics of interest
- timing meetings for parents' convenience
- distributing meeting minutes to a wide group of parents
- holding quarterly community forums
- asking parents for ideas to generate parent involvement

Note: There are many creative ways of involving parents that may not require face to face meetings (e.g., through on-line, teleconferencing, minutes/reports) and different methods of involvement that would not be a burden on parents' time (e.g., informal discussion, drop-ins, etc.). These need to be developed in consultation with parents.

10. To recognize and address barriers to parent participation to ensure equal access to Local Advisory Committee participation for parents who may experience social, financial or geographical barriers.

11. To collaborate with:

- a. community early childhood development committees (where they exist)
- b. Aboriginal early childhood committees (where they exist)
- c. local Aboriginal communities
- d. multicultural community groups

12. To ensure that committee meetings are held on a regular basis.

The Local Advisory Committee should meet at a minimum six times per year in the early years of program and community development. Some Local Advisory Committees may choose to meet less frequently unless staff changes or other program issues necessitate more regular monitoring of the program and its services. For well-established programs meetings should be held a minimum of three times a year.

13. To complete an annual checklist for the LAC to measure its progress.

14. To be familiar with the accreditation process. Where no accreditation process exists, the LAC will provide input into monitoring and evaluation processes.

15. To support the agency with conflict resolution, if requested.

16. To link with other LAC within the region to share information, collaborate on joint issues, and send and receive information through the Regional Advisor.

Regional Advisors have a responsibility to link with LACs in their region, to give and receive information and feedback. Other important links for LACs to develop and maintain are:

- Local key community partners
- Community Living Services
- Regional Aboriginal Planning Committees
- MCFD Managerial staff responsible for the SCDP program
- Office of the Provincial Advisor, SCDP
- Ministry of Community Aboriginal Women's Services

Appendix 9

Memorandum of Understanding Between MCFD/ MCAWS and the Aboriginal Community

MEMORANDUM OF UNDERSTANDING

Between:

The Union of British Columbia Indian Chiefs

- and -

The First Nations Summit

- and -

The Métis Provincial Council of British Columbia

- and -

The United Native Nations

- and -

The Province of British Columbia

(as represented by the Premier of British Columbia, the Minister of Children and Family Development and the Minister of Community, Aboriginal and Women's Services)

And in Support of this Memorandum of Understanding, and as participants in the process:

Assembly of First Nations (BC Region)

- and -

BC Aboriginal Network on Disabilities Society

- and -

BC Association of Aboriginal Friendship Centres

- and -

Federation of Aboriginal Foster Parents

- and -

Métis Commission for Children and Family Services

- and -

Native Courtworker and Counselling Association of BC

- and -

First Nations Agency Directors Forum

- and -

Aboriginal Health Association of BC

- and -

Healing Our Spirit – BC Aboriginal HIV/AIDS Society

WHEREAS

A. The Parties agree that there is a disproportionate number of Aboriginal children in care in British Columbia. They agree that this number must be reduced and the children should be returned to their communities where it is appropriate to do so.

B. The Parties recognize that First Nations, the Métis Nation, Inuit and other Aboriginal Peoples assert an inherent right with respect to and jurisdiction over the safety and well being of their children and families.

C. The Parties agree on the need for a respectful and ongoing government-to-government relationship and dialogue on all issues relating to the safety and well being of all Aboriginal children and families.

D. The Parties agree that this relationship is based on mutual trust and mutual respect and must be consistent with existing protocols, agreements and memoranda of understanding.

E. The Parties acknowledge a new and collaborative relationship made possible through the mutual agreement among the Aboriginal Leadership of British Columbia, as expressed through the historic Tsawwassen Accord.

F. The Parties acknowledge and agree that First Nations, the Métis Nation, Inuit and other Aboriginal communities require support, including the necessary capacity and resources, to enable them to develop and deliver a full range of child and family services.

G. The Parties acknowledge that planning, policy and program development, implementation, evaluation and decision-making must be undertaken jointly between the provincial government and First Nations, the Métis Nation, Inuit and other Aboriginal communities.

H. The *Child, Family and Community Service Act* provides that:

- a) Aboriginal people and communities need to be involved in the planning and delivery of services to their families and their children through the Regional Aboriginal Authorities;
- b) a child's cultural identity, kinship ties and attachment to his or her extended family and community should be preserved; and
- c) First Nations, the Métis Nation, Inuit and other Aboriginal communities are recognized as independent entities that have a right to party status in all legal proceedings involving their children.

I. The Ministry of Children and Family Development is committed to ensuring that its legislation, policies and services are culturally sensitive and responsive to the needs of Aboriginal governments and communities.

Therefore the Parties agree as follows:

1.0 PURPOSES

1.1 The purpose of this Memorandum of Understanding ("MOU") is to establish a joint dialogue and decision making process regarding general and systemic issues relating to the safety and well-being of Aboriginal children and families that:

- a) is on a government-to-government basis;
- b) recognizes that First Nations, the Métis Nation, Inuit and other Aboriginal Peoples assert jurisdiction over their children and families, regardless of residency;
- c) recognizes the importance of transferring the delivery of services to Aboriginal communities; and
- d) draws on the expertise of Aboriginal service delivery agencies and research institutions.
- e) reflects the historic and new relationship established at Tsawwassen on June 11, 2002.

1.2 The joint dialogue and decision-making process will focus on:

- a) reducing the number of Aboriginal children in care and returning Aboriginal children to their communities where it is appropriate to do so; and
- b) other topics or issues agreed to by the Parties.

1.3 The joint dialogue and decision making process will be carried out through the Minister's Joint Aboriginal Management Committee, which is established in section 2.0 and is comprised of representatives of the Parties, Aboriginal service delivery agencies, and co-chaired by the Minister of Children and Family Development and an Aboriginal representative.

2.0 JOINT ABORIGINAL MANAGEMENT COMMITTEE

2.1 The Minister of Children and Family Development will establish a Joint Aboriginal Management Committee (the "Committee") comprised of one representative appointed by each of the following organizations:

- a) the Union of BC Indian Chiefs;
- b) the First Nations Summit;
- c) the Métis Provincial Council of BC;
- d) the United Native Nations;
- e) the Assembly of First Nations (BC Region);
- f) the Ministry of Children and Family Development;
- g) the BC Aboriginal Network on Disabilities Society;
- h) the BC Association of Aboriginal Friendship Centres;
- i) the Federation of Aboriginal Foster Parents;

- j) the Métis Commission of Children and Families;
- k) the Native Courtworkers and Counselling Association
- l) the First Nations Agency Directors Forum
- m) the Aboriginal Health Association of BC; and
- n) the Healing Our Spirit – BC Aboriginal HIV/AIDS Society

2.2 Each of the organizations referred to in section 2.1 will appoint one alternate representative who will attend meetings of the Committee in the absence of the representative appointed in that section.

2.3 The role of the Committee will be to:

- a) establish priorities and monitor progress on reducing the number of Aboriginal children in care and returning Aboriginal children to their communities where it is appropriate to do so;
- b) provide advice to the Minister of Children and Family Development regarding the efficient and effective allocation of resources within the Ministry of Children and Family Development to address issues affecting Aboriginal children, families and communities;
- c) serve as a forum for dialogue and exchange of information among the participating organizations and once established, the Regional Aboriginal Authorities;
- d) enable the participating organizations and once established, the Regional Aboriginal Authorities to keep their respective constituencies informed regarding the dialogue process; and
- e) ensure that the full range of perspectives is examined.

2.4 The Committee will strive to seek consensus among the members of the Committee with respect to the advice it provides to the Minister of Children and Family Development.

2.5 The Minister of Children and Family Development, or the Minister's representative and an Aboriginal representative appointed by the organizations referred to in section 2.1, will co-chair the meeting of the Committee.

