

From: Robertson, Jamie D MCF:EX(Jamie.Robertson@gov.bc.ca)
To: Caldas, Ludmila MCF:EX (Ludmila.Caldas@gov.bc.ca); Crosthwaite, Joshua MCF:EX (Joshua.Crosthwaite@gov.bc.ca)
To: Morris, Sarah M MCF:EX (Sarah.Morris@gov.bc.ca)
Subject: FW: Feb 10th virtual Vineland training
Sent: 02/05/2023 22:14:59
Attachments: RE: Level B Qualifications.msg, FW: Level B Qualifications.msg

Hi Joshua and Ludmila.

I hope this sounds good to the both of you in terms of roles with organizing/communicating the training. Andrea is suggesting Sarah & I take a lead to streamline. I work closely with Sarah around this on my return.

Info/updates that can be shared with ARC at next week's meeting about the assessment trainings are:

- MCFD working with Sunnyhill to organize upcoming training for Vineland & PEDICAT through Pearson who are owners of these tools.
- The intention is to set up a number of separate virtual sessions for both the Vineland and PEDICAT assessment tools.
- First two Virtual sessions for the Vineland assessment tools are being considered for early and late March, with possible additional sessions later as needed.
- In person Vineland session for Kelowna being considered for April 21st. Feedback on this from ARC would be valuable, see questions below.
- No dates determined yet for PEDICAT. TBD

Questions for ARC's feedback

- With the option of virtual sessions in early and late March, do we want/need in-person session for Kelowna?
- Does April 21st work as possible in person session for Kelowna?
- What are the numbers of fcc professionals are required to take this training.
- How many of the therapies/qualified professionals who require this training will be in plan between early to late March, by April 21st or later?

I didn't cc Kevin or Michelle on this, I wanted to leave room for Michelle to share with Kevin first. For reference: see previous email to Candice about the Level B qualifications.

Thanks

Jamie

Jamie Robertson (*he/him/his*)

Director of Operations | CYSN SDD Transformation Team
Ministry of Children & Family Development
(250) 668-6830

I gratefully acknowledge my location on the beautiful Coast Salish traditional territory and give thanks to the Snuneymuxw and Snaw-naw-as Nations here in Nanaimo where I live, work and play.

From: Baker, Andrea MCF:EX <Andrea.Baker@gov.bc.ca>
Sent: February 4, 2023 9:57 AM
To: Hawken, Alaina G MCF:EX <Alaina.Hawken@gov.bc.ca>

Cc: Morris, Sarah M MCF:EX <Sarah.Morris@gov.bc.ca>; Robertson, Jamie D MCF:EX <Jamie.Robertson@gov.bc.ca>; Miller, Shannon A MCF:EX <Shannon.A.Miller@gov.bc.ca>; Derouin, Reta MCF:EX <Reta.Derouin@gov.bc.ca>; White, Jan MCF:EX <Jan.White@gov.bc.ca>; Hobson, Colleen MCF:EX <Colleen.Hobson@gov.bc.ca>; Evans, Kathaleen MCF:EX <Kathaleen.Evans@gov.bc.ca>; Godin, Michelle L MCF:EX <Michelle.Godin@gov.bc.ca>; Chakraborty, Kalyan MCF:EX <Kalyan.Chakraborty@gov.bc.ca>; Caldas, Ludmila MCF:EX <Ludmila.Caldas@gov.bc.ca>; Crosthwaite, Joshua MCF:EX <Joshua.Crosthwaite@gov.bc.ca>
Subject: RE: Feb 10th virtual Vineland training

Thanks for forwarding this Alaina.

Yikes this is very messy. It sounds like there are way too many (well-intended 😊) people involved. Sarah and Jamie are also working on coordinating this at the request of Shannon and Joshua. I had just emailed Jan a couple of hours ago to find out who the key contact was at Sunnyhill as Jamie, Sarah, Reta and I weren't on the thread below so we weren't even aware of the Jan-Alaina -Kate thread.

apologies in advance for a long email - cc'ing anyone who might be connected to this piece of work to see if we can clear up the confusion

If I'm reading Kate's summary correctly - **it sounds like the Feb 10th virtual session has already been cancelled?** If so - that's great as the 4 FCC service providers aren't even close to ready for this session. It's likely that we will have to adjust the plans that are in the works for the in-person session as well.

My (RACI) suggestion to clear this specific piece of work up going forward -

- Sarah is the key person to coordinate this for the North West (on Shannon's behalf with her input) - RESPONSIBLE
- Jamie is the key person to coordinate this for the Okanagan (on Joshua's behalf with his input) - RESPONSIBLE
- Sarah and Jamie will CONSULT Michelle (and/or Jordan and Kevin) to make sure the plans line up with the agencies' overall transition in plan and readiness
- Sarah and Jamie will stay in touch with Reta so this piece of work is synching up with and tracked on the overall FCC orientation plan for which she is ACCOUNTABLE

If Claire Chadwick is the primary point of contact for Sunnyhill - and the policy team is cool with this - Sarah and Jamie can connect with her directly to schedule everything - as mentioned above - with input from Michelle's team and in coordination with Reta. Sarah and Jamie can consult Colleen (Kate?) if there are any issues.

I would like to streamline the process here by a lot and Sarah and Jamie seem best positioned to take on responsibility for coordinating this as they are working closely with the operational DOOs and local stewardship teams.

Does that work for everyone? Any alternate suggestions?

LMK.

Thanks.

Andrea

From: Hawken, Alaina G MCF:EX <Alaina.Hawken@gov.bc.ca>
Sent: February 4, 2023 8:53 AM
To: Baker, Andrea MCF:EX <Andrea.Baker@gov.bc.ca>
Cc: Derouin, Reta MCF:EX <Reta.Derouin@gov.bc.ca>
Subject: FW: Feb 10th virtual Vineland training

You guys havent been included in this whole email string...there is another one going around that Im going to forward you also.

Alaina

From: Evans, Kathaleen MCF:EX <Kathaleen.Evans@gov.bc.ca>
Sent: February 3, 2023 6:38 PM
To: White, Jan MCF:EX <Jan.White@gov.bc.ca>; Hawken, Alaina G MCF:EX <Alaina.Hawken@gov.bc.ca>
Cc: Godin, Michelle L MCF:EX <Michelle.Godin@gov.bc.ca>
Subject: RE: Feb 10th virtual Vineland training

Hi Jan,

Claire Chadwick claire.chadwick@cw.bc.ca is the new Project Manager at Sunnyhill – she’s coordinating the Pearson trainings and has been communicating with Michelle (copying me, Alaina, Colleen and Leeann).

There’s been some confusion as Kerri Basset was identified as the person to contact regarding training in Smithers, but Claire was redirected to Sarah Morris and Shannon Miller when she reached out to Kerri. Michelle is following up to clarify.

Here’s a summary of where things stand for Vineland training (note the February 10 online training has been changed to March 3 due to trainer availability):

Date	Format	Location	Status
March 3	Online	n/a	Proposed
March 14	In-person	Smithers	Confirmed (expecting 20-25 people)
March 30	Online	n/a	Proposed
April 21	In-person	Kelowna	Proposed

PEDI-CAT training is entirely remote and asynchronous. Pearson is finding a trainer to do follow up Q and A sessions during April/May.

Kate

From: White, Jan MCF:EX <Jan.White@gov.bc.ca>
Sent: Friday, February 3, 2023 4:22 PM
To: Evans, Kathaleen MCF:EX <Kathaleen.Evans@gov.bc.ca>; Hawken, Alaina G MCF:EX <Alaina.Hawken@gov.bc.ca>
Subject: FW: Feb 10th virtual Vineland training
Importance: High

HI Folks, can you provide some direction here on who to reach out to at Pearson regarding the numbers? Its not clear to me who is coordinating this from our ministry or is it Sunnyhill??

From: Morris, Sarah M MCF:EX >
Sent: February 3, 2023 3:57 PM
To: White, Jan MCF:EX <Jan.White@gov.bc.ca>
Cc: Baker, Andrea MCF:EX <Andrea.Baker@gov.bc.ca>
Subject: Feb 10th virtual Vineland training
Importance: Low

Hi Jan,

I have lost trac of who is organizing the training through Pearson.

We only have 2 people in the NW who are able to attend on Feb 10th. From what I understand there is no one from the Okanagan.

Sarah

From: Robertson, Jamie D MCF:EX(Jamie.Robertson@gov.bc.ca)
To: Candice Henriques (CHenriques@arcprograms.com)
To: Crosthwaite, Joshua MCF:EX (Joshua.Crosthwaite@gov.bc.ca); Caldas, Ludmila MCF:EX (Ludmila.Caldas@gov.bc.ca)
Subject: FW: Level B Qualifications
Sent: 02/03/2023 00:52:17
Attachments: 5_cysn_framework_-_appendices_glossary_bibliography.pdf

Hi Candice,

I am reaching out to follow up on the your questions from our last meeting on Jan 26th around the qualifications of professionals to complete the Functional Needs and other assessments. Sorry for the delay in getting this to you.

MCFD is committed to supporting assessment training for FCCs and training for the administration of the Vineland-3 will be provided by [Pearson Canada](#). Dates for live online and in-person training options are currently being finalized. Each six-hour session provides a broad overview of the Vineland-3, including administration, scoring and basic score interpretation. Training for the PEDI-CAT is also provided by Pearson via a 1-hour pre-recorded training session.

Below is a table taken from page 6 of the CYSN Service Framework's **Appendices, glossary and bibliography** section (attached to this email as reference). You will see in the table in the third column across from each assessment how can administer them. Below the table, I have cut/pasted the qualifications listed on the [Pearson Assessment](#) Website for further reference.

APPENDIX B: STANDARDIZED TOOLS

Standardized tools will be used to provide an evaluation of the child or youth's strengths, barriers, functional abilities, health condition and support needs within the context of their family and circle of support. This includes their school and/or community. The purpose of the tools is to determine the child or youth's need for services as described in the Family Connections Centre Service Description section.

The standardized tools that will be used in family connections centres are listed in the table below. Licenses required for the standardized tools listed below will be purchased by the Ministry.

TOOLS	PURPOSE OF TOOL AND HOW IT WILL BE USED	ADMINISTRATOR OF TOOL, TRAINING AND COST CONSIDERATIONS
About My Child	To screen strengths and areas of concern and determine appropriate developmental and/or goal focused services.	<ul style="list-style-type: none"> Family connections centre clinical staff, Family Support Worker Completion in 10-20 minutes No training required
Gross Motor Functional Classification System (GMFCS)	To determine eligibility for mobility and adaptive equipment. Informs selection of equipment to be provided by Specialized Provincial Services.	<ul style="list-style-type: none"> Occupational Therapists or Physiotherapists at the family connections centres Completion in 5 minutes No training required <p>Reassessment as per Ministry policy.</p>
Vineland-3	To determine eligibility for Disability Services when cognition and/or behavioural function is the primary concern.	<ul style="list-style-type: none"> Level B Qualification within scope of practice Training: 3.5 – 7 hours Depending on form used and age of child: 10 to 50 minutes <p>Reassessment as per Ministry policy.</p>
Pediatric Evaluation of Disability Inventory Computer Adaptive Test (PEDI-CAT)	To determine eligibility for Disability Services for children/youth when physical functioning is primary concern.	<ul style="list-style-type: none"> Level B Qualification within scope of practice Training: 1 hour Depending on form used and age of child: 10 to 30 minutes <p>Reassessment as per Ministry policy.</p>

The Pearson Assessments Website has some additional information on what Level B Qualifications are. The following is from the [Qualifications Policy](https://www.pearsonassessments.com/qualifications-policy) ([pearsonassessments.com](https://www.pearsonassessments.com/qualifications-policy)).

Level B

Tests may be purchased by individuals with:

A master's degree in psychology, education, speech language pathology, occupational therapy, social work, counseling, or in a field closely related to the intended use of the assessment, and formal training in the ethical administration, scoring, and interpretation of clinical assessments.

OR

Certification by or full active membership in a professional organization (such as ASHA, AOTA, AERA, ACA, AMA, CEC, AEA, AAA, EAA, NAEYC, NBCC, CVRP) that requires training and experience in the relevant area of assessment.

OR

A degree or license to practice in the healthcare or allied healthcare field.

OR

Formal, supervised mental health, speech/language, occupational therapy, social work, counseling, and/or educational training specific to assessing children, or in infant and child development, and formal training in the ethical administration, scoring, and interpretation of clinical assessments.