2.6 The Executive Director, Provincial Aboriginal Secretariat, will act as secretary for the committee, and will provide support services for the Committee by:

- a) preparing and distributing meeting notices and other relevant information to the members of the committee; and
- b) the logistics for the meetings.

2.7 Agendas for meetings of the Committee will be developed jointly by the secretary and the members of the Committee. The agendas, together with any supporting material, will be distributed at least one week in advance of meetings to enable the members of the Committee to be prepared.

2.8 The Committee will meet at least 4 times per year and will establish a schedule of meeting dates. Committee meetings may also be held as needed or at the call of the Minister of Children and Family Development.

2.9 The Committee will establish a technical working group(s) as needed to address issues or matters identified by the Committee. The technical working group(s) will be responsible for developing options and recommendations and providing them to the Committee.

3.0 FUNDING

3.1 The Ministry of Children and Family Development will, subject to annual allocations by Treasury Board, provide adequate funding to support all of the activities of the Joint Aboriginal Management Committee and its technical working group(s), including the establishment of an independent Provincial Aboriginal Secretariat and reimbursement for expenses in accordance with government financial policy.

3.2 The Ministry of Children and Family Development will provide adequate funding for the implementation of activities and action plans intended to achieve the purposes of this memorandum, subject to annual allocations by Treasury Board.

4.0 SPECIAL CLAUSES

4.1 The Parties wish to maintain an ongoing government-to-government relationship that does not derogate from or displace the bilateral nation-to-nation relationship between Aboriginal Peoples and the Government of Canada or from the Crown's fiduciary obligation to Aboriginal Peoples.

4.2 This MOU is not intended to limit or replace any treaty, interim measures or other negotiations that any of the Parties may be involved in.

4.3 Nothing in this MOU shall be interpreted in a manner, which extinguishes, abrogates or diminishes Aboriginal or treaty rights, including Aboriginal title, which are protected under section 35 of the *Constitution Act, 1982*.

4.4 Nothing in this MOU shall be interpreted in a manner which diminishes or fetters the statutory responsibilities of the Minister of Children and Family Development or which conflicts with the Minister's duties as a member of the Executive Council of the Province of British Columbia.

4.5 Nothing in this MOU shall be interpreted in a manner that undermines or limits the rights and responsibilities of the participating Aboriginal governments and organizations and their respective Aboriginal Policy Tables to address issues of urgent concern with any level of government.

4.6 The dialogue process under this MOU is not intended to displace the obligation of the Crown to consult with Aboriginal governments, nor an Aboriginal government's right to dialogue with the Crown.

4.7 Nothing in this MOU shall be interpreted in a manner that implies endorsement or acceptance of provincial legislation and policies by the participating Aboriginal governments and organizations.

5.0 TERMS AND REVIEW

5.1 This MOU shall come into effect as of the date of the Minister's signature, and will remain in effect for a (5) five-year period from that date (the "Term").

5.2 This MOU and activities associated with it will be reviewed annually by the Parties during the Term.

IN WITNESS WHEREOF the parties have agreed to this Memorandum of Understanding on the dates noted below [September 9, 2002]:

On behalf of the Union of British Columbia Indian Chiefs
On behalf of the First Nations Summit
On behalf of the Métis Provincial Council of British Columbia
On behalf of the United Native Nations
On behalf of the Province of British Columbia
On behalf of the Province of British Columbia
On behalf of the Province of British Columbia

The following agencies support this Memorandum of Understanding as members of the Aboriginal Advisory Committee:

On behalf of the Assembly of First Nations (BC Region)
On behalf of the BC Aboriginal Network on Disabilities Society
On behalf of the BC Association of Aboriginal Friendship Centres
On behalf of the Federation of Aboriginal Foster Parents
On behalf of the Métis Commission
On behalf of the Native Courtworker and Counselling Association of BC
On behalf of the First Nations Agency Directors Forum
On behalf of the Aboriginal Health Association of BC
On behalf of the Healing Our Spirit – BC Aboriginal

Appendix 10
Outcome Indicators and Measures

OUTCOME INDICATORS AND MEASURES

Supported Child Development Program

The following outcome indicators and measures were developed in concert with the new *Supported Child Development Program Policy and Procedures Manual*. Although not all measurement instruments have yet been developed, the indicators provide regions with consistent language for use in contracts with SCDP agencies that will be assuming full administration of the SCDP program. These Supported Child Development Program outcome indicators and measures will be incorporated into contract agreements with SCDP agencies.

Introduction

Outcomes are desired results. They are the benefits or changes in behaviour, skills, knowledge, attitudes, or conditions that have resulted from having carried out certain activities. Outcomes can be distinguished from inputs, activities, and outputs.

Definitions

Inputs: the resources (staff, time, money, space, equipment) that are dedicated or consumed by a program

Activities: what the program does with its inputs to fulfill its mission

Outputs: the direct products of program activities, usually measured in terms of the volume of work accomplished

Outcomes: the benefits or changes for individuals or populations resulting from their participation in program activities

Outcome indicators: measures that demonstrate that the outcome desired has been achieved

Measurement Tools: the instruments or the data collection methods that will provide you with information about the outcome indicators

Example:

Input: Funding for training workshops on supporting families with extra support needs

Activity: Providing training workshops for child care settings regarding how to support families and children with extra support needs

Output: The number of training workshops provided to child care settings on an annual basis that address extra support issues

Outcome: Child care settings have increased skills in supporting families and children with extra support needs

Outcome indicator: Percentage of inclusive settings having increased skills in supporting families and children with extra support needs

Measurement Tool: Service provider self-assessment tool; annual parent survey; report of SCDP staff

SCDP Outcomes and Possible Indicators

Listed below are the proposed outcomes that would be incorporated into Contract Agreements with MCFD.

SCDP Outcomes

Possible Indicators

Children Birth to 6th Birthday

Children in SCDP actively participate in inclusive child care settings.

Outcome Indicator:
Percentage of children in SCDP in inclusive settings who participate actively

Suggested Measurement Tool:
A type of rating scale that rates child's participation and completed by child care provider, SCDP Consultant and parent

Children in SCDP attain or make progress toward the developmental goals that are identified in their Individual Service Plans.

Outcome Indicator:
Percentage of children in SCDP who achieve/partially achieve developmental goals

Suggested Measurement Tool:
Tracking of Individual Service Plan

Children in SCDP successfully transition to school.

Outcome Indicator:
Percentage of children in SCDP who enter school at an appropriate time as identified in the Individual Service Plan

Suggested Measurement Tool:
Tracking of Individual Service Plan

Children 6-13th Birthday

Children in SCDP actively participate in inclusive child care settings during out-of-school hours.

Outcome Indicator:
Percentage of children in SCDP in inclusive settings who participate actively

Suggested Measurement Tool:
A type of rating scale that rates child's participation completed by child care provider, SCDP Consultant and parent

Children in SCDP attain or make progress toward the developmental goals that are identified in their Individual Service Plans.

Outcome Indicator:
Percentage of children in SCDP who achieve/partially achieve developmental goals

Suggested Measurement Tool:
Tracking of Individual Service Plan

Children 13-19th Birthday

Youth in SCDP actively participate in inclusive care settings during out-of-school hours.

Outcome Indicator:
Percentage of children in SCDP in inclusive settings who participate actively

Suggested Measurement Tool:
A type of rating scale that rates child's participation completed by service provider in the community setting, SCDP Consultant and parent

Youth in SCDP attain or make progress toward age-appropriate goals identified in their Individual Service Plans.

Outcome Indicator:
Percentage of SCDP children who achieve/partially achieve developmental goals

Suggested Measurement Tool:
Tracking of Individual Service Plan

Families

Families actively participate in the development and monitoring of the Individual Service Plan for their child.