OR

Work for an accredited institution

Please feel free to reach out if you have any questions.

Thanks

Jamie Robertson *(he/him/his)*

Director of Operations | CYSN SDD Transformation Team

Ministry of Children & Family Development

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I gratefully acknowledge my location on the beautiful Coast Salish traditional territory and give thanks to the Snuneymuxw and Snaw-naw-as Nations here in Nanaimo where I live, work and play.

Children and Youth with Support Needs

Appendix A, B & C, Glossary and Bibliography



APPENDIX A: DESIRED OUTCOMES

The following desired outcomes are intended to apply to:

- Family connections centres and their satellites and subcontractors
- Disability services

Desired outcomes will be assessed using the following tools. Data to assess the child, youth and family outcomes will be collected by the family connections centres. Outcomes for Provincial Services are still being developed and will align with these desired outcomes.

CHILD/YOUTH RELATED OUTCOMES

Outcomes for children and youth are intended to align with the screening and support planning process. Through relational and family-centred practice, the child or youth and their family will have ongoing support that may adapt and change to meet their evolving needs. The desired child and youth outcomes are listed in Table 1. adapt and change to meet their evolving needs. The desired child and youth outcomes are listed in Table 1.

CHILD AND YOUTH OUTCOMES	
Indicators	Evaluation Methods / Tools
Children and youth are making progress towards their developmental goals	
Child/Youth and family report improvement in the child/youth's desired developmental outcomes	My Support Plan Supporting evidence may be gathered from About My Child Quality Assurance review of support planning
Improved Quality of Life	
Child/Youth and family report improvements in the child/youth's desired quality of life outcomes Child: All domains Youth: All domains	My Support Plan
Optimize Social Inclusion	
Child/Youth and family report improvements in the child/youth's desired social inclusion outcomes. Child: All domains ²⁷ Youth: Social Inclusion domains ²⁸	My Support Plan

Table 1 – Child and youth outcomes and approved tools.

²⁷
²⁸

Children domains: Function, Family, Fitness, Fun, Friends, Future
Youth domains: Personal Development, Self-Determination, Interpersonal Relations, Social Inclusion, Rights, Emotional Well-Being, Physical Well-Being, Material Well-Being

FAMILY RELATED OUTCOMES

Outcomes for families that access services at FCC are intended to align with the screening and monitoring process used to support the child or youth and ongoing conversations between the professionals in the FCC, the primary support coordinator, and the family. These outcomes are to ensure that the family empowerment model is being fulfilled and offer opportunity for professionals and families to fine-tune their planning, so it continues to support the family's needs. The desired family outcomes are listed in Table 2.

FAMILY OUTCOMES	
Indicators	Evaluation Methods / Tools
Improved Quality of Life / Empowerment	
<p>Families report improvements in their desired quality of life outcomes:</p> <ul style="list-style-type: none"> • Parenting • Family Interaction • Emotional Well-being • Disability Related Supports • Education/Employment • Community Interaction <p>Families report feeling confident in their ability to help their child grow and develop</p>	<p>My Support Plan</p> <p>Family Empowerment Scale</p>
Optimize Social Inclusion	
<p>Families report improvement in their desired social inclusion outcomes:</p> <ul style="list-style-type: none"> • Community involvement 	<p>My Support Plan</p>

Table 2 – Family outcomes and approved tools.

SYSTEM RELATED OUTCOMES

As this service delivery model represents a transformation of services for children and youth and their families, and the role of centres is central to supporting children and youth with support needs and their families, there are three indicators to monitor how the system is meeting intended outcomes. The desired system outcomes are listed in Table 3.

SYSTEM OUTCOMES		
Indicator	Options to Evaluate Indicators	Method
System Is Responsive²⁹		
Request for Service	<ul style="list-style-type: none"> Length of time from intake to individualized services # of children/families removed from the request for service list and the reason for removal # and demographic of children and their families waiting for services and the story of those waiting 	IMIT
Service Recipient Demographics	<ul style="list-style-type: none"> # and demographics of those accessing services, including which services were accessed at the family connections centre and Disability Services 	
General Service Utilization	<ul style="list-style-type: none"> Service utilization reports for Developmental Services # of incidents of decreased or disrupted service provision and rationale Provision of accessibility supports Barriers/Reasons for not accessing and/or completing services Transition support provided Percentage of children previously on Autism Individualized Funding program 'opting in' to family connections centre 	Agency Reports IMIT
Culturally Safe		
Families receive culturally safe services	<ul style="list-style-type: none"> Service recipients report feeling culturally safe Cultural community is identified; family/community is participating in planning; Indigenous community party to agreements <p><i>**to be further developed pending consultation with the Indigenous Advisory Circle</i></p>	To Be Developed

Table 3 – System outcomes and potential indicators.

29

System is responsive and services are being delivered as envisioned: the right people are getting an appropriate amount of the right services

SYSTEM OUTCOMES		
Indicator	Options to Evaluate Indicators	Method
Trauma-Informed		
Families receive trauma-informed services	<ul style="list-style-type: none"> Agency confirms policies and training for staff etc. Service recipients report they received trauma-informed service 	Agency Reports Survey (agency or QA administered)
Family-Centred		
Families report the services they received were family-centred	# and demographic of families who reported barriers who are and are not able to access services	Measure of Processes of Care Survey
Families report fewer barriers to accessing service		IMIT
Accreditation Reports / Quality Improvement Plans		Agency Provided

Table 3 – System outcomes and potential indicators.

APPENDIX B: STANDARDIZED TOOLS

Standardized tools will be used to provide an evaluation of the child or youth's strengths, barriers, functional abilities, health condition and support needs within the context of their family and circle of support. This includes their school and/or community. The purpose of the tools is to determine the child or youth's need for services as described in the Family Connections Centre Service Description section.

The standardized tools that will be used in family connections centres are listed in the table below. Licenses required for the standardized tools listed below will be purchased by the Ministry.

TOOLS	PURPOSE OF TOOL AND HOW IT WILL BE USED	ADMINISTRATOR OF TOOL, TRAINING AND COST CONSIDERATONS
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Pediatric Evaluation of Disability Inventory Computer Adaptive Test (PEDI-CAT)	To determine eligibility for Disability Services for children/youth when physical functioning is primary concern.	<ul style="list-style-type: none"> Level B Qualification within scope of practice Training: 1 hour Depending on form used and age of child: 10 to 30 minutes <p>Reassessment as per Ministry policy.</p>

APPENDIX C: SUPPORT PLANNING OVERVIEW

The new service model has been designed to support enhanced quality of life for children or youth with support needs and their families. To ensure coordination, an integrated support plan will be developed to guide service delivery on behalf of the child or youth and their family. This plan will be referenced, implemented, evaluated, and adjusted by the child or youth and family and by those delivering services at the family connections centre and via the Disability Services stream.

Support planning is a holistic and strengths-based approach that recognizes an individual's capabilities and the varying levels and sources of support that may be drawn upon to achieve or maintain outcomes that are important to them.

Including the contributions of an individual's natural support system expands consideration beyond professional interventions and paid services to supports that family, caregivers, cultural communities, teachers, or the individual themselves can provide or access - things like community involvement, assistive technology, education, and skill building.



The person responsible for support planning in partnership with a child or youth and their family is called the **primary support coordinator**. The primary support coordinator may be:

- A CYSN worker for each child or youth who is eligible for Disability Services.
- An assigned person from the centre for each child or youth who is accessing Goal Focused services at the centre.

The primary support coordinator will ensure that support plans are developed in partnership with the child or youth and family and that they are reviewed at least once every six months. Specific outcomes and action items can be reviewed more frequently. Support plans will be updated to reflect changes to the family's circumstances and priorities as well as the services being delivered. Support plans must align with other relevant plans such as Care Plans, or discipline specific plans (e.g. therapy plans).

EFFECTIVE SUPPORT PLANNING

A support plan will be required for all children and youth eligible for Disability Services. Support planning will be guided by the following principles:

- i. The child or youth and their family are actively involved in the plan's development, implementation, and regular evaluation.
- ii. Priority is given to outcome areas that reflect the current goals/wishes of the child or youth and their family and address important health and safety issues.
- iii. A holistic approach is used that considers all aspects of a person's experience and the interconnection of these dimensions.
- iv. Support objectives are attached to specific support strategies so that roles and accountabilities are clear.
- v. Progress is assessed in terms of the benefits derived by the person and their family that are the result of individualized, person-centred planning, and/or family-centred support strategies.

The plan will include a combination of things that are important to the individual (goals/wishes) and for the person (health, safety, care) including:

- vi. Gifts/strengths, likes/dislikes, and current supports/services.
- vii. Prioritized outcomes aligning with identified frameworks and identified goals/wishes - written in the voice of the child/youth and family.
- viii. Support required to achieve each goal and the timeframe within which each outcome/goal will be reviewed.
- ix. A scale indicating the level of improvement for each outcome/goal.





CULTURALLY SAFE & TRAUMA-INFORMED SUPPORT PLANNING

True person-centred planning requires the support team to develop a deep and genuine understanding of the culture, beliefs, values and experiences of each child/youth and family so they may structure the planning process in a manner that aligns with that world view.

In placing the child/youth and their family at the centre and viewing them as experts in their circumstances, needs and solutions, the support planning process mirrors the restorative processes outlined in MCFD's Aboriginal Policy and Practice Framework by:

- x. Gathering those people identified as important by the child/youth and family.
- xi. Listening, assessing, and finding solutions based on the needs of the child/youth family and the wisdom of the group.
- xii. Focusing on security, belonging and well-being through the development of plans that support holistic quality of life.
- xiii. Continuing to bring the group together in various constellations based on the child/youth and family's wishes, to evaluate the effectiveness of the supports and continuing to build on the vision for their life including development and maintenance of support systems.



Person-centred planning incorporates common principles of trauma-informed service delivery including an awareness of the increased prevalence of trauma in individuals with disabilities or other support needs, the importance of safety and trustworthiness, a focus on empowerment, personal autonomy, choice, and collaboration and the need to recognize and build on strengths and skills. Person-centred planning also requires consideration of the pacing of planning and provision of support in recognition of family state dependent functioning, and the need to meet families where they are at.

HOW THE SUPPORT PLAN WILL BE DOCUMENTED

Support plans will be embedded and populated within a shared Information Management and Information Technology (IMIT) system, with the ability to print a copy for children or youth and families. It will be accessible by those who are directly involved with providing support to the child or youth and family. Access can be customized, and the full plan will be visible to the child or youth, family, and the primary support coordinator. Early implementation sites will also provide records to families, though they may not be available through the IMIT system.

Using a shared platform allows the child or youth and their family as well as members of their support team to interact with the support plan as a living document - making changes and updates to reflect changing circumstances/priorities and the necessary supports and services. Use of a shared platform also provides the ability to tag responsibility for actions associated with the support plan for follow up by a service provider and can facilitate the migration of information between the plan and individual service files.

GLOSSARY

Children and youth with support needs: Children and youth who are experiencing, or have an increased likelihood of experiencing, developmental delay or disability and who require support to optimize their development, functional abilities and quality of life.

Children and youth with support needs services (CYSN Services): The suite of MCFD's CYSN services for children and youth with support needs and their families. Including the core service categories of Developmental services, Goal Focused services, and Disability services.

Circle of Support: A child or youth's circle of support includes their family, as it is broadly defined in this document, and other support people involved in their life. This can be people from school, community members, people from community programmes, and others.

Cultural continuity: The methods through which traditional knowledge and practices are maintained and transmitted.

Culturally safe: A transformation of relationships where the needs and voice of children, youth and their families take a predominate role. It is a theory and practice that considers power imbalances, institutional discrimination, colonization, and colonial relationships as they apply to social policy and practice. Cultural safety involves actively exploring and challenging complex power relationships including the way that bias, stereotyping, discrimination, and racism impacts how services are delivered and received.³⁰

Culturally responsive: An approach to delivering services that shows respect for language, culture, and identity and is free of discrimination. It requires having the ability to learn from and relate respectfully with people of your own culture as well as those from other cultures, which builds relationships and enables a respectful, compassionate, and ethical partnership with those who are being served. The approach also recognizes that supporting cultural connectedness and reclaiming culture into the lives of families has health benefits on physical, emotional, and spiritual levels. Within an Indigenous context, learning one's culture and having strong connections between children, youth, parents, and Elders are key protective factors in family well-being.

Developmental delay: Children reach developmental milestones at their own pace and any lags may not be permanent for some. However, a developmental delay refers to a significant delay in achieving age-expected "norms" or milestones within the domains of gross and fine motor skills, speech and language, social and personal skills, activities of daily living, and/or cognition³¹. There are many factors that can contribute to a developmental delay (e.g., biological, environmental), which can sometimes help to identify children with an increased likelihood of disabilities³².

Education and guidance: Provide parents and caregivers with education on how to promote their child's development and assist with developing strategies to support the developmental trajectory of their child. This can come in the form of consultations, group education programs and/or through virtual methods.

30 BC Ministry of Children and Family Development (n.d.), Aboriginal Policy and Practice Framework

31 Canadian Task Force on Preventive Health Care, University of Calgary (2016). Recommendations on Screening for Developmental Delay - Clinician FAQ. Retrieved from www.canadiantaskforce.ca on January 13, 2020

32 World Health Organization (2007). International classification of functioning, disability and health: children & youth version: ICF-CY

Developmental monitoring: For children and youth who have been identified through targeted screening, this process will provide ongoing monitoring of their development to identify risk factors and recognize any signs of delay in one or more developmental domains. This is to ensure children and youth who require additional supports will receive the appropriate services as soon as possible.

Disability: An ever-evolving concept that, for the purpose of this CYSN Service Framework, is used as an umbrella term to recognize any physical and/or cognitive condition that may create limitations for a child or youth to do certain activities and/or interact with those around them.^{33 34} Disability is a complex and varied collection of conditions that is influenced by social and environmental factors. This term is used mindfully, understanding that language used to refer to people with physical and/or cognitive conditions can be stigmatizing and a form of labelling. The intent of this Service Framework is not to characterize children and youth with a disability solely in terms of impairment or inabilities, or “something to fix”. Rather, the focus is to enable children and youth to function to the best of their ability, whatever that ability may look like.³⁵

Equity/equitable: A quality or ideal that recognizes individuals and groups have different circumstances which may require different treatment. An equitable system strives to ensure barriers are overcome so that everyone may access the resources, opportunities, power, and responsibility to lead full and healthy lives.³⁶

Family: A term that is inclusive of diverse family structures including (but not limited to) single parents, adoptive parents, same-sex couples, step-families, married or common-law couples, foster families, intergenerational families and more.³⁷ A family is broadly identified to ensure the inclusion of all families and family experiences, including the variety of relationships bonded by genetic relations, marital or legal status, cultural identity, and kinship systems. This broad identification acknowledges different uses of terminology, diverse household membership, and diverse social ties to caring for a child or youth.

Family-centred: “A set of values, attitudes, and approaches to services for children [and youth] and their families. Family-centred service recognizes that each family is unique; that the family is the constant in the child’s [or youth’s] life; and that they are the experts on the child’s [or youth’s] abilities and needs. The family works with service providers to make informed decisions about the services and supports the child [or youth] and family receive. In family-centred service, the strengths and needs of all family members are considered.”³⁸

Family quality of life: The extent to which a family’s needs are met, and family members experience their own quality of life within the family context.³⁹ This acknowledges the complex connections between individuals and their families within their surrounding environment, including the quality of relationships and communication

33 World Health Organization. Disabilities. Retrieved from <https://www.who.int/topics/disabilities/en/on> January 14, 2020

34 Centres for Disease Control and Prevention, U.S. Department of Health and Human Services. Disability and Health Overview. Retrieved on January 14, 2020 from <https://www.cdc.gov/ncbddd/disabilityandhealth/disability.html> on January 14, 2020

35 Heather Skelton and Peter Rosenbaum (2010). Disability and Child Development: Integrating the Concepts. Retrieved from <https://www.canchild.ca/en/resources/35-disability-and-child-development-integrating-the-concepts> on January 14, 2020.

36 BC Ministry of Children and Family Development (n.d.) Aboriginal Policy and Practice Framework. Retrieved on July 12, 2019 from www2.gov.bc.ca/gov/content/governments/indigenous-people/supporting-communities/child-family-development

37 The Vanier Institute of the Family (n.d.). Definition of family. Retrieved on January 29, 2020 from <https://vanierinstitute.ca/definition-family/>

38 CanChild. Family-Centred Service. Retrieved from <https://www.canchild.ca/en/research-in-practice/family-centred-service> on January 13, 2020.

39 Brown R.I. & Brown I. (2014) Family Quality of Life. Cited in: Michalos A.C. (eds) Encyclopedia of Quality of Life and Well-Being Research. Springer, Dordrecht

within families of children with disabilities.⁴⁰ There are five family quality of life domains: family interaction, parenting, emotional well-being, physical/material well-being and disability-related supports.⁴¹

Functional abilities: The potential or actual capacity of an individual to perform activities or tasks, with consideration for the biological, psychological, environmental, and social aspects of an individual. This can include such things as movement and mobility, communication, daily living skills, play, and work.

Holistic: An approach to engaging and supporting all aspects and dimensions of a child or youth and their family. Holistic factors address the whole person, including their physical, mental, cultural, spiritual, and emotional health, while considering the influence of environmental and social factors. The goal of a holistic approach is to understand the completeness, circularity, and balance of a child or youth's life.⁴²

In care: The term used to refer to children and youth who are under the Ministry of Children and Family Development's care. This could be through foster care or contracted residential services.

In-home supports: Tailored to assist a family of a child or youth with a disability to live within their home setting and support family quality of life.

Inclusive Child Care: Children of all abilities, including children with support needs, have equitable access to quality child care and are supported in learning through play along with other children in a regular program. Inclusive child care supports the individual strengths and needs of each child, allowing them to participate meaningfully in all aspects of the child care program.

Indigenous: First Nations, Inuit, and Métis peoples of Canada. The term Indigenous does not identify the uniqueness and diverse cultures of First Nations, Inuit, and Métis peoples and is often viewed as a "pan-Indigenous" approach.⁴³ For this Service Framework, "Indigenous" is intended to be inclusive of status and non-status First Nations both on- and off-reserve and Inuit peoples. It is recognized that Indigenous peoples have the right to define and identify themselves as they choose.

Interventions: Child and youth-focused services delivered through a team approach that are directed and guided by a goal-based plan for the child or youth. The services are delivered by a range of professionals using a variety of delivery modes, including education, consultation, direct service (episodic, short- or long-term), provision of home programs (jointly designed for child, youth, families, and caregivers, and for families to carry out) and coaching.⁴⁴

40 Hoffman, L., Marquis, J., Poston, D., Summers, J. A., & Turnbull, A. (2006). Assessing family outcomes: Psychometric evaluation of the beach center family quality of life scale. *Journal of Marriage and Family*, 68(4), 1069-1083.

41 Summers, J.A., Poston, D.J., Turnbull, A.P., Marquis, J., Hoffman, L., Mannan, H. & Wang (2005). Conceptualizing and measuring family quality of life. *Journal of Intellectual Disability Research*: 49 (10), 777-783.

42 West Coast LEAF (Sept. 2019). Pathways In A Forest: Indigenous Guidance on Prevention-Based Child Welfare. Retrieved from: <http://www.westcoastleaf.org/publication-types/research-reports/>

43 BC Ministry of Children and Family Development (n.d.) Aboriginal Policy and Practice Framework. Retrieved on July 12, 2019 from www2.gov.bc.ca/gov/content/governments/indigenous-people/supporting-communities/child-family-development (p. 25)

44 Child Health BC (July 2018). Child Development, Habilitation & Rehabilitation Services (Children with Primary Neuromotor Impairment), retrieved on January 8, 2020 from <https://childhealthbc.ca/>

Jordan's Principle⁴⁵: A child-first principle ensuring First Nations children get the services they need when they need them without experiencing any service denials, delays, or disruptions because of jurisdictional disputes. It is named in memory of Jordan River Anderson, a First Nations child from Norway House Cree Nation in Manitoba. Born with complex medical needs, Jordan spent more than two years unnecessarily in hospital while the Province of Manitoba and the federal government argued over who should pay for his at home care. Jordan died in the hospital at the age of five years old, never having spent a day in his family home.

Jurisdiction: The official power to make legal decisions and judgements. This includes upholding the right of Indigenous peoples to self-determination, including the inherent right of self-government and power in relation to child and family services.⁴⁶

Medical and equipment benefits: Assisting with the costs of prescribed and eligible equipment and supplies.

Neurodevelopmental conditions/disorders: Multifaceted developmental conditions that influence the function of the neurological system and brain. Children and youth with neurodevelopmental conditions may experience difficulties with memory, learning, language and speech, behaviour, motor skills, or other neurological functions. This can range in severity, as mild conditions may be resolved and/or managed with early childhood interventions, whereas chronic or severe conditions may require increased levels of support and intervention.⁴⁷

Person-centred planning: An ongoing problem-solving process used to support individuals with disabilities to plan for their future.⁴⁸ It focuses on truly listening to and keeping the individual at the heart of all decision-making, and what matters to them and their families.⁴⁹ There are three types of planning: family-centred planning, person-family interdependent planning, and person-centred planning. These approaches are carefully considered and chosen within the context of the individual's and the family's culture, values, preferences, and needs.⁵⁰

Policy: In this Service Framework, policy refers to the core values, objectives, and processes that guide the service delivery of MCFD services for children and youth with support needs. Policy sets out expectations for practice and serves as the basis for consistent decision making and practice.⁵¹

Quality of life: The extent to which a person feels comfortable and satisfied with the entirety of their life. This is inclusive of their general well-being, defined in terms of health and happiness⁵², and within the context of the

45 First Nations Child and Family Caring Society. <https://fncaringsociety.com/jordans-principle>

46 Government of Canada, Bill C-92: An Act respecting First Nations, Inuit and Métis children, youth and families.

47 America's Children and the Environment. (2015). Neurodevelopmental Disorders. Retrieved on January 29, 2020 from https://www.epa.gov/sites/production/files/2015-10/documents/ace3_neurodevelopmental.pdf and Mullin, A.P. et al (2013). Neurodevelopment disorders: Mechanisms and boundary definitions for genomes, interactomes and proteomes. *Translational Psychiatry* 3(12).

48 Pacer's National Parent Centre on Transition and Employment™. Independent & Community Living – Person-centered Planning. Retrieved from on January 14, 2020

49 Helen Sanderson Associates. Person-centred Practices. Retrieved from <http://helensandersonassociates.co.uk/person-centred-practice/> on January 14, 2020. For more information on the eight hallmarks of person-centred planning see Schwartz, Holburn and Jacobson (2000) cited in Kyeong- Hwa Kim and Ann Turbull (2004). Transition to Adulthood for Students with Severe Intellectual Disabilities: Shifting Toward Person-Family Interdependent Planning. *Research & Practice for Persons with Severe Disabilities*: 29(1), 43-57

50 Kyeong- Hwa Kim and Ann Turbull (2004). Transition to Adulthood for Students with Severe Intellectual Disabilities: Shifting Toward Person-Family Interdependent Planning. *Research & Practice for Persons with Severe Disabilities*: 29(1), 43-57

51 BC Ministry of Children and Family Development (n.d.) Aboriginal Policy and Practice Framework. Retrieved on July 12, 2019 from www2.gov.bc.ca/gov/content/governments/indigenous-people/supporting-communities/child-family-development (p. 26)

52 <https://www.collinsdictionary.com/dictionary/english/quality-of-life>

culture and value systems in which they live.⁵³ There are eight core domains: emotional well-being, interpersonal relationships, material well-being, personal development, physical well-being, self-determination, social inclusion, and rights.⁵⁴

Relational: An approach rooted in building relationships with children, youth, and their families to deliver services that are culturally safe, respectful, and meaningful. A relational orientation to CYSN services emphasizes family well-being as a foundational determinant of a child or youth's health and development. It understands the multiple ways in which the daily lives of families are influenced by social determinants of health and family well-being. This approach recognizes the importance of creating space and time to develop trust and understanding between service providers and families and ensure accountability to families and communities served by tailoring and reframing services to meet the needs of families.⁵⁵

Respite: Temporary care for a child or youth with a disability to assist families and caregivers in caring for their children in their own homes and communities.⁵⁶

Restorative policy and practice: Culturally safe and trauma-informed policies and practices that support and honour Indigenous Peoples cultural systems for caring and their resiliency. The "model for restorative policy and practice is: Child, Youth, Family and Community-Centred; Culture-Centred; Inclusive, Collaborative and Accountable; and focused on Resilience, Wellness and Healing".⁵⁷

Social inclusion: The process of improving the terms of participation in society, particularly for people who are disadvantaged, through: promoting opportunities for participation and inclusion, supporting access to resources, hearing and empowering their voice, and respecting their rights. It also enables an individual's self-realization within a society, and acceptance and recognition of one's potential.