Outcome Indicator:
Percentage of families in SCDP who participate in development of the Individual Service Plan

Percentage of families in SCDP who participate in the review of the Individual Service Plan every 6 months

Suggested Measurement Tool:
Tracking of individual Service plan development and reviews

Families have increased knowledge of child development and growth.

Outcome Indicator:
Percentage of families in SCDP having increased knowledge of child development and growth

Suggested Measurement Tool:
Annual parent survey

Families have increased awareness of supports available in their community.

Outcome Indicator:
Percentage of families in SCDP having increased awareness of supports in their community

Suggested Measurement Tool:
Annual parent survey

Families feel supported:

- a. to access same range of services as all families;
- c. to actively participate in their community; and
- d. in maintaining the economic integrity of their family.

Outcome Indicator:
Percentage of families in SCDP feeling supported:

- a. to access same range of services as all families
- b. to actively participate in their community
- c. in maintaining the economic integrity of their family

Suggested Measurement Tool:
Annual parent survey

Child Care Settings

Child care settings demonstrate inclusion of children eligible for SCDP.

Outcome Indicators:
Percentage of inclusive settings that include a child with extra support needs for the first time

Percentage of inclusive settings that include more than one child at the same time who require extra support

Percentage of inclusive settings that include children with extra support needs on an ongoing basis

Proposed Measurement Tool:
Agency data set

Child care settings have increased knowledge of the needs of families and children with extra support needs.

Outcome Indicator:
Percentage of inclusive settings having increased knowledge of needs of families and children with extra support needs

Suggested Measurement Tool:
Annual parent survey
Service Provider self assessment tool
Reports of SCDP staff

Child care settings have increased skills in supporting families and children with extra support needs.

Outcome Indicator:
Percentage of inclusive settings having increased skills in supporting families and children with extra support needs

Suggested Measurement Tool:
Annual parent survey
Service Provider self assessment tool
Reports of SCDP staff

Child care settings feel supported in responding to the child care needs of families and children with extra support needs.

Outcome Indicator:
Percentage of inclusive settings feeling supported in responding to the child care needs of families and children with extra support needs

Suggested Measurement Tool:
Annual inclusive setting survey

Child care settings have increased awareness of community services that are available for families and children with extra support needs.

Outcome Indicator:
Percentage of inclusive settings having increased awareness of community services for families and children with extra support needs

Suggested Measurement Tool:
Annual inclusive setting survey

Community

Parents have a voice in guiding and supporting SCDP.

Outcome Indicator:
Percentage of members of the Local Advisory Committee that are parents

Community partners have a voice in guiding and supporting SCDP.

Percentage of members of the Local Advisory Committee that are community members

Measurement Tools:
SCDP agency annual reporting
Local Advisory Committee Annual Checklist

Community partners have increased awareness of SCDP.

Outcome Indicator:
Percentage of community partners that have increased awareness of SCDP

Measurement Tools:
Survey of community partners

Aboriginal Community

Aboriginal children with extra support needs participate in SCDP.

Outcome Indicator:
Percentage of Aboriginal children with extra support needs in SCDP program
(Note: This could be based on targets reflecting the number of Aboriginal children in the community)

Proposed Measurement Tool:
Agency data set

Aboriginal families feel supported to access SCDP.

Outcome Indicator:
Percentage of Aboriginal families feeling supported to access SCDP

Proposed Measurement Tool:
Annual Aboriginal family survey

Aboriginal community partners feel supported to build capacity to determine their preferred method of service delivery.

Outcome Indicator:
Percentage of community partners feeling supported to build capacity to determine their preferred method of service delivery

Proposed Measurement Tool:
Aboriginal community partners survey

Appendix 11

The Legal Edge Checklist: Employee or Independent Contractor?



Special Insert Issue 46

Dec. 2002 - Jan. 2003

Checklist: Employee or Independent Contractor?

Canada Customs and Revenue Agency (CCRA)

The CCRA considers a number of factors in making the ultimate determination of whether an individual is an employee or an independent contractor. The following four factors come from a pamphlet published by the Client Services Directorate of the CCRA.

1. The Control Factor

Does the company control, directly or indirectly, the way the work is done and the work methods that are used?

- o Who is responsible for planning the work to be done?
- o Who decides how and how much the worker is to be paid?
- o Who decides on the time frames?
- o Who decides on how the work is to be done?
- o Who decides on the hours of work?
- o Who decides on the work location?
- o Who assigns the individual tasks?
- o Who supervises the tasks?
- o Who sets the standards to be met in terms of quality, volume, and time frame?
- o Who decides whether work must be redone, and who covers these related costs?
- o Who is responsible for training, and who covers these related costs?
- o Who decides on the territory to be covered?
- o Who decides on periodic activity reporting?
- o Who decides if the work is to be done by the worker himself or herself, and who hires helpers?

If the answer to these questions is predominately “the company,” then an employer-employee relationship probably exists.

2. Ownership of Tools Factor

“Who owns the tools?” often tells whether the individual is an independent contractor. The amount invested, the value of the equipment or tools, and the rental and maintenance of the equipment and tools will be considered. Normally, an employee is supplied with equipment and tools by the employer, while independent contractors may provide their own tools.

- o Who supplies the equipment or covers its rental costs?
- o Who covers equipment maintenance costs?
- o Who supplies the large tools or covers their rental costs?
- o Who supplies the specialized tools or covers their rental costs?
- o Who supplies the small tools?
- o Who covers tool maintenance costs?
- o Who supplies the materials?
- o Who has invested in equipment and tools?

If the answer to most of these questions is “the company,” then an employer-employee relationship probably exists.

3. Change of Profit/Risk of Loss Factor

Independent contractors are often entrepreneurial, in that they profit from the enterprise, rather than receive a straight salary. Factors such as responsibility for bad debts, damage to equipment or materials, costs associated with delivery delays, and operating costs all enter into the equation.

- o Who covers the costs of damage to equipment or materials?
- o Who covers the costs of liability insurance?
- o Who covers office expenses?
- o Who covers rental costs?
- o Who covers delivery and shipment costs?
- o Who covers costs related to bad debts?
- o Who assumes responsibility for insuring that guarantees relating to materials are honoured?
- o Who assumes responsibility for performance of the work?
- o Who guarantees the quality of the work?
- o Who covers the costs incurred by the worker in carrying out the work?
- o Who covers the costs of the worker’s benefits (e.g., paid vacation, sick leave, life insurance premiums, etc.)?

If the company is primarily responsible for most of the above factors, an employer-employee relationship probably exists.

4. Integration Factor

Finally, in determining whether an individual is an independent contractor or an employee, the CCRA will look at the integration of the individual into the company’s business. This is often a global review of the other three factors that have been considered. The CCRA will compare the company’s and the individual’s responsibility in the questions already listed and decide whether the relationship is that of employment.

Employment Standards

The provincial Employment Standards Branch (or similar body) may consider any or all of the factors listed above.

In British Columbia, however, the Employment Standards Branch takes the position that the definitions under the *Employment Standards Act* “cast a wider net” than do the common law tests. The Employment Standards Tribunal decisions reflect its view that the *Act* creates a far broader definition of “employee” than does the common law. The *Act* definition of “employee” and “employer” are found in section 1, which states that:

“Employee” includes:

- a) a person, including a deceased person, receiving or entitled to receive wages for work performed for another,
- b) a person an employer allows, directly or indirectly, to perform work normally performed by an employee,
- c) a person being trained by an employer for the employer’s business,
- d) a person on leave from an employer, and
- e) a person who has a right of recall.

“Employer” includes a person:

- a) who has or had control or direction of an employee, or
- b) who is or was responsible, directly or indirectly, for the employment of an employee.

The *Act* definition of “employee” will thus capture as employees some individuals who, under the common law tests, would be considered independent contractors. The B.C. Employment Standards Branch tends to look at the nature of the work performed, and, if the work seems like work an employee would normally do, the worker will be considered an employee.

Such a declaration from the Employment Standards Branch will not result in tax withholding liability on the company (that is the CCRA’s jurisdiction), but it could subject the employer to claims for unpaid overtime, minimum wage violations, holiday pay, severance pay, and a number of other alleged violations of the minimum standards of the *Act*.

*For further details, contact the CCRA or your provincial
Employment Standards Branch (or similar body).*

Appendix 12

SCDP Provided in Child's Own Home **Applicant's Declaration** **Sample**

Note: Additional resources will be developed for parents as employers

SUPPORTED CHILD DEVELOPMENT PROGRAM PROVIDED IN CHILD'S HOME
Applicant's Declaration

Notice to Applicants

Please note that when the Supported Child Development Program is provided to a child in the child's home, the applicant may be considered by a number of regulatory agencies, to be the employer of the caregiver. As these agencies have their own rules, each has their own interpretation on this issue.

Canada Revenue Agency

Canada Revenue Agency will consider the applicant to be the employer of the caregiver where the applicant directs and controls the caregiver with respect to the expectations of the worker and how the work is to be carried out. For example, if the applicant selects the caregiver, tells them the hours they are expected to work, shows them how to care for the child and provides expectations with regard to activities, outings, mealtimes, etc., then the applicant can be considered to be the employer of the caregiver.

Depending on how many hours a caregiver works, an applicant may be considered an employer and be responsible for remittances under the Income Tax Act, Canada Pension Plan and Employment Insurance Act. The applicant should contact their nearest Canada Revenue Agency for help with these required payroll source deductions. www.cra-adrc.gc.ca

Workers' Compensation Board of BC

If a caregiver provides care in the applicant's home, the home may be considered to be a workplace. If a caregiver works in a child's home for eight hours a week or more (15 hours or more for before and after school care only) the applicant must comply with the Workers Compensation Act. Parents should contact the nearest Workers' Compensation Board office with regard to registering their home as a workplace. www.worksafebc.com

BC Employment Standards

Individuals who provide care to a child in the child's home are considered to be "sitters" and are excluded from the *Employment Standards Act*. (Note that if additional duties are assigned, e.g. domestic duties, the caregiver may be covered by the *Act*. Also, persons employed by a business providing child care services, or by a day care facility, and providing care in the child's home, are covered by the *Act*.) Questions on the Employment Standards Act can be directed to the local Employment Standards Branch office. www.labour.gov.bc.ca/esb

BC Human Rights Code

Applicants should know that all employers must comply with the BC Human Rights Code. The Code makes discrimination and harassment on the basis of the following characteristics unlawful: race, colour, ancestry, religion, marital status, family status, place of origin, age, sex, physical or mental disability, sexual orientation, criminal conviction or political belief. www.aq.gov.bc.ca/programs/hrc

Applicant's Declaration

I have read and understood this document and am aware of my responsibilities as an employer for my child's caregiver, who will be providing care in my home.

Signed _____

Date _____

Appendix 13

Sample Consent Form
Consent to Participate in the SCD Program
and
Consent for Release and Receipt of Information

SCDP Consent Form

Re: _____ DOB: _____

I give my consent for my child to participate in the _____ Supported Child Development Program.

- I have the right to ask questions before I give consent for services
- I have a right to participate in the Individualized Service Plan process
- If I consent to the sharing of information, my consent must be informed (the person asking me to sign the forms will explain the purpose of sharing information)
- I can decide what information will be shared with whom, for what purpose, and to what benefit
- Information will not be shared without my consent unless the life, safety or well-being of my child or others is at risk
- The agency ensures that all information related to clients is treated as confidential. This means that the information I reveal to you will not be revealed to any other persons or agency without my permission. Client records are stored securely and information is only accessed by staff and other stakeholders on a need-to-know basis
- I understand that personal information will be collected for the purpose of assisting with my service goals. Information will be stored on a computer system. Non-identifying information will be used for statistical purposes of the agency to maintain or improve services
- I understand that I have the right to revoke this consent at any time
- This consent will automatically expire upon my exit from the agency

Consent to Share Information for Release and Receipt of Information

I give my permission to the staff of the _____ SCDP to receive from or send to the following persons or agencies copies extracts or summaries of assessments, reports, histories and/or information prepared by their programs regarding relevant information, reports, etc. about my child _____ (child's name).

I understand that this information will be used to help staff meet my child's needs and will be kept confidential.

Name of Professional/Agency	Type of Information	Date	Signature
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Name of Parent/Guardian

Signature of Parent/Guardian

Date

Signature of Youth, as applicable

Date

SCDP Agency Witness

Date

Appendix 14

Support Guide

The purpose of the Support Guide is to determine the extra supports needed to successfully include a child with developmental delays or disabilities in an inclusive child care setting.

The accompanying Support Guide User Handbook is available through the Office of the Provincial Advisor and on the SCDP website at www.scdp.bc.ca



Child's Name: _____ **Date of Birth:** _____

Parent(s) Name: _____ **Phone Number:** _____

Child Care Setting Name: _____

Contact Person: _____ **Phone Number:** _____

Completed By: _____ **Date Completed:** _____

	Contact Person	Phone / Fax / E-mail	Description of Program (Previous, current or waitlisted)
Supported Child Development Program			
Child Care Setting			
Infant Development Program			
Speech Language Pathologist			
Physiotherapist			
Occupational Therapist			
Social Worker/ Family Support			
Behaviour Consultant/ Psychologist			
Other:			
Other:			

Previous and/or Current Experience:

Child Care Settings: _____

Recreation Programs: _____

Setting Preference: _____

SECTION 1 - CHILD DEVELOPMENT & SUPPORT NEEDS PROFILE



Priorities:

Parents – What are your goals for your child and your family?

General Child Development:

1. What does your child like & dislike? <i>(what your child likes to do/is interested in; what your child does not like)</i>	
2. Daily Routine <i>(routines your child prefers; how changes in routine are handled)</i>	<input type="checkbox"/> No Concerns <input type="checkbox"/> Strategies <input type="checkbox"/> Adaptations <input type="checkbox"/> Direct Assistance
3. Environment <i>(what types of environments your child prefers)</i>	<input type="checkbox"/> No Concerns <input type="checkbox"/> Strategies <input type="checkbox"/> Adaptations <input type="checkbox"/> Direct Assistance
4. Learning Style <i>(how your child learns something new; what helps him/her to learn new things)</i>	<input type="checkbox"/> No Concerns <input type="checkbox"/> Strategies <input type="checkbox"/> Adaptations <input type="checkbox"/> Direct Assistance
5. Behaviour <i>(challenging behaviours your child demonstrates; situations that lead to challenging behaviours; what helps)</i>	<input type="checkbox"/> No Concerns <input type="checkbox"/> Strategies <input type="checkbox"/> Adaptations <input type="checkbox"/> Direct Assistance

<p>6. Safety <i>(areas where your child's health or safety is a concern; safety precautions)</i></p>	<input type="checkbox"/> No Concerns <input type="checkbox"/> Strategies <input type="checkbox"/> Adaptations <input type="checkbox"/> Direct Assistance
<p>7. Health/Medical <i>(any information you want to share about your child's health and/or medical needs and how those needs are addressed)</i></p>	<input type="checkbox"/> No Concerns <input type="checkbox"/> Strategies <input type="checkbox"/> Adaptations <input type="checkbox"/> Direct Assistance