Substantive equality: Equal access, equal opportunity and the provision of services and benefits in a manner that meets the unique needs and circumstances of the individual and family. It is a legal principle and a fundamental aspect of human rights law that recognizes equality is affected by societal attitudes, systemic barriers and gaps in services and opportunities to those who are disadvantaged, excluded, or ignored.

53 World Health Organization. WHOQOL: Measuring Quality of Life. Retrieved from <https://www.who.int/healthinfo/survey/whoqol-qualityoflife/en/> on January 14, 2020).

54 Schalock, R.L. and Verdugo, M.A. (2002) as cited in Blatter, S. Bliem, H.R, Hildegard Juen, B. (2014). Empowering People with Autism. The Effect of an Integrated Daily Structure as Well as Improved Communication on the Lives of People with Autism. Open Journal of Social Sciences. Published Online at <http://www.scirp.org/journal/jsshttp://dx.doi.org/10.4236/jss.2014.28002>

55 BC Ministry of Children and Family Development (n.d.) Aboriginal Policy and Practice Framework. Retrieved on July 12, 2019 from www2.gov.bc.ca/gov/content/governments/indigenous-people/supporting-communities/child-family-development and Gerlach, A. (2015). Relational pathways in early intervention: Research summary report for the Aboriginal Infant Development Program of British Columbia. Retrieved from www.llbc.leg.bc.ca on January 27, 2020

56 Aniol, K et al. (2004). As cited in Canadian Institute for Inclusion and Citizenship, University of British Columbia (December 2019). Comprehensive Literature Review: Respite Services and Supports – Prepared for the Michael Smith Foundation for Health Research. For information about this report, please contact Canadian Institute for Inclusion and Citizenship University of British Columbia cic.ubc@ubc.ca

57 BC Ministry of Children and Family Development (n.d.) Aboriginal Policy and Practice Framework. Retrieved on July 12, 2019 from www2.gov.bc.ca/gov/content/governments/indigenous-people/supporting-communities/child-family-development (p. 2)

Substantive equality is an approach to enabling equitable access by:

- Alleviating disadvantage;
- Addressing stigma, stereotyping and prejudice;
- Enhancing voice and participation of people; and
- Accommodating difference and making structural change.

It is viewed as a four-dimensional concept of recognition, redistribution, participation, and transformation within the societal structures that reinforce disadvantage and discrimination and need to be modified or transformed to accommodate difference.⁵⁸

Targeted screening: Standardized observational tools used to identify children and youth that may be considered to have a higher likelihood of developmental delay. This type of screening is different from the Ministry of Health's "universal" or Early Childhood Health Screening Programs (dental, vision, hearing), which identify early any key health-related issues that influence a child's development.

Therapy Services: Services provided by registered Occupational Therapists (OTs), Physical Therapists (PTs) and Speech Language Pathologists (SLPs) that examine the abilities of children and youth to support them and their family to achieve their developmental and functional goals. This may include:

- Recommendations to modify the child or youth's environment to promote accessibility and adaptations to activities in the home, school, community, cultural, spiritual, and recreational environments;
- Training and monitoring caregivers to provide specific aspects of a child's care such as safe transfers and feeding⁵⁹; and
- Direct therapy sessions in an individual and/or group environment to support specific therapeutic goals

Transdisciplinary Model: Transdisciplinary models of practice aim to provide more family-centered, coordinated, and integrated services to meet the complex needs of children with disabilities and their families. Transdisciplinary service is defined as the sharing of roles across disciplinary boundaries so that communication, interaction, and cooperation are maximized among team members.⁶⁰

Trauma-informed: Approaches that avoid re-traumatizing individuals and support safety, choice and connection for people accessing and delivering services. Trauma-informed approaches include:

58 Fredman, Sandra (2016-04-16). Emerging from the Shadows: Substantive Equality and Article 14 of the European Convention on Human Rights. *Human Rights Law Review*. 16 (2): 273–301. Cited in Wikipedia Contributors (2019-03-21 - Wikipedia, The Free Encyclopedia). Retrieved on July 29, 2019 from https://en.wikipedia.org/w/index.php?title=Substantive_equality&oldid=888852864

59 Child Health BC (July 2018). Child Development, Habilitation & Rehabilitation Services (Children with Primary Neuromotor Impairment), retrieved on January 8, 2020 from <https://childhealthbc.ca/>

60 King, G., Strachan, D., Tucker, M., Duwyn, B., Desserud, S., & Shillington, M. (2009). The Application of a Transdisciplinary Model for Early Intervention Services. *Infants & Young Children*. 22 (3): 211-223.

- Recognizing the universal need for children and youth to experience physical and emotional safety;
- Creating relational focused services that are **culturally safe** in all aspects of service delivery;
- Engaging parents and caregivers in non-traumatizing ways; and
- Integrating an understanding of trauma into all levels of planning, policy, and delivery of services.

There are two types of trauma particularly relevant to children and youth: developmental trauma and intergenerational trauma.⁶¹ Trauma-informed approaches seek to consider the impact of these experiences on children, youth, and their families.



61 MCFD (Nov. 2016). Healing Families, Helping Systems: A trauma-informed practice guide for working with children, youth and families. Retrieved on August 12, 2019 from https://www2.gov.bc.ca/assets/gov/health/child-teen-mental-health/trauma-informed_practice_guide.pdf

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GREY LITERATURE

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From: Robertson, Jamie D MCF:EX(Jamie.Robertson@gov.bc.ca)
To: Candice Henriques (CHenriques@arcprograms.com)
Crosthwaite, Joshua MCF:EX (Joshua.Crosthwaite@gov.bc.ca); Caldas, Ludmila MCF:EX
(Ludmila.Caldas@gov.bc.ca); Godin, Michelle L MCF:EX (Michelle.Godin@gov.bc.ca);
Poon, Kevin C MCF:EX (Kevin.Poon@gov.bc.ca)
Subject: RE: Level B Qualifications
Sent: 02/03/2023 16:32:30

Hi Candice,

Sorry for the confusion about Sunnyhill. I should have mentioned that MCFD is contracting Sunnyhill to organize the training. Sunnyhill have been working with Pearson who are the creators/owners of the Vineland & Pedi-cat. It will be Pearson professionals who will be doing these trainings both in the virtual sessions and the Kelowna in person session.

I don't believe that there are any restrictions on the number of qualified staff who can attend either virtually or in-person. The intent is to accommodate as many qualified professionals as you and your subcontractors have.

The feedback from our last meeting on Jan 24, around bumping the plans for the March in-person session back to April was passed on and planning is underway to look at April. We are waiting on a confirmation on the date/details for in person Kelowna training, etc. I have cc'ed Michelle Godin and Kevin Poon on this email.

Feel free to send us any questions you have, we will keep you updated as details become available around the trainings.

Thanks

Jamie

Jamie Robertson (*he/him/his*)
Director of Operations | CYSN SDD Transformation Team
Ministry of Children & Family Development
(250) 668-6830

I gratefully acknowledge my location on the beautiful Coast Salish traditional territory and give thanks to the Snuneymuxw and Snaw-naw-as Nations here in Nanaimo where I live, work and play.

From: Candice Henriques <CHenriques@arcprograms.com>
Sent: February 2, 2023 6:10 PM
To: Robertson, Jamie D MCF:EX <Jamie.Robertson@gov.bc.ca>
Cc: Crosthwaite, Joshua MCF:EX <Joshua.Crosthwaite@gov.bc.ca>; Caldas, Ludmila MCF:EX <Ludmila.Caldas@gov.bc.ca>
Subject: Re: Level B Qualifications

[EXTERNAL] This email came from an external source. Only open attachments or links that you are expecting from a known sender.

Hi Jamie,

Thank you.

Does this mean that we will no longer be receiving training on these through Sunnyhill?

Is there a limited amount of qualified staff that are able to attend the training?

Thanks,
Candice
Sent from my iPhone

On Feb 2, 2023, at 4:52 PM, Robertson, Jamie D MCF:EX <Jamie.Robertson@gov.bc.ca> wrote:

[EXTERNAL] This email originated from outside of the organization.

Hi Candice,

I am reaching out to follow up on the your questions from our last meeting on Jan 26th around the qualifications of professionals to complete the Functional Needs and other assessments. Sorry for the delay in getting this to you.

MCFD is committed to supporting assessment training for FCCs and training for the administration of the Vineland-3 will be provided by [Pearson Canada](#). Dates for live online and in-person training options are currently being finalized. Each six-hour session provides a broad overview of the Vineland-3, including administration, scoring and basic score interpretation. Training for the PEDI-CAT is also provided by Pearson via a 1-hour pre-recorded training session. Below is a table taken from page 6 of the CYSN Service Framework's **Appendices, glossary and bibliography** section (attached to this email as reference). You will see in the table in the third column across from each assessment how can administer them. Below the table, I have cut/pasted the qualifications listed on the [Pearson Assessment Website](#) for further reference.

<image001.png>

The Pearson Assessments Website has some additional information on what Level B Qualifications are. The following is from the [Qualifications Policy](#) (pearsonassessments.com).

Level B

Tests may be purchased by individuals with:

A master's degree in psychology, education, speech language pathology, occupational therapy, social work, counseling, or in a field closely related to the intended use of the assessment, and formal training in the ethical administration, scoring, and interpretation of clinical assessments.

OR

Certification by or full active membership in a professional organization (such as ASHA, AOTA, AERA, ACA, AMA, CEC, AEA, AAA, EAA, NAEYC, NBCC, CVRP) that requires training and experience in the relevant area of assessment.

OR

A degree or license to practice in the healthcare or allied healthcare field.

OR

Formal, supervised mental health, speech/language, occupational therapy, social work, counseling, and/or educational training specific to assessing children, or in

infant and child development, and formal training in the ethical administration, scoring, and interpretation of clinical assessments.

OR

Work for an accredited institution

Please feel free to reach out if you have any questions.

Thanks

Jamie Robertson *(he/him/his)*

Director of Operations | CYSN SDD Transformation Team

Ministry of Children & Family Development

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<5_cysn_framework_-_appendices_glossary_bibliography.pdf>

From: Robertson, Jamie D MCF:EX(Jamie.Robertson@gov.bc.ca)
To: Crosthwaite, Joshua MCF:EX (Joshua.Crosthwaite@gov.bc.ca)
To: Morris, Sarah M MCF:EX (Sarah.Morris@gov.bc.ca)
Subject: PEDICAT Training Virtual Session Feb 10th
Sent: 02/03/2023 23:23:29

Hi Joshua,

There has been tentative planning for a virtual training session on the PED-CAT Assessment Tool Training for Feb 10th. Sarah, Andrea & I were talking today and it seems that it maybe too early to run this session, including for the reason that FCC's such as ARC don't yet have there therapists in place.

Any objections with us recommending to policy folks that have been working on organizing this, to cancelling the Feb 10th session and rebooking for early March? The plan remains to have multiple virtual sessions and possible an in person session.

Please let me (or Sarah in my absence) know as soon as possible.

Thanks

Jamie

Jamie Robertson (*he/him/his*)

Director of Operations | CYSN SDD Transformation Team
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(250) 668-6830

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From: Robertson, Jamie D MCF:EX(Jamie.Robertson@gov.bc.ca)
To: White, Jan MCF:EX (Jan.White@gov.bc.ca)
To: Baker, Andrea MCF:EX (Andrea.Baker@gov.bc.ca); Smith, Danielle MCF:EX (Danielle.Smith@gov.bc.ca)
Subject: RE: Level B Qualifications
Sent: 02/03/2023 00:52:48

Thanks Jan,

Much appreciated.

From: White, Jan MCF:EX <Jan.White@gov.bc.ca>
Sent: February 2, 2023 3:31 PM
To: Robertson, Jamie D MCF:EX <Jamie.Robertson@gov.bc.ca>
Cc: Baker, Andrea MCF:EX <Andrea.Baker@gov.bc.ca>; Smith, Danielle MCF:EX <Danielle.Smith@gov.bc.ca>
Subject: RE: Level B Qualifications

Hi Jamie – this looks fine and you may want to also assure Shane that we are planning appropriate training for professionals attached to the fcc:

Training for the administration of the Vineland-3 will be provided by [Pearson Canada](#). Dates for live online and in-person training options are being finalized. Each six-hour session provides a broad overview of the Vineland-3, including administration, scoring and basic score interpretation.