Child Development & Support Needs

<p>What will your child do when:</p>	<p>What will child care or other service providers need to do to help your child in this area?</p>
<p>1. Choosing and using toys and activities: <i>(includes play/activities – how your child plays with toys/materials; types of activities he/she prefers)</i></p>	<p>Same as for other children in the program Use specific strategies Adapt activities Provide direct adult help</p> <p>If direct adult help, how often will an adult need to help your child:</p> <p style="text-align: right;"><u>Notes</u></p> <p>Seldom _____ Occasionally _____ Frequently _____ Constantly _____</p>
<p>2. Interacting with other children & adults: <i>(includes social interaction – how your child plays with adults and children; experience in groups of children; dealing with conflict)</i></p>	<p>Same as for other children in the program Use specific strategies Adapt activities Provide direct adult help</p> <p>If direct adult help, how often will an adult need to help your child:</p> <p style="text-align: right;"><u>Notes</u></p> <p>Seldom _____ Occasionally _____ Frequently _____ Constantly _____</p>

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<p>3. Communicating with others: <i>(how your child communicates; what he/she communicates about; how to best understand him/her)</i></p>	<p>Same as for other children in the program Use specific strategies Adapt activities Provide direct adult help</p> <p>If direct adult help, how often will an adult need to help your child:</p> <p align="right"><u>Notes</u></p> <p>Seldom _____ Occasionally _____ Frequently _____ Constantly _____</p>
<p>4. Understanding information from others: <i>(understanding of words and directions; understanding of concepts; problem-solving)</i></p>	<p>Same as for other children in the program Use specific strategies Adapt activities Provide direct adult help</p> <p>If direct adult help, how often will an adult need to help your child:</p> <p align="right"><u>Notes</u></p> <p>Seldom _____ Occasionally _____ Frequently _____ Constantly _____</p>
<p>5. Participating in large motor activities outside and inside: <i>(large motor movement such as sitting, walking, running, climbing, riding a bike, sports)</i></p>	<p>Same as for other children in the program Use specific strategies Adapt activities Provide direct adult help</p> <p>If direct adult help, how often will an adult need to help your child:</p> <p align="right"><u>Notes</u></p> <p>Seldom _____ Occasionally _____ Frequently _____ Constantly _____</p>
<p>6. Manipulating materials with his/her hands (i.e. small/fine motor skills): <i>(how he/she uses hands for eating, for playing with toys, for colouring)</i></p>	<p>Same as for other children in the program Use specific strategies Adapt activities Provide direct adult help</p> <p>If direct adult help, how often will an adult need to help your child:</p> <p align="right"><u>Notes</u></p> <p>Seldom _____ Occasionally _____ Frequently _____ Constantly _____</p>

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<p>7. Moving from one activity to another: <i>(individual transitions and transitions as part of a group):</i></p>	<p>Same as for other children in the program Use specific strategies Adapt activities Provide direct adult help</p> <p>If direct adult help, how often will an adult need to help your child:</p> <p align="center"><u>Notes</u></p> <p>Seldom _____ Occasionally _____ Frequently _____ Constantly _____</p>
<p>8. Participating in self-care activities: <i>(eating, dressing, toileting, sleeping; what your child is able to do and where he/she needs help)</i></p>	<p>Same as for other children in the program Use specific strategies Adapt activities Provide direct adult help</p> <p>If direct adult help, how often will an adult need to help your child:</p> <p align="center"><u>Notes</u></p> <p>Seldom _____ Occasionally _____ Frequently _____ Constantly _____</p>
<p>9. Sitting, listening and participating with a group of children for instructions, stories, song and games (i.e. circle time): <i>(experiences in groups of children)</i></p>	<p>Same as for other children in the program Use specific strategies Adapt activities Provide direct adult help</p> <p>If direct adult help, how often will an adult need to help your child:</p> <p align="center"><u>Notes</u></p> <p>Seldom _____ Occasionally _____ Frequently _____ Constantly _____</p>

Consent to Release:

I give the Supported Child Development Program permission to share the information in *Section 1 - Child Development and Support Needs Profile of the Support Guide* with _____
 (name of child care program) for the purpose of determining if SCD services are needed to include my child and meet his/her needs.

 Parent

 Date

SECTION 2 – CHILD CARE PROGRAM PROFILE



1. Child Care Program Description:

To include type of child care / community setting; total number of children in the group; number of staff, including any extra staffing in place; needs of the group of children and/or other individual children; experience with inclusion and working with SCC.

2. What are the child care program's goals for the child (i.e. in addition to those of the family and with the family's agreement)?

3. What strengths and skills does your program currently have that will help you achieve your goals and those of the family?

Current things the child care program does already that would be effective in addressing the goals.

4. What questions do you have about how to successfully include this child?

What will help you to address these questions and achieve these goals for this child? *When you think about the child's goals and support needs, what can SCDP do to help you achieve these goals and meet the child's needs?*

Strategies to help him/her to _____

Information / training about _____

(e.g. child's development, appropriate strategies, how to use equipment)

How to include him/her in activities such as _____

How to adapt our environment or routine to be able to _____

Resources, toys and/or equipment including _____

Direct assistance to _____

Talking to other children about his/her needs

Other _____

Other _____

Other _____

We do not need anything at this time

Completed by: _____ Date: _____

SECTION 3 - RECOMMENDATIONS & PRIORITIES



Recommendations:

Based on the information gathered and summarized in the previous sections, it is recommended that:

SCDP services are required. Support is required to address the following priorities and support needs:

SCDP services are not required. Strategies and other services have been suggested, including:

Priorities & Plan:

SCDP services will focus on the goals of the family and child care setting including:

To achieve these goals, the following SCDP services are recommended (check all that have been identified with the family and child care setting):

- Assistance in looking for child care
- Consultant support to the family and/or child care setting (i.e. visits, phone calls)
- Coordinating with other service providers (i.e. IDP, SLP, OT, PT)
- Information/training about the child's development, support needs and strategies to meet them
- Toys and/or equipment for the family and/or child care setting
- Books, videos, articles for the family and/or child care setting
- Short term or long term extra staffing support for the child care setting (if yes, please complete Extra Staffing Support Request form)
- Other: _____

The attached individual plan describes these goals and how services will be provided to support them

or

An individual plan describing the goals and how services will be provided to support them will be developed by _____ (date)
The Support Guide and need for SCDP services will be reviewed on or before _____ (date)
This review may happen earlier if requested by the family, child care program and/or SCDP Consultant

Parent

Date

Child Care Provider

Date

SCDP Consultant

Date

SCDP SERVICES
EXTRA STAFFING SUPPORT REQUEST
 (** to be completed only if requesting extra staffing support)



General Information:

Child's Name: _____ Date of Birth: _____
 Parent(s) Name: _____
 Child Care / Community Setting Name: _____
 SCDP Consultant: _____

Reason for Request:

Information gathered in the attached Support Guide indicates that:

Request Details:

Based on the above reasons, it is recommended that SCDP services include:

Short-term extra staffing support to focus on _____

Long-term extra staffing support to focus on _____

To achieve this, extra staffing support is requested:

Days of the Week: _____	M T W Th F S S	Hours per _____:	_____
Daily Schedule: _____		Hourly Rate:	_____
Total Hours per Day: _____		Employer Costs _____%:	_____
Total Hours per Week or Month : _____		Total Cost per _____:	_____
Start Date: _____			
End Date: _____			
Total Duration (in weeks): _____			
Gradual Reduction Plan (if appropriate): _____			

The attached individual plan describes how SCDP extra staffing support would be provided to address the goals and support needs. The individual plan, Support Guide and need for SCDP extra staffing support will be reviewed on or before _____ (date). This review may happen earlier if requested by the family, child care program and/or SCDP Consultant.

_____ Parent	_____ Date
_____ Child Care Provider	_____ Date
_____ SCDP Consultant	_____ Date

Appendix 15

Waitlist Management Guidelines for SCDP

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WAITLIST MANAGEMENT GUIDELINES FOR SCDP

PRINCIPLES

Accountability: The waitlist management process must be administered in a professional and ethical manner. Children and youth with special needs and their families have the right to expect that services, and the manner in which they are delivered and consistent across the province.