Training for the PEDI-CAT is also provided by Pearson via a 1-hour pre-recorded training session.

Jan

From: Robertson, Jamie D MCF:EX <Jamie.Robertson@gov.bc.ca>
Sent: February 2, 2023 9:21 AM
To: White, Jan MCF:EX <Jan.White@gov.bc.ca>
Cc: Baker, Andrea MCF:EX <Andrea.Baker@gov.bc.ca>; Smith, Danielle MCF:EX <Danielle.Smith@gov.bc.ca>
Subject: Level B Qualifications

Hi Jan and Danielle,

ARC has asked for some additional information on the qualifications of professionals to complete the Functional Needs and other assessments. I have put together a draft email to send to Joshua to forward onto ARC. I am wondering in Colleen's absence if someone could have a quick review to advise if this is okay, or if changes are needed.

Thanks

Jamie

Jamie Robertson (*he/him/his*)
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Hi Joshua,

Attached is the information that Candice requested at our last FCC Kelowna Meeting (Jan 26th) around the qualifications of professionals to complete the Functional Needs and other assessments.

Below is a table taken from page 6 of the CYSN Service Framework's **Appendices, glossary and bibliography** section (attached to this email as reference). You will see in the table in the third column across from each assessment how can administer them. Below the table, I have cut/pasted the qualifications listed on the [Pearson Assessment Website](#) for further reference.

APPENDIX B: STANDARDIZED TOOLS

Standardized tools will be used to provide an evaluation of the child or youth's strengths, barriers, functional abilities, health condition and support needs within the context of their family and circle of support. This includes their school and/or community. The purpose of the tools is to determine the child or youth's need for services as described in the Family Connections Centre Service Description section.

The standardized tools that will be used in family connections centres are listed in the table below. Licenses required for the standardized tools listed below will be purchased by the Ministry.

TOOLS	PURPOSE OF TOOL AND HOW IT WILL BE USED	ADMINISTRATOR OF TOOL, TRAINING AND COST CONSIDERATIONS
About My Child	To screen strengths and areas of concern and determine appropriate developmental and/or goal focused services.	<ul style="list-style-type: none">• Family connections centre clinical staff, Family Support Worker• Completion in 10-20 minutes• No training required
Gross Motor Functional Classification System (GMFCS)	To determine eligibility for mobility and adaptive equipment. Informs selection of equipment to be provided by Specialized Provincial Services.	<ul style="list-style-type: none">• Occupational Therapists or• Physiotherapists at the family connections centres• Completion in 5 minutes• No training required Reassessment as per Ministry policy.
Vineland-3	To determine eligibility for Disability Services when cognition and/or behavioural function is the primary concern.	<ul style="list-style-type: none">• Level B Qualification within scope of practice• Training: 3.5 – 7 hours• Depending on form used and age of child: 10 to 50 minutes Reassessment as per Ministry policy.
Pediatric Evaluation of Disability Inventory Computer Adaptive Test (PEDI-CAT)	To determine eligibility for Disability Services for children/youth when physical functioning is primary concern.	<ul style="list-style-type: none">• Level B Qualification within scope of practice• Training: 1 hour• Depending on form used and age of child: 10 to 30 minutes Reassessment as per Ministry policy.

The Pearson Assessments Website has some additional information on what Level B Qualifications are. The following is from the [Qualifications Policy](#) ([pearsonassessments.com](#)).

Level B

Tests may be purchased by individuals with:

A master's degree in psychology, education, speech language pathology, occupational therapy, social work, counseling, or in a field closely related to the intended use of the assessment, and formal training in the ethical administration, scoring, and interpretation of clinical assessments.

OR

Certification by or full active membership in a professional organization (such as ASHA, AOTA, AERA, ACA, AMA, CEC, AEA, AAA, EAA, NAEYC, NBCC, CVRP) that requires training and experience in the relevant area of assessment.

OR

A degree or license to practice in the healthcare or allied healthcare field.

OR

Formal, supervised mental health, speech/language, occupational therapy, social work, counseling, and/or educational training specific to assessing children, or in infant and child development, and formal training in the ethical administration, scoring, and interpretation of clinical assessments.

OR

Work for an accredited institution

Thanks

Jamie Robertson *(he/him/his)*

Director of Operations | CYSN SDD Transformation Team

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From: Robertson, Jamie D MCF:EX(Jamie.Robertson@gov.bc.ca)
To: Crosthwaite, Joshua MCF:EX (Joshua.Crosthwaite@gov.bc.ca)
To: Caldas, Ludmila MCF:EX (Ludmila.Caldas@gov.bc.ca)
Subject: Follow Up on IM/IT intro & walkthrough for FCC providers - Seeking feedback on best dates.
Sent: 02/02/2023 20:46:48

Hi Joshua,

As you know some of the FCC providers including ARC, have asked for a introduction and look at our the IM/IT system they will be using. It is built on the Salesforce Platform and connects in the backend to our ICM system. The portal they will be using is called the Specialized Services Portal. Catherine Merit has agreed to do a session to provider quick overview and walkthrough.

The dates below are the times that she has available. Her preference is to only have 2-3 key people from each agency attend. Can you please reach our to ARC to seek out thier preferences on dates. Catherin is planning to do this session twice, so if we are seeking times that work best for all four pilot sites. Time options are:

- Tues Feb 14 – 9:45 – 10:30 AM
- Wed Feb 15 – 10:45 – 11:30 AM
- Thurs Feb 16 – 10:30AM- 11:15AM Or 1:30 -2:15pm

Thanks

Jamie

Jamie Robertson (*he/him/his*)

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From: Robertson, Jamie D MCF:EX(Jamie.Robertson@gov.bc.ca)
To: Crosthwaite, Joshua MCF:EX (Joshua.Crosthwaite@gov.bc.ca); Caldas, Ludmila MCF:EX (Ludmila.Caldas@gov.bc.ca)
Subject: FW: Discussion about IMIT presentation for FCC EDs. - TAKE AWAYS From meeting
Sent: 02/01/2023 01:08:46

Hi Joshua & Ludmila.

FYI - Take aways from a meeting I attended this afternoon is:

- Intro/demo of new IMIT system will be set up for week of Feb 14-16th for FCC executives and their IT folks. Sessions will 30 minutes in length and focus on function/use of system and quick demo. Michelle G is carrying this with Catherine Merit.
- At an upcoming meeting with the FCCs (Stewardship meeting with ARC) we will need to ask them to provide some names of staff who are going to be the trainers for the upcoming MCFD provided training. I believe that Michelle G/Kevin will add to Stewardship agenda.
- Reta going to put together a PDF that can be shared with FCC providers about the training in a box, timelines, etc. Much like the PowerPoint I showed at last Tuesday meeting between MCFD and ARC. I will make sure that you both see copy and confirm whether you (Joshua) will need to send to ARC.

Thanks

Jamie

From: Derouin, Reta MCF:EX <Reta.Derouin@gov.bc.ca>

Sent: January 31, 2023 4:31 PM

To: Robertson, Jamie D MCF:EX <Jamie.Robertson@gov.bc.ca>; Morris, Sarah M MCF:EX <Sarah.Morris@gov.bc.ca>; Merit, Catherine L SDPR:EX <Catherine.Merit@gov.bc.ca>; Godin, Michelle L MCF:EX <Michelle.Godin@gov.bc.ca>; Poon, Kevin C MCF:EX <Kevin.Poon@gov.bc.ca>; McDaniel, Jordan A MCF:EX <Jordan.McDaniel@gov.bc.ca>; Hawken, Alaina G MCF:EX <Alaina.Hawken@gov.bc.ca>

Subject: RE: Discussion about IMIT presentation for FCC EDs. - TAKE AWAYS From meeting

Meeting notes:

1. .Happy Path ICM Demo will be facilitated by Catherine. Length of session: 30min Audience: Executives and any systems IT people they might have. Proposed date: Mid-February 14-16th

WHO IS GOING TO BOOK THE DEMO with the FCC?

2. .Alaina was provided with the numbers needed to pass on to put forward a proposal for a ICM contractor to support ICM training. **The ask to identify an IT lead for Thursday is not needed.**
3. .Reta will provide a training update for FCCs that will include the overall training asks which will include: training approach, the amount of training, topics, "proposed timelines", request for trainers with a skills set for IT and family support practice/social work to take part in a reference group including the commitment level of this group. It would be ideal to have someone that possesses both skillsets (very few exist I know...but they hide because they are that good and everyone wants a piece of them 😊)

Did I capture everything?

Reta

-----Original Appointment-----

From: Derouin, Reta MCF:EX

Sent: January 27, 2023 9:58 AM

To: Derouin, Reta MCF:EX; Robertson, Jamie D MCF:EX; Morris, Sarah M MCF:EX; Merit, Catherine L SDPR:EX; Godin, Michelle L MCF:EX; Poon, Kevin C MCF:EX; McDaniel, Jordan A MCF:EX; Hawken, Alaina G MCF:EX

Subject: Discussion about IMIT presentation for FCC EDs.

When: January 31, 2023 3:30 PM-4:00 PM (UTC-08:00) Pacific Time (US & Canada).

Where: Microsoft Teams Meeting

Microsoft Teams meeting

Join on your computer, mobile app or room device

[Click here to join the meeting](#)

Meeting ^{s.15; s.17}

Passcode ^{s.15; s.17}

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From: Robertson, Jamie D MCF:EX(Jamie.Robertson@gov.bc.ca)
To: Hawken, Alaina G MCF:EX (Alaina.Hawken@gov.bc.ca); Godin, Michelle L MCF:EX (Michelle.Godin@gov.bc.ca); Morris, Sarah M MCF:EX (Sarah.Morris@gov.bc.ca)
To: Caldas, Ludmila MCF:EX (Ludmila.Caldas@gov.bc.ca); Chakraborty, Kalyan MCF:EX (Kalyan.Chakraborty@gov.bc.ca)
Subject: RE: FCC IMIT training
Sent: 01/29/2023 23:46:35

Hi Michelle,

Just checking in to see which of us will be reaching out to the FCCs to find out about #s of trainers. Is this something that your team with do, or is there a need for Sarah/I to follow up with them?

Thanks

Jamie

From: Hawken, Alaina G MCF:EX <Alaina.Hawken@gov.bc.ca>
Sent: January 27, 2023 2:28 PM
To: Robertson, Jamie D MCF:EX <Jamie.Robertson@gov.bc.ca>; Godin, Michelle L MCF:EX <Michelle.Godin@gov.bc.ca>; Morris, Sarah M MCF:EX <Sarah.Morris@gov.bc.ca>
Cc: Caldas, Ludmila MCF:EX <Ludmila.Caldas@gov.bc.ca>; Chakraborty, Kalyan MCF:EX <Kalyan.Chakraborty@gov.bc.ca>
Subject: RE: FCC IMIT training

Hello,

Just adding some further detail to this.

We are hoping to take a proposal to Portfolio Board on February 6th to contract for the delivery of IMIT training to the FCC "train the trainers".

We will need to be able to answer the question of how many trainers each FCC will have in order to do that. Is there a way you think we can get some numbers from them by early next week?

Alaina

From: Robertson, Jamie D MCF:EX <Jamie.Robertson@gov.bc.ca>
Sent: January 24, 2023 2:12 PM
To: Godin, Michelle L MCF:EX <Michelle.Godin@gov.bc.ca>; Crosthwaite, Joshua MCF:EX <Joshua.Crosthwaite@gov.bc.ca>; Poon, Kevin C MCF:EX <Kevin.Poon@gov.bc.ca>
Cc: Hawken, Alaina G MCF:EX <Alaina.Hawken@gov.bc.ca>; Caldas, Ludmila MCF:EX <Ludmila.Caldas@gov.bc.ca>
Subject: FW: FCC IMIT training

Hi All,

Alaina has reached out in regards to the upcoming IMIT training for the FCC staff. She has asked for follow up around two questions. See below.

In terms of reaching out to ARC around these questions, I wanted to check in as to who is the best person to do this. To date we have had Joshua & Michelle as the contacts with Shane/ARC. If you want me to take this on, let me know.

FYI – based on today’s meeting, I have reached out to Colleen Hobson about identifying someone to provide materials for a high-level overview of IMIT for ARC’s leadership group. I will advise when I hear back.

Thanks

Jamie

From: Hawken, Alaina G MCF:EX <Alaina.Hawken@gov.bc.ca>
Sent: January 24, 2023 9:24 AM
To: Robertson, Jamie D MCF:EX <Jamie.Robertson@gov.bc.ca>; Morris, Sarah M MCF:EX <Sarah.Morris@gov.bc.ca>
Cc: Derouin, Reta MCF:EX <Reta.Derouin@gov.bc.ca>
Subject: FCC IMIT training

Hi guys,

We are working at warp speed to ensure that the IMIT training is ready for the agencies by the end of fiscal. We have had a couple of questions come up that might impact our approach though. I’m hoping you can try and get a sense of some of this in your discussions with the agencies.

1. .Are any of the agencies currently using a Salesforce IMIT platform or are their staff families with it?
2. .Do the agencies have staff that can help inform the development of training (i.e. part of a reference group) and/or do they have staff identified to take on a train the trainer role who we could develop as “super users”?

Thanks!



From: Robertson, Jamie D MCF:EX(Jamie.Robertson@gov.bc.ca)
To: Derouin, Reta MCF:EX (Reta.Derouin@gov.bc.ca)
To: Hobson, Colleen MCF:EX (Colleen.Hobson@gov.bc.ca); Godin, Michelle L MCF:EX (Michelle.Godin@gov.bc.ca); Morris, Sarah M MCF:EX (Sarah.Morris@gov.bc.ca)
Subject: FW: Assessment Training in person date
Sent: 01/27/2023 22:55:20

Hi Reta.

Sending you the info from what came up this week at the our Stewardship Meeting with ARC. Basically:

- In person Vineland Training session proposed by Colleen for mid March, ARC shared that they would like to see pushed back to early to mid April, as more therapists will be in place by then to maximize use of sessions.

From: Robertson, Jamie D MCF:EX
Sent: January 24, 2023 1:00 PM
To: Hobson, Colleen MCF:EX <Colleen.Hobson@gov.bc.ca>
Subject: RE: Assessment Training in person date

No they are not worried about this time for taking the training, just a question about what happens down the road for new therapists.

Thanks

From: Hobson, Colleen MCF:EX <Colleen.Hobson@gov.bc.ca>
Sent: January 24, 2023 12:59 PM
To: Robertson, Jamie D MCF:EX <Jamie.Robertson@gov.bc.ca>
Subject: RE: Assessment Training in person date

Okay, I don't think so, but I also think there is much shorter training on the Vineland available. Are they worried about the time?

Colleen

From: Robertson, Jamie D MCF:EX <Jamie.Robertson@gov.bc.ca>
Sent: January 24, 2023 12:58 PM
To: Hobson, Colleen MCF:EX <Colleen.Hobson@gov.bc.ca>
Subject: RE: Assessment Training in person date

Sorry Colleen, Yes they are asking about Train the Trainer.

From: Hobson, Colleen MCF:EX <Colleen.Hobson@gov.bc.ca>
Sent: January 24, 2023 12:57 PM
To: Robertson, Jamie D MCF:EX <Jamie.Robertson@gov.bc.ca>
Subject: RE: Assessment Training in person date

So Jamie, are you thinking of a train the trainer model for the Vineland?

Colleen

From: Robertson, Jamie D MCF:EX <Jamie.Robertson@gov.bc.ca>
Sent: January 24, 2023 12:19 PM
To: Hobson, Colleen MCF:EX <Colleen.Hobson@gov.bc.ca>; Morris, Sarah M MCF:EX <Sarah.Morris@gov.bc.ca>
Cc: Godin, Michelle L MCF:EX <Michelle.Godin@gov.bc.ca>
Subject: RE: Assessment Training in person date

Hi Colleen

During the meeting this morning with ARC in Kelowna, there were also some questions about the qualifications of professional required to complete these assessments.

Are you able to provide information on this, as well as whether professionals that attend the Vineland or other training are able to orient other qualified professionals to these assessments. This relates to the training of these professional recruited going forward after these sessions have been run.

Thanks

Jamie

From: Robertson, Jamie D MCF:EX
Sent: January 24, 2023 12:14 PM
To: Hobson, Colleen MCF:EX <Colleen.Hobson@gov.bc.ca>; Morris, Sarah M MCF:EX <Sarah.Morris@gov.bc.ca>
Cc: Godin, Michelle L MCF:EX <Michelle.Godin@gov.bc.ca>
Subject: Assessment Training in person date

Hi Colleen.

I connected with leadership from ARC in Kelowna today about the planning for assessment training. It was recommend that for maximum in-person attendance of fcc professionals at the Vineland training it is recommended that we push the training back to early April. Virtual session for feb is still good.

Thanks

Jamie

Jamie Robertson (*he/him/his*)
Director of Operations | CYSN SDD Transformation Team
Ministry of Children & Family Development
(250) 668-6830

I gratefully acknowledge my location on the beautiful Coast Salish traditional territory and give thanks to the Snuneymuxw and Snaw-naw-as Nations here in Nanaimo where I live, work and play.

From: Robertson, Jamie D MCF:EX(Jamie.Robertson@gov.bc.ca)
To: Caldas, Ludmila MCF:EX (Ludmila.Caldas@gov.bc.ca)
Subject: FW: Quick intro/overview of IMIT System for FCC Leadership
Sent: 01/24/2023 21:12:26

FYI

From: Hobson, Colleen MCF:EX <Colleen.Hobson@gov.bc.ca>
Sent: January 24, 2023 12:56 PM
To: Robertson, Jamie D MCF:EX <Jamie.Robertson@gov.bc.ca>
Subject: RE: Quick intro/overview of IMIT System for FCC Leadership

Got it

Colleen

From: Robertson, Jamie D MCF:EX <Jamie.Robertson@gov.bc.ca>
Sent: January 24, 2023 12:55 PM
To: Hobson, Colleen MCF:EX <Colleen.Hobson@gov.bc.ca>
Cc: Morris, Sarah M MCF:EX <Sarah.Morris@gov.bc.ca>; Godin, Michelle L MCF:EX <Michelle.Godin@gov.bc.ca>
Subject: RE: Quick intro/overview of IMIT System for FCC Leadership

In an ideal world 😊 - over the next few weeks.

Jamie

From: Hobson, Colleen MCF:EX <Colleen.Hobson@gov.bc.ca>
Sent: January 24, 2023 12:54 PM
To: Robertson, Jamie D MCF:EX <Jamie.Robertson@gov.bc.ca>
Cc: Morris, Sarah M MCF:EX <Sarah.Morris@gov.bc.ca>; Godin, Michelle L MCF:EX <Michelle.Godin@gov.bc.ca>
Subject: RE: Quick intro/overview of IMIT System for FCC Leadership

Hey – that makes good sense. Let me see what I can dig up in terms of fit for this ask. I'll get back to you. Do you have a timeline when you would like this to happen.

To be honest, I never actually wanted to be around when the FCC's finally figured out what we were asking of them in terms of IMIT 😊

Colleen

From: Robertson, Jamie D MCF:EX <Jamie.Robertson@gov.bc.ca>
Sent: January 24, 2023 12:51 PM
To: Hobson, Colleen MCF:EX <Colleen.Hobson@gov.bc.ca>
Cc: Morris, Sarah M MCF:EX <Sarah.Morris@gov.bc.ca>; Godin, Michelle L MCF:EX <Michelle.Godin@gov.bc.ca>
Subject: Quick intro/overview of IMIT System for FCC Leadership

Hi Colleen,

We met with ARC in Kelowna this morning, and it became clear that they really do not have a clear line of sight on the full intent of the new IMIT system for FCC providers. Although there will be training modules

developed for the FCCs to use on IMIT including one launching in late Feb/march, they are feeling that it would be very helpful/necessary for their leadership folks to get more info in the form of a brief high level intro to the system as soon as possible.

Could you help me identify who we could connect with to pull something brief together? Maybe a 5-10 minute presentation on what the new system is designed to do. EG; Case management, completion of Support Plans, referrals to DS.

Thanks

Jamie

Jamie Robertson (*he/him/his*)

Director of Operations | CYSN SDD Transformation Team

Ministry of Children & Family Development

(250) 668-6830

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From: Robertson, Jamie D MCF:EX(Jamie.Robertson@gov.bc.ca)
To: Caldas, Ludmila MCF:EX (Ludmila.Caldas@gov.bc.ca); Crosthwaite, Joshua MCF:EX (Joshua.Crosthwaite@gov.bc.ca)
Subject: FW: Kelowna FCC Transition Meeting #2
Sent: 01/24/2023 21:04:30

Hi Ludmilla,

I will be away for the next meeting on Feb 9th, but will send my action items to Michelle and Joshua before I go for reporting back at the next meeting.

Thanks

From: Godin, Michelle L MCF:EX <Michelle.Godin@gov.bc.ca>
Sent: January 24, 2023 10:40 AM
To: Caldas, Ludmila MCF:EX <Ludmila.Caldas@gov.bc.ca>; Lund, Tami MCF:EX <Tami.Lund@gov.bc.ca>; Crosthwaite, Joshua MCF:EX <Joshua.Crosthwaite@gov.bc.ca>; Shane Picken <SPicken@arcprograms.com>; CHenriques@arcprograms.com; Poon, Kevin C MCF:EX <Kevin.Poon@gov.bc.ca>; Barrett, Daniel S MCF:EX <Daniel.Barrett@gov.bc.ca>; Robertson, Jamie D MCF:EX <Jamie.Robertson@gov.bc.ca>; Gardy, Rhonda S MCF:EX <Rhonda.Gardy@gov.bc.ca>; Chakraborty, Kalyan MCF:EX <Kalyan.Chakraborty@gov.bc.ca>
Cc: MCF SHSS/CYSN Transformation MCF:EX <MCF.SHSSCYSNTransformation@gov.bc.ca>; George Curran <gcurran@arcprograms.com>; Pat McIntosh <PMcIntosh@arcprograms.com>; Warren Bongers <WBongers@arcprograms.com>
Subject: RE: Kelowna FCC Transition Meeting #2

Hi, Ludmilla can you please send a meeting invite for Kelowna Transition meeting # 3 for Thursday Feb 9th at 2:30-4:00, thanks to Jamie for taking notes and Kevin jumping in to chair part of the meeting.

-----Original Appointment-----

From: Caldas, Ludmila MCF:EX <Ludmila.Caldas@gov.bc.ca>
Sent: January 10, 2023 4:14 PM
To: Caldas, Ludmila MCF:EX; Godin, Michelle L MCF:EX; Lund, Tami MCF:EX; Crosthwaite, Joshua MCF:EX; Shane Picken; CHenriques@arcprograms.com; Poon, Kevin C MCF:EX; Barrett, Daniel S MCF:EX; Robertson, Jamie D MCF:EX; Gardy, Rhonda S MCF:EX; Chakraborty, Kalyan MCF:EX
Cc: MCF SHSS/CYSN Transformation MCF:EX; George Curran; Pat McIntosh; Warren Bongers
Subject: Kelowna FCC Transition Meeting #2
When: January 24, 2023 9:00 AM-10:30 AM (UTC-08:00) Pacific Time (US & Canada).
Where: Microsoft Teams Meeting

Hello,

Updating this meeting invite to include the following attachments:

- Agenda
- ARC Transition Plan
- Meeting notes from Monday, January 9, 2023

Thank you,
Ludmila

Hello,

As discussed, the second meeting for the fcc transition in Kelowna. Please send any agenda items you wish to discuss during the meeting.

Thank you,
Ludmila

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From: Robertson, Jamie D MCF:EX(Jamie.Robertson@gov.bc.ca)
To: Hobson, Colleen MCF:EX (Colleen.Hobson@gov.bc.ca)
Subject: RE: Assessment Training in person date
Sent: 01/24/2023 21:00:13

No they are not worried about this time for taking the training, just a question about what happens down the road for new therapists.

Thanks

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Sent: January 24, 2023 12:59 PM
To: Robertson, Jamie D MCF:EX <Jamie.Robertson@gov.bc.ca>
Subject: RE: Assessment Training in person date

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Colleen

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Sent: January 24, 2023 12:58 PM
To: Hobson, Colleen MCF:EX <Colleen.Hobson@gov.bc.ca>
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Sent: January 24, 2023 12:57 PM
To: Robertson, Jamie D MCF:EX <Jamie.Robertson@gov.bc.ca>
Subject: RE: Assessment Training in person date

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Colleen

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Sent: January 24, 2023 12:19 PM
To: Hobson, Colleen MCF:EX <Colleen.Hobson@gov.bc.ca>; Morris, Sarah M MCF:EX <Sarah.Morris@gov.bc.ca>
Cc: Godin, Michelle L MCF:EX <Michelle.Godin@gov.bc.ca>
Subject: RE: Assessment Training in person date

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Thanks

Jamie

From: Robertson, Jamie D MCF:EX

Sent: January 24, 2023 12:14 PM

To: Hobson, Colleen MCF:EX <Colleen.Hobson@gov.bc.ca>; Morris, Sarah M MCF:EX <Sarah.Morris@gov.bc.ca>

Cc: Godin, Michelle L MCF:EX <Michelle.Godin@gov.bc.ca>

Subject: Assessment Training in person date

Hi Colleen.