Fairness and Equity: Placement of children and families on waitlists must be fair and equitable at all stages of the process.

Access to Information: Information about the waitlist process, including how to access it, decision-making stages and procedures, as well as other relevant policies, is to be made available and provided to individuals requesting service. SCDP agencies will be responsible for ensuring information is provided to communities on waitlist management. The Office of the Provincial Advisor for the SCDP will provide support to facilitate this process.

Openness: The process is to be conducted in an open manner. Individuals will receive information at the time of initial referral for service regarding the range of services available and the limitations on service availability as well as the length of the waitlists. This information is to be kept up-to-date and available to individuals throughout the process.

Consistency: The same principles, criteria, and procedures for developing and managing waitlists are to be followed by all SCDPs.

CRITERIA

Requests for service are to be prioritized based first on the service request date, and second on the urgency of the needs of the child and family.

This means that families with similar levels of need will receive service in the order in which they request it. And a family with more urgent needs will receive service earlier than a family with less urgent needs who requested service on the same date. The following provides details on determining these two criteria.

Criterion #1 Service Request Date:

The service request date is defined as the date of formal intake - the point at which the family meets with a SCDP Consultant and requests service. Some agencies may open files at different times. The formalization of the waitlist management process through this policy now requires that all SCDP agencies document the service request date in some way, even if they do not open a file.

A family's service request date never changes - it applies throughout the province should they move prior to services being provided, or should they request a different service at a later time.

Note: The service request date will often occur before eligibility has been confirmed but is only applicable if the child is eligible.

Criterion 2 Urgency of Need

The urgency of the child and family's need must be determined in order to decide whether to move them up or down the waitlist from where they would be based only on service request date. This is to be done relying on the professional judgment and assessments from the SCDP Consultant, other professionals, and service providers. The following considerations are to be taken into account:

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- **Age of child:** The early provision of support is known to contribute to better outcomes for children and families, and is an important focus of the SCDP. Key transition points such as the move from pre-school to school are especially important.
- **Intensity and Nature of Child's Support Needs:** Special needs as documented or diagnosed by professionals, or as described by the family, can vary in intensity. Factors to consider include:
 - complex medical needs
 - behavioural issues
 - severity of the condition(s)
 - extent of dependency on caregivers
 - effect of a delay in service on the child's development.
 - impact on family (parents & siblings) emotionally, socially, economically
- **Loss of a space in a child care or community setting:** Imminent loss of a space may create an urgency of need.
- **Complexity of Family Needs:** The strengths of the family affect how well they can manage until formal services are available. Factors to consider include:
 - ability of the family to manage the child's special needs
 - other stresses on the family, aside from the child's special needs
 - family characteristics (e.g. two working parents, lone parent, income level)
 - health status of the family (e.g. other children with special needs, parent with physical or mental health concerns).
 - impact on siblings
- **External Supports Available to Family:** The support network around a family can provide significant help during the period of waiting for formal service. Consider the following:
 - Appropriateness, proximity and ability/willingness of extended family and friends to help
 - involvement of other formal services such as schools or health care providers
 - involvement of community agencies, parent support groups, churches.

All of the above considerations are equally important and must be considered in terms of how they interact with each other - each child and family presents a uniquely complex situation, the urgency of which is to be assessed in relation to others on the waitlist. After reviewing these considerations, an urgency rating of high, medium or low should be attached to the child/family. It is understood that the family will determine what external supports are available and appropriate.

Note: Should a family move, the service request date remains unchanged, but the urgency of need is reassessed in the new region, in relation to others on that region's waitlist.

PROCEDURES AND OBLIGATIONS

There are two sets of requirements for SCDP agencies follow. The first is in implementing the criteria and dealing with families being placed on a waitlist. The second is in managing the waitlist over time. This section itemizes these obligations, and introduces two tools to help SCDP agencies meet them.

Implementing the Criteria

- **Interview the family and the child/youth,** to review services, eligibility requirements, service availability and the waitlisting process with them. Explain that some services may be time-limited, and that duration and intensity of service is affected by progress towards goals, changes in the family situation, changes in the settings needs, and the need to share resources fairly among families.

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- **Document the request for service**, including the date, ideally by opening a file, or clearly documenting the request in an alternate written format. Confirm the service request date with the family.
- **Review the considerations under Criterion # 2, Urgency of Need**, through discussion with the family, review of relevant documentation and discussion with other professionals, co-workers or supervisors. These people can provide useful insight and information to help staff that are just meeting the family, and avoid the family having to repeat information. Ask for and consider diagnostic information, reports from psychologists, medical specialists or mental health teams, and reports from previous or existing service providers such as school district staff, therapists, Early Childhood Educators or Infant Development Consultants. Use the Waitlist Checklist to document this process, and place it on the file. (See attached SCDP Waitlisting Checklist)
- **Establish the urgency rating and the family's place on the waitlist**, in consultation with team members and/or supervisors. Ensure that all needed services are documented.
- **Work with the family to develop an interim plan**, if the waitlist time appears to be significant and if the family so wishes. An interim plan can document service needs, outline alternatives to formal service, identify planning points for key transitions, and provide information about parent support, advocacy organizations, and the ministry's Complaints Resolution Process. It may also involve providing alternative services that are available in the interim.
- **Update the family file at key points**, for example, when eligibility is confirmed, when one or more services become available, when a service plan is completed or revised, and at clearly defined review dates.

Managing the Waitlist

- **Make sure the office has a single, comprehensive waitlist for SCDP** that is kept up to date. The attached waitlist tracking template may be used or adapted to support this. Agency may also maintain waitlists for specific services. (See attached Waitlist Tracking Template.)
- **Review waitlist as a team on a regular basis**. Pay particular attention to families that have been moved up due to urgency of need, ensuring the need is documented and that their placement is fair in relation to others already on the waitlist. Agencies may wish to review the waitlist through a regular case review process, involving team members and possibly other professionals and/or service providers. This would contribute to a collaborative approach, and ensure that urgency ratings are assessed and reviewed fairly in comparison to others on the waitlist. SCDP agencies should keep the Local Advisory Committee informed as to the number of children on the waitlist, while protecting the privacy of the individual children and families. The Local Advisory Committees can be involved in problem-solving and future planning for the waitlist management.
- **Review each family situation at least every three months**. This should involve checking with the family to see if any factors related to their request for service and/or urgency of need have changed, discussing plans for any upcoming transitions, and confirming or adjusting the urgency rating. Document the review date and any changes on the family file, using the Waitlist Checklist if desired. Add any new medical or other reports to the file at the time of the review. Families may be waitlisted for more than one service. Review their urgency rating and placement on the waitlist whenever a new service is put in place, as this may affect their urgency of need for other services.
- **Use the review process to keep the family informed** of their progress on the waitlist and to revise or update interim or service plans as needed.

SCDP Waitlisting Checklist

Date:
Child's Name:
Service Request Date:
Date of Birth:
Family Name (if different):
Office:
Social Worker:
File #:

Use this checklist to document the process of determining the urgency of need of an individual child/family. This is to be done for the purposes of waitlisting as outlined in the MCFD policy bulletin on waitlist management. Under each heading, make notes about the urgency of the needs of the child/family and use these to help determine an urgency rating of **High, Medium** or **Low**. Then use this rating to determine where the child/family is placed on the office waitlist in relation to other children/families. Place this checklist on the family file and use it again at the time of review.

CRITERIA
 Requests for service are to be prioritized based first on the service request date, and second on the urgency of the needs of the child and family.

① Age of child

② Intensity and nature of child's special needs

CRITERIA
 Requests for service are to be prioritized based first on the service request date, and second on the urgency of the needs of the child and family.