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Thanks

Jamie

Jamie Robertson (*he/him/his*)

Director of Operations | CYSN SDD Transformation Team

Ministry of Children & Family Development

(250) 668-6830

I gratefully acknowledge my location on the beautiful Coast Salish traditional territory and give thanks to the Snuneymuxw and Snaw-naw-as Nations here in Nanaimo where I live, work and play.

From: Robertson, Jamie D MCF:EX(Jamie.Robertson@gov.bc.ca)
To: Amaral, Amanda MCF:EX (Amanda.Amaral@gov.bc.ca)
To: Crosthwaite, Joshua MCF:EX (Joshua.Crosthwaite@gov.bc.ca)
Subject: RE: CYSN Resource Line call
Sent: 01/13/2023 22:57:29

Hi Amanda,

Thanks for doing this.

Much appreciated.

Jamie

From: Amaral, Amanda MCF:EX <Amanda.Amaral@gov.bc.ca>
Sent: January 13, 2023 9:38 AM
To: Robertson, Jamie D MCF:EX <Jamie.Robertson@gov.bc.ca>
Cc: Crosthwaite, Joshua MCF:EX <Joshua.Crosthwaite@gov.bc.ca>
Subject: RE: CYSN Resource Line call

Hello Jamie and Joshua

The call with Corrie went very well today. She will wait for the updates about how families can access the FCC via ARC. They are excited to support families to access FCCs in the area.

Amanda

From: Robertson, Jamie D MCF:EX <Jamie.Robertson@gov.bc.ca>
Sent: January 12, 2023 5:57 PM
To: Amaral, Amanda MCF:EX <Amanda.Amaral@gov.bc.ca>
Cc: Crosthwaite, Joshua MCF:EX <Joshua.Crosthwaite@gov.bc.ca>
Subject: Re: CYSN Resource Line call

Hi Amanda,

Just thinking about. I should have offered to call Corrie. I can take this on.

Thanks Jamie

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From: Robertson, Jamie D MCF:EX <Jamie.Robertson@gov.bc.ca>
Sent: Thursday, January 12, 2023 4:59:04 PM
To: Amaral, Amanda MCF:EX <Amanda.Amaral@gov.bc.ca>
Cc: Crosthwaite, Joshua MCF:EX <Joshua.Crosthwaite@gov.bc.ca>
Subject: RE: CYSN Resource Line call

Hi Amanda.

I chatted with Joshua this afternoon about this call.

It would be much appreciated if you could call Corrie back. Please let her know that the FCC will open in early spring, however the specific date is still being determined. You can also share that the local MCFD Director for

CYSN, Joshua Crosthwaite meets regular with Rosanne, the manager for the Early Years Program at West Bank First Nations. Joshua is committed to keeping the Rosanne and the nation updated about the FCC and plans for it's opening.

Many Thanks.

Jamie

From: Amaral, Amanda MCF:EX <Amanda.Amaral@gov.bc.ca>
Sent: January 12, 2023 12:07 PM
To: Robertson, Jamie D MCF:EX <Jamie.Robertson@gov.bc.ca>
Subject: FW: CYSN Resource Line call

Hello Jamie

I am happy to call this person up and let them know that the FCC is not yet operational and that more information about supporting families to access services at FCCs will be available soon or I can pass this along for you/Joshua/ or a TL in Kelowna to make the connection.

Let me know what works best and either way it is good information for you to have about the area you are working with.

Amanda

From: Mercado, Dulcie MCF:EX <Dulcie.Mercado@gov.bc.ca>
Sent: January 12, 2023 12:05 PM
To: Amaral, Amanda MCF:EX <Amanda.Amaral@gov.bc.ca>
Subject: FW: CYSN Resource Line call

I know that there's no way to contact the FCCs as of yet but I also know that Indigenous communities are still being consulted with.

Thank you!!!

Dulcie Mercado (she/her)

Acting Director
Autism Information Services British Columbia (AIS BC)
Ministry of Children and Family Development (MCFD)
Direct 604-398-4736
AIS BC Toll-Free 1 844-878-4700
Email Dulcie.Mercado@gov.bc.ca
Website gov.bc.ca/autism

CYSN Framework Information: 1-833-882-0024
Website for updates: www.gov.bc.ca/ChildYouthSupportNeeds

I humbly acknowledge that the beautiful land that I am able to work, live and raise my family on is the unceded and traditional territory of the x̱məθḵw̱əy̱əm People.

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From: Ip, Fiona MCF:EX <Fiona.Ip@gov.bc.ca>
Sent: January 12, 2023 10:20 AM
To: MCF Autism Information MCF:EX <AutismInformation@gov.bc.ca>
Subject: CYSN Resource Line call

Hi specialist,

Name: Corrie Radlo
Phone: §.22

Corrie works at West Bank First Nations in the Early Years department. She is trying to refer an Indigenous family who lives in Kelowna for services with the FCCs. Child is diagnosed with ADHD.

Regards,



Ministry of
Children and Family
Development

Fiona Ip

Administrative Assistant and Program Support
Autism Information Services British Columbia (AIS BC)
3688 Cessna Drive, Richmond, B.C. V7B 1C7
Direct: (236) 455-1831 | **Toll-free:** 1-844-878-4700
Website: gov.bc.ca/autism

I humbly acknowledge that the land I work and live on is the traditional and unceded territories of the xʷməθkwəy̓əm (Musqueam) Peoples. I am deeply grateful to be able to work, play, and reside on this beautiful land.

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From: Robertson, Jamie D MCF:EX(Jamie.Robertson@gov.bc.ca)
To: Baker, Andrea MCF:EX (Andrea.Baker@gov.bc.ca)
Subject: FW: January 2023 fcc intro presentation for ARC
Sent: 01/13/2023 22:33:57

Hi Andrea.

As per our discussion, feel free to give feedback on the language. I worked to update it to reflect current language

From: Robertson, Jamie D MCF:EX
Sent: January 13, 2023 12:12 PM
To: Crosthwaite, Joshua MCF:EX <Joshua.Crosthwaite@gov.bc.ca>; Derouin, Reta MCF:EX <Reta.Derouin@gov.bc.ca>
Subject: January 2023 fcc intro presentation for ARC

Hi Joshua and Reta,

Here is the link to the PowerPoint for Monday's presentation to ARC and their sub-contractors.  [FCC Presentation - Jan 2022.pptx](#)

I reworked some of the language that has changed since the presentation was previously provided back in Nov. I did this by covering up some sections with new language. The areas I changed have an "*" added.

Reta, it would be great to get your feedback on whether these changes in language meet the current expectations by provincial office.

We plan to show the PowerPoint but are not looking at giving it out at this time.

Thanks

Jamie

Jamie Robertson (*he/him/his*)
Director of Operations | CYSN SDD Transformation Team
Ministry of Children & Family Development
(250) 668-6830

I gratefully acknowledge my location on the beautiful Coast Salish traditional territory and give thanks to the Snuneymuxw and Snaw-naw-as Nations here in Nanaimo where I live, work and play.

From: Robertson, Jamie D MCF:EX(Jamie.Robertson@gov.bc.ca)
To: Hawken, Alaina G MCF:EX (Alaina.Hawken@gov.bc.ca)
Subject: FW: EMBARGOED- CYSN SERVICE PILOT ANNOUNCEMENT
Sent: 01/06/2023 16:59:34
Attachments: Quick Reference CYSN Transformation Concerns.pdf, Staff KMs Pilot Announcement Jan 5 2022.pdf

From: Baker, Andrea MCF:EX <Andrea.Baker@gov.bc.ca>
Sent: January 5, 2023 8:51 AM
To: Lund, Tami MCF:EX <Tami.Lund@gov.bc.ca>; Turgeon, Philippe MCF:EX <Philippe.Turgeon@gov.bc.ca>; Crosthwaite, Joshua MCF:EX <Joshua.Crosthwaite@gov.bc.ca>; Miller, Shannon A MCF:EX <Shannon.A.Miller@gov.bc.ca>
Cc: Robertson, Jamie D MCF:EX <Jamie.Robertson@gov.bc.ca>; Morris, Sarah M MCF:EX <Sarah.Morris@gov.bc.ca>
Subject: FW: EMBARGOED- CYSN SERVICE PILOT ANNOUNCEMENT

Good morning everyone. Please review the email below from A/DM Carolyn Kemper regarding this morning's announcement about our CYSN pilots and the attached reference documents.

@ Joshua/Shannon - Please share this with your CYSN teams.

@ Tami/Phil - This information can also be shared with your SDA teams (beyond CYSN).

Thanks so much.

Andrea Baker, MA | Executive Director of Service - CYSN Transformation



CYSN Provincial Service Delivery | Service Delivery Division

Ministry of Children & Family Development

mobile: 604.315.8327 | 19th floor - 1050 W Pender Street, Vancouver

Acknowledging with huge gratitude and deep respect that I live and work on the unceded (never surrendered) traditional territories of the Coast Salish Peoples (Musqueam, Squamish, and Tsleil-Waututh Nations) the original stewards of this beautiful land.

Dear CYSN staff members,

We would like to provide an update on the solicitation process for the family connections centres in the pilot areas of the province regarding the children and youth with support needs (CYSN) service transformation. Consistent with the announcement made by Premier Eby and Minister Mitzi Dean last November 2022, government will pause on the provincial implementation of family connections centres apart from four pilots and will maintain individualized funding. A public announcement will be made this morning, that will announce the successful community agencies that will deliver services through family connections centres in the four pilot areas. This announcement is highly confidential, please do not forward this information on to anyone else as your discretion is required and much appreciated. The community agencies that will be delivering services through new family connections centres in four pilot areas in the province are as follows:

- ARC Programs Ltd. in Central Okanagan/Kelowna
- North Coast Community Services Society in Haida Gwaii/Prince Rupert
- Terrace Child Development Centre Society in Terrace/Kitimat

- Northwest Child Development Centre Society in Bulkley Valley/Stikine

The announcement will be available on the CYSN website today.

Thank you,

Carolyn Kamper
Acting Deputy Minister
Ministry of Children and Family Development

Transformation of CYSN Services

Piloting new service approach,
Supporting transitions, and fcc
announcement



Specific Individual Transition Concerns



Response & Resources

- Seek to understand family's perspective and specific issue(s).
- Seek service solutions with family, and where needed Team Leader consultation.
- If a request for an exception is required use escalation process to go through your TL

If family is not satisfied with resolution

- Use local escalation process (i.e.: SW to TL to DOO, etc.)
- Families may access MCFD's Complaints line, however complaints related to system changes are not likely eligible.
MCFD complaints 1 877 387-7027

Concerns with CYSN Pilot Changes

Response & Resources

Listen to concerns, assist as much as possible to inform family about changes and provide linkages to available resources such as:



- CYSN email: email MCF.Info@gov.bc.ca
- CYSN resource line 1-833-882-0024
- CYSN website



**MINISTRY OF CHILDREN AND FAMILY DEVELOPMENT
CHILDREN AND YOUTH WITH SUPPORT NEEDS (CYSN) TRANSFORMATION
KEY MESSAGES**

DATE: January 5, 2022

PREPARED FOR: Child and Youth with Support Needs (CYSN) Resource Line staff and staff in pilot communities

ISSUE: The public announcement of agencies that will deliver services through family connections centres in the pilot areas should garner inquiries from the public.

KEY MESSAGES:

Why is the province doing this?