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③ Complexity of family needs

④ External supports available to family

⑤ Other relevant factors of comments

<p>Urgency Rating: (circle) H M L</p>
<p>Notes or Rationale:</p> <hr/> <hr/>

Initial Urgency Rating:	Date:	Worker Initials:
Updated Urgency Rating:	Review Date:	Worker Initials:
Updated Urgency Rating:	Review Date:	Worker Initials:
Updated Urgency Rating:	Review Date:	Worker Initials:
Updated Urgency Rating:	Review Date:	Worker Initials:

Appendix 16

Sample Individual Service Plan

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Goal # 1:			
Objectives: 1. 2. 3.	Person Responsible	Implemented By	Date Acquired

Goal # 2:			
Objectives: 1. 2. 3.	Person Responsible	Implemented By	Date Acquired

Goal # 3:			
Objectives: 1. 2. 3.	Person Responsible	Implemented By	Date Acquired

Goal # 4:			
Objectives: 1. 2. 3.	Person Responsible	Implemented By	Date Acquired

Goal # 5:			
Objectives: 1. 2. 3.	Person Responsible	Implemented By	Date Acquired

Next Review date: _____
 cc:

Appendix 17

Protocol Agreement with Ministry of Education

Note: This protocol agreement requires updating and is currently under review

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Protocol Agreement

BETWEEN THE MINISTRIES OF: Education, Health, and Social Services and Housing

REGARDING THE FOLLOWING SERVICES:

Pre-school Programs/or Children with Special Needs

I. Background

The Ministry of Education has no mandate for the provision of any services, direct or indirect, to children of pre-school age. However, some school boards have need to purchase special needs spaces in pre-school programs to provide programs and/ or services for some special needs children eligible for full day attendance in the first year of the Primary Program.

Parents or agencies may have a need for specialized services in teaching children who are deaf, deaf/blind, or visually impaired. The services may be available only from specialized resource personnel employed by school boards.

The Ministries of Health and Social Services and Housing share responsibility (or special needs pre-school programs). Therefore, an agreement is required to ensure that the needs of school entry age special needs children are met and that available expertise for these children is used effectively.

II. Target population

Special needs children between the ages of 4 years and 8 months and 5 years and 6 months:

- whose parents have discretion over school entry age as defined by the *School Act*, and
- who may be appropriately served by a mix of pre-school and school programs.

III. Services to be provided

Special needs educational programs or related services in pre-school community programs.

IV. Obligations of each Ministry

The Ministries of Education, Social Services and Housing and Health will conduct an annual review in the budget cycle of need for pre-school spaces and for specialized resources for special needs children in the school entry age range and *jointly* act for the provision, monitoring and evaluation of these services.

Ministry of Health: The Ministry of Health will continue to provide grants to Early Childhood Intervention Programs and to provide physiotherapy, occupational therapy, speech therapy, and related health services for students of pre-school age who require them, The provisions of these services will

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be dependent on the ability to fund and recruit additional specialized therapists for all areas of British Columbia,

Ministry of Social Services and Housing

The Ministry of Social Services and Housing may fund agencies or provide assistance to parents of special needs pre-school children as defined by the *GA.I.N, Act* Regulations to enable the participation of the children in Special Needs Pre-schools or Pre-school/Day Care programs, or to receive similar benefits in a home setting.

Ministry of Education

When school boards employ highly specialized resource personnel with skills-in teaching the deaf, deaf/blind, or visually impaired, local agencies, pre-schools, special needs pre-schools or parents may contract with the school district for the provision of these services to children of pre-school age to prepare them for entry into school.

School boards may contract with pre-school agencies for the provision of some services or programs for children enrolled in school.

The Ministry of Education will require school districts to provide to the Ministry or Social Services and Housing and Ministry of Health, at least 6 months prior to entry dates for school, information regarding the need for contracted services. The Ministries of Health, Education, and Social Services and Housing shall review projections for contracted pre-school services on an annual basis.

Approved and agreed to this tenth day of October, 1989,
A. L. (Sandy) Peel
Deputy Minister of Education
P. Dubas
Deputy Minister of Health
R K. Butler
Deputy Minister of Social Services and Housing

Appendix 18
Access Barriers

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Supported Child Development Program

Access Barriers

Access to SCDP child care settings are a challenge for many families. SCDP agencies and staff have a responsibility to assist families in identifying and addressing barriers to participation in fully inclusive early childhood development opportunities that meet child and family needs.

Each child, family, and community is unique and it is important to be aware of the multitude of barriers children and families may face.

Access Barriers include:

Financial:

- child care space fees
- transportation costs
- stable housing
- access to telephone or internet

Work or School:

- Schedules – compatibility with child care provider hours of operation
- Shift Work – rotating/split
- Evening and weekend work/classes
- On-call work
- Seasonal work
- Deployment – military families
- Transportation – commuting time

Child Care:

- Lack of child care space
- Lack of inclusive child care space
- Waitlisted for child care space
- Physical access
- Lack of appropriate programs

Community Settings:

- Uncertainty about accepting a child with developmental concerns
- Lack of trained staff or volunteers
- Lack of structured programs
- Lack of knowledge, skills and/or experience working with children who have developmental concerns
- Safety
- Physical access

Extra Staffing supports:

- Shortage of trained staff
- Lack of staff reflective of community cultural groups
- Waitlisted for funding for extra staffing
- Inequitable numbers of trained Aboriginal staff

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Rural or Remote Communities:

- Transportation
- No SCDP in community
- Lack of child care spaces
- Lack of trained staff
- Lack of staff reflective of community cultural groups
- Lack of early intervention information and services
- Lack of early childhood development information and services
- Winter weather conditions
- Lack of Aboriginal caregivers and caregiver support/respite
- Lack of trained Aboriginal staff

Parent Circumstances:

- Teen parents
- Single parents
- Grandparents
- Children in Care
- Siblings (may need to have all siblings in same setting)
- Parenting experience and practices
- Awareness of child development
- Isolation
- Lifestyle
- Mental health
- Disability
- Literacy
- Past experiences with government services or community services
- Racist experiences

Cultural:

- Language
- Isolation
- Lack of information about child development or child care
- Lack of information about early intervention
- Lack of understanding of culturally appropriate practice
- Lack of understanding of how to include families from multi-cultural groups in planning for service

Communication- Barriers for Aboriginal families:

- Aboriginal families and communities lack tangible information and awareness of disabilities and lack specific disability info
- Aboriginal families and communities do not have opportunity to share information about Aboriginal child care practices
- Aboriginal families and communities lack contact with SCDP professionals
- Aboriginal families and communities may lack referral mechanism(s) to SCDP professionals
- Aboriginal families may lack a reliable or any vehicle for transport to a communication or contact source, and/or fuel to access a given source; cost of public transportation can be barrier
- Aboriginal families and communities, especially remote and isolated villages and reserves, have few or undeveloped links to services
- Aboriginal families and communities, especially remote isolated villages and reserves, lack baseline tools for communication – lack telephone, lack internet access, lack fax – require in person communication
- Language barriers - English is not the first language for some Aboriginal parents and grandparents, nor some children
- Literacy

Appendix 19
SCDP Closing Information Form

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Supported Child Development Program – Closing Information Form

Name of Child: _____ DOB: _____

Name of Parent/Guardian: _____

Address: _____

Telephone: Home _____ Work _____

Age Referred to SCDP _____

Age on Leaving: _____

Reason for File Closure: _____

Follow-Up Plans: _____

Other Relevant Information: _____

If applicable, future services to be provided by: _____ Telephone: _____

Staff Signature

Date

Appendix 20

Recommended Program Resources for SCDP

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Recommended Program Resources for SCDP

Contact the Office of the Provincial Advisor, SCDP if you require assistance accessing any of the following types of program resources:

Book and Video Library: Topics

Aboriginal materials
Advocacy
Assessment
Attachment
Augmented Communication
Autism Spectrum Disorder
Cerebral Palsy
Child Behaviour and Management
Child Care
Child Development – Typical and Atypical
Children at Risk for Abuse and Neglect
Communication - Development, Delays and Disorders
Curriculum – Adaptations for Children with Extra Support Needs
Curriculum – Infant/Toddler, Preschool, School aged
Deaf Culture
Death of a Child - Parental Bereavement
Down Syndrome
Early Intervention
Family Centred Practice
FASD and Other Drug-Related Disabilities
Grief and Loss – Supporting Adults, Supporting Children
Health Care Needs
Hearing Impairment
Impact of a Delay for Child and Family
Inclusion
Intellectual Disability
Language Development
Medical Texts
Multicultural materials
Multiple Disabilities

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Nursing Support Services

Parent Experiences

Parents with Mental Disabilities

Play

Poverty

Prematurity

Recommended Practices in Early Intervention

Seizure Disorder

Sign Language

Spina Bifida

Visual Impairment

Working with Families

Developmentally Appropriate Toys, Materials and Equipment

(to be expanded)

Children's Books that reflect differing abilities and cultures

Fine Motor skill builders

Games

Gross Motor skill builders

Puzzles

Appendix 21

MCFD and MHR Child Care Subsidy Protocol Agreement

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MCFD and MHR Child Care Subsidy Protocol Agreement

HR2044 Changes & MCFD/MHR Protocol Agreement, July 2002

Introduction

MCFD and MHR have signed a Child Care Subsidy Protocol Agreement. This agreement will help low income MCFD client families with identified child protection risks receive more timely financial support for the full cost of child care services. In addition, the procedural criteria now facilitate child care subsidy access by more low income families receiving ongoing services.

The MHR Child Care Subsidy Procedures Manual and the Referral to Child Care Subsidy under the CF&CS Act (HR2044) template have been updated to reflect these changes.

Key Points and Background

Key Points:

- The MCFD/MHR child care subsidy protocol contains two MHR procedural changes benefiting MCFD clients.
- Low income MCFD client families with identified child protection risks can now receive more timely financial support for the full cost of child care services.
- Low income MCFD client families receiving ongoing ministry services can now receive more timely financial support for a portion of the cost of child care, and the procedural criteria facilitates access by more families.

Background:

- Previous to the Protocol Agreement, MCFD client families with identified child protection risks were required to wait until the later stages of a child protection investigation before being able to receive full financial support ("subsidy plus surcharge") for child care services deemed to be necessary to reduce risk to the child.
- The Protocol Agreement now allows these families to access this risk reducing financial support for child care services at a much earlier stage in a child protection investigation.
- Previous to the Protocol Agreement, other low income MCFD client families receiving ongoing ministry services required more documentation, and a broader range of ongoing ministry services in order to qualify for financial support from MHR, for needed child care services.
- The Protocol Agreement facilitates access to financial support for these low income families and makes the criteria for subsidy less stringent; however, the BC Benefits (Child Care) Regulation changes introduced April 1, 2002, now provides only partial ("subsidy"), rather than full, financial support for child care expenses for this group of families.
- Low income families are normally eligible to receive a subsidy for some of the cost of child care expenses incurred as long as they are working, going to school or seeking employment. For eligible client families of MCFD, the Regulation continues to waive this requirement.
- In addition, the Regulation continues to provide a subsidy for some of the cost of child care incurred by foster parents.
- MCFD reimburses foster parents for all child care costs which are not covered by MHR child care subsidy in circumstances where a child in foster care is assessed by MCFD as requiring child care in order to meet identified needs of the child.

In addition, MCFD may provide an extra subsidy (maximum \$107/month; maximum \$150/month effective January, 2005) for child care expenses incurred by eligible low income families whose special needs children are receiving services under the MCFD Supported Child Development Program.

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Copy of Protocol Agreement between MCFD & MHR

Protocol Agreement between Ministry of Human Resources (MHR) and Ministry of Children and Family Development (MCFD)

Criteria to make a referral to Child Care Subsidy under the Child Family Community Service Act (CFCSA)

Child Protection matters:

Application for a Child Care Subsidy and Surcharge costs may be made in child protection cases when:

- Ministry of Children and Family Development holds an open file and,
- Required during an investigation after an immediate risk/safety assessment and immediate risk/safety reduction plan have been completed for a term of 3 months, or
- Required once a decision has been made that a child is in need of protection and comprehensive risk assessment and risk reduction plan have been completed, and
- The protection worker in consultation with his/her supervisor believes that the child care is required to support the plan to reduce or eliminate risk to the child.

The initial term of child care subsidy and surcharge coverage must not exceed six months, but the agreement may be renewed for terms up to six months each. A Ministry of Children and Family Development supervisor must authorize the completion of an application to extend child care subsidy and surcharge.

Support Services

Application for a Child Care Subsidy may be made to support or assist a family to care for a child as agreed upon when:

- Ministry of Children and Family Development holds an open file and,
- Under a service provision identified within section 5 *CFCSA* or,
- As a result of a documented plan to support or assist a family to care for a child, and
 - o the initial term of child care subsidy must not exceed 6 months, but the agreement may be renewed for terms up to 6 months each. A Ministry of Children and Family Development supervisor must authorize the completion of an application to extend child care subsidy.
 - o plans that consist solely of child care will not be considered, unless there is an ongoing Ministry of Children and Family Development family service involvement.

Help

For any system related questions, please contact the MCFD Helpdesk at 604 775-4357.

For questions related to Child Care Subsidy policy and procedures, please direct queries to Nancie Boyd at: Nancie.Boyd@gems1.gov.bc.ca

For questions related to Supported Child Development, please direct queries to Marie Watts at: Marie.Watts@gems7.gov.bc.ca

**Appendix 22 - Confirmation of Special Needs Special Needs
Supplement
(Ministry of Human Resources Form)**

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Ministry of
Human Resources

CONFIRMATION OF SPECIAL NEEDS
SPECIAL NEEDS SUPPLEMENT

The personal information requested on this form is collected under the authority of and will be used for the purpose of administering the *Child Care Subsidy Act*. Disclosure of personal information is subject to the provisions of the *Freedom of Information and Protection of Privacy Act*. Any questions about the collection, use or disclosure of this information or for information regarding Child Care Subsidy, contact Customer Service at (604) 660-3669 (Vancouver), (250) 953-4034 (Victoria), or 1-800-665-6399 (Rest of BC).

PROGRAM DESCRIPTION

- The Special Needs Supplement is available to parents who are eligible for Child Care Subsidy and who have a child designated with Special Needs.
- The Special Needs Supplement provides up to \$150 per month towards the cost of the space fee.
- The total of the Child Care Subsidy and the Special Needs Supplement cannot exceed the child care space fee.

This form is to be completed by one of the following:

- Supported Child Development Agency Coordinator/Consultant
- Audiologist
- Speech Language Pathologist
- Medical Doctor
- Occupational Therapist
- Physiotherapist
- Optometrist/Ophthalmologist
- Psychologist

Please complete the following for parents applying for the Special Needs Supplement. (Please print)

NAME OF PARENT

NAME OF CHILD

CHILD'S DATE OF BIRTH (YYYY MMM DD)

The child named above has a physical, intellectual, emotional, communicative or behavioural impairment and requires additional support services in a child care setting because of this impairment.

SIGNATURE		DATE (YYYY MMM DD)	
PRINT NAME	PRINT TITLE	TELEPHONE	

AGENCY NAME (IF APPLICABLE)

ADDRESS

CITY/TOWN

POSTAL CODE

TELEPHONE

INSTRUCTIONS FOR PARENTS

- **SUBMIT THIS FORM TO YOUR CHILD CARE SUBSIDY WORKER.**