- The Province has committed to children and youth with support needs and their families to make services more accessible, culturally safe and effective. MCFD will be piloting a new service approach, including the delivery of services through family connections centres to help achieve this commitment.
- This service model will be a needs-based, system that delivers services and supports within four pilot areas of province.
- Delivering services through family connections centres will help more children and youth with support needs and their families get faster access to CYSN services without requiring a diagnosis.
 - To make sure families, service providers and communities have the latest information on family connections centres and services, we will be providing updates to families through several sources. Families with open CYSN case files in the pilot areas will receive letters from MCFD outlining what to expect in the coming months. Information sessions specific to Individualized Autism Funding and Medical Benefits will happen throughout the winter;
- We also encourage you to access information through:
 - Autism Information Services BC;
 - The CYSN resource line (1-833-882-0024) or email MCF.Info@gov.bc.ca and
 - Your CYSN Worker

Why would I choose accessing services through a family connections centre when I'm already satisfied with my service?

- Every family can choose which service delivery model works best for them and that includes families who live in the family connections centre pilot areas.
- Families who receive individualized autism funding can choose to continue accessing services that way.
- Or, families receiving individualized autism funding or school aged extended therapy funding will have the option to transition to accessing services through the family connections centres when they open. They may also choose to return to receiving individualized funding at any time during the pilot project.

**MINISTRY OF CHILDREN AND FAMILY DEVELOPMENT
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KEY MESSAGES**

- Family connections centres will provide meaningful child/youth and family empowerment and choice while also providing greater opportunity for families to get clear, accurate and timely information with reduced disruptions and greater coordination of service delivery.
- Supports, services and therapies will be based on, and built around, the level of need for each child and youth and their family; services will also be adapted to support children and youth as their needs change.

What is the budget for family connections centres and where will the additional funding required to support families, children and youth come from?

- The ministry's annual investment in services and supports for children and youth with support needs is \$480 million per year, with 90% directly invested in services.
- Budget 2022 includes an increase of \$172 million over three years to better support children and youth with disabilities and other support needs.
- Most of this funding is going directly to services for children, youth and their families.
- The Province is making this investment in more early intervention supports because it means more families and children will not face barriers to getting early supports that we know are so important.

What can I expect from family connections centres?

- Family connections centres will provide therapies, interventions, supports and services to children and youth with support needs and their families based on their needs and without a diagnosis.
- This includes inclusive childcare supports, behaviour supports, physiotherapy, speech and occupational therapy, infant development and key worker supports, child and youth care workers, family support and education and other important supports.
- Family connections centre services will be offered through a blended approach, based on the needs of the child, youth, and families. This may include in-home, in-community services, virtual service, service at the family connections centre physical locations, or a combination.

Will families be supported in pilot areas to connect to family connections centres?

- Family connections centres in pilot areas will mean more families will have more ways to access supports and services.
- We expect family connections centres to begin providing some services and supports in pilot areas in early 2023 and become fully operational in Spring 2023.
- If you are a family of a child or youth with support needs who is eligible for CYSN services in those areas (in the Central Okanagan and Northwest), you will be supported through the transition by the ministry
- Families will have the opportunity to ask questions and access information about services in their area.
- If your family has an existing, open CYSN record and you live in a pilot area you will/should receive an email by mid-January 2023 outlining what to expect over the coming months.

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- If you do not receive an email, please contact your CYSN worker.
- Other resources you can turn to for more information include the BC Government CYSN website, and/or information sessions which will be available on the website.
- Contact information will be available for the centres in the pilot areas to address questions and concerns regarding services and supports.
- Information sessions will be held in pilot area communities and virtually for families currently receiving services and will be available online through the BC Government CYSN website.

What do I do if I am a service provider working in one of the pilot areas of the province?

- There will be a variety of options and opportunities for creativity and innovative partnerships in this new model for operators.
- There are several ways for service providers to participate in a pilot area. They may choose to:
 - Become employees of family connections centres
 - There may be opportunities for current agencies to subcontract – family connections centre operators will be considering the needs of their services area, diversity of their geography and availability of physical locations in a community.

Will I have to work in a centralized building if I am a service provider at a family connections centre?

- Family connections centre services will be provided through a blended approach, including outreach (i.e., in-home or in-community services), virtual service, and service at the family connections centre physical locations, or a combination.

What if my service delivery philosophy doesn't align with the family connections centre in my community? I can see language being used on the family connections centre website that doesn't align with the way I want to see children and youth with support needs addressed.

- The family connections centres have contracts with the Province where they are committed to delivering outcomes set by the Province to ensure the CYSN services they deliver are accessible, culturally safe and effective.
- It will take time in the coming months for the family connections centres to develop their own communications to fit the needs of their community.

I've heard service providers say the family connections centres are going to create worse service and waitlists.

- The ministry is aware of concerns raised in the sector about delivery of CYSN services through family connections centres.
- The pilot centres will have robust evaluation that focuses on outcomes for children and youth with support needs and lessons from these centres will inform the development of a new system
- Families will continue to be able to choose how they access services.

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What considerations have been made for Indigenous families in the family connections centre pilot areas?

- We will learn from the pilot areas and will be engaging with Indigenous communities, partners, families and service providers in the four communities, and across the province
- The Ministry will co-design a CYSN engagement plan with First Nations to ensure a new CYSN service approach will meet the needs of Indigenous children, youth and their families.

How will the transition of services take place?

- We expect the family connections centre pilots to begin in early 2023 and anticipate them becoming fully operational in Spring 2023.
- Families in these areas will not require a Disability Services file or a CYSN Worker to access services and supports through family connections centres or Provincial Services.
- Families wanting to access Disability Services will be supported to go through the eligibility confirmation process.
- Children/youth who are accessing child and youth care worker and/or behaviour support will transition to the family connections centres – Disability Services eligibility is not required to access this service in the future.
- Those who are not eligible for Disability Services, including respite, under the CYSN service approach will be supported to transition to the family connections centre, where they will have access to a wide range of supports and services.
- CYSN Directors of Operations can authorize a customized transition (including limited time extensions to respite agreements) for families of children/youth who are not eligible under the new model and who are in crisis or going through a significant destabilizing event.

Timeline and choice for families living in pilot areas

- It is important that families have time to transition to the new system.
- Families currently receiving individualized autism or School-Aged Extended Therapy (SAET) funding living in pilot areas will be able to choose to receive these services through a family connections centre or continue accessing individualized funding.
- Families within the piloting areas, who are currently receiving respite funding, will be able to use the balance of their funding under their current eligibility, regardless of their future eligibility for Disability Services.
- Children/youth on the At Home Program will have several months to confirm eligibility under the new system.

What support is there for families who have questions or concerns?

- Several avenues are available for families to access information and support including:
 - The public CYSN Website
 - Written communication to families
 - Information sessions specific to Individualized Autism Funding and Medical Benefits
 - Autism Information Services BC
 - CYSN Workers

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- The CYSN resource line (1-833-882-0024) or email MCF.Info@gov.bc.ca

How will families know how to access or start receiving services at a family connections centre?

- Once family connections centres open, children, youth and families can connect with the centres to initiate services directly.
- Families will be able to access service through the family connections centres and our Provincial Services stream without having an open CYSN FS file and without the involvement of a CYSN Worker.
- Child and youth care worker and behaviour support services will be available through family connections centres, while referral from a CYSN Worker is not required to access these services.
- Family connections centres will prioritize children and youth for services in accordance with family connections centre service response guidelines provided by the ministry and transition plans established by each of the family connections centre.

About family connections centres (if needed)

- Community agencies have been contracted to deliver services in community through the four pilot family connections centres. They will deliver a range of voluntary services that can be accessed by children/youth and families without the involvement of ministry staff.
- These pilot family connections centres will support and improve the quality of life for more children/youth with support needs and their families in the context of their community by helping them work towards meaningful outcomes and experience culturally safe, trauma services that promote social inclusion.

From: Robertson, Jamie D MCF:EX(Jamie.Robertson@gov.bc.ca)
To: Crosthwaite, Joshua MCF:EX (Joshua.Crosthwaite@gov.bc.ca); Miller, Shannon A MCF:EX (Shannon.A.Miller@gov.bc.ca)
To: Turgeon, Philippe MCF:EX (Philippe.Turgeon@gov.bc.ca); Lund, Tami MCF:EX (Tami.Lund@gov.bc.ca); Baker, Andrea MCF:EX (Andrea.Baker@gov.bc.ca); Morris, Sarah M MCF:EX (Sarah.Morris@gov.bc.ca)
Subject: FW: CYSN letter to families
Sent: 01/06/2023 00:27:11
Attachments: CYSN letter to families.docx

Hi Joshua and Shannon.

Attached is a draft of the approved FCC announcement letter to be sent to families who are receiving CYSN services in the SDAs via email or physical mailout. A link to the registration for the family info sessions will be added to the letter before it is sent out. You will see that it also includes a info sheet on FCCs.

Feel free to share with your teams. The plan continues to be for it to be sent out on Monday January 9th.

Thanks

Jamie Robertson (*he/him/his*)
Director of Operations | CYSN SDD Transformation Team
Ministry of Children & Family Development
(250) 668-6830

I gratefully acknowledge my location on the beautiful Coast Salish traditional territory and give thanks to the Snuneymuxw and Snaw-naw-as Nations here in Nanaimo where I live, work and play.

From: Ward, Holli A MCF:EX <Holli.Ward@gov.bc.ca>
Sent: January 5, 2023 3:32 PM
To: Baker, Andrea MCF:EX <Andrea.Baker@gov.bc.ca>; Robertson, Jamie D MCF:EX <Jamie.Robertson@gov.bc.ca>
Subject: CYSN letter to families
Importance: High

Andrea/ Jamie,

As requested, here is the final MO approved letter to families. Once we have the link to the registration, we'll add that in.

Holli

Dear family/care provider:

As you may be aware, the Ministry of Children and Family Development (MCFD) is opening four pilot family connections centres to provide more support for children and youth with support needs.

Consistent with the announcement made by the Honourable David Eby, Premier, and the Honourable Mitzi Dean, Minister of Children and Family Development, in November 2022, government will pause on the provincial implementation of family connections centres apart from four pilots and will maintain individualized funding. Piloting a new service approach for children and youth with support needs that will be thoroughly evaluated, as well as engaging in deeper consultation with parents and caregivers, First Nations, Indigenous Peoples, communities, experts and practitioners, and other stakeholders with lived experience, will all contribute to building a better system of supports for children and youth with support needs.

The Ministry will be piloting four family connections centres that will open this year in the Central Okanagan and North-West. Pilot family connections centres will provide therapies, interventions, supports and services to children and youth and their families without the need for a diagnosis or involvement with a CYSN social worker. Services will include inclusive childcare supports, behaviour supports, physiotherapy, speech and occupational therapy, child and youth care workers, family support and other important supports.

MCFD has announced the successful community agencies that will deliver services through family connections centres in the four pilot areas. These organizations are:

- ARC Programs Ltd. in Central Okanagan/Kelowna
- North Coast Community Services Society in Haida Gwaii/Prince Rupert
- Terrace Child Development Centre Society in Terrace/Kitimat
- Northwest Child Development Centre Society in Bulkley Valley/Stikine

The pilot family connections centres will deliver services throughout the region using community outreach, in-home, virtual, and centre-based service to meet the different and unique needs of each individual child or youth and their family. Centre teams will create a comfortable, welcoming, inclusive, and safe space by using a trauma-informed, culturally safe, and respectful approach.

Families will be able to choose how they want to access CYSN services. Families may choose to continue accessing their individualized funding if applicable or may choose to receive services through their family connections centres. I am reaching out to ensure you have the information you need to understand these changes and make informed choices about services for your child or youth and family.

Our [CYSN website](#) has lots of information about what is happening, including what you can expect in the pilot communities, and we will continue to update this page.

Families currently receiving individualized autism funding or using School-Aged Extended Therapies through the At Home Program can sign up for an information session to inform your decision about transitioning to your local family connection centre. You can sign up on the CYSN website here: [LINK PENDING].

If you have further questions about these changes and how they will impact your child or youth, please reach out to one of the following supports:

CYSN Website: <https://www2.gov.bc.ca/gov/content/health/managing-your-health/child-behaviour-development/support-needs>

The CYSN Transformation Resource Line: 1 833 882-0024

Autism Information Service BC (AISBC): 1 844 878-4700

Your local CYSN office or CYSN Worker

Thank you,

Joshua Crosthwaite or Shannon Miller
Director of Operations

Sent on behalf of the Director by:



This communication and any accompanying document is confidential and is intended solely for the addressed recipient(s). If you received this e-mail message in error, please delete the e-mail and any attachments and contact the Client Relations Branch, Ministry of Children and Family Development at: MCF.Info@gov.bc.ca.

Pilot family connections centres

Family connections centres (FCCs) are operated by contracted agencies in communities in the Central Okanagan and the Northwest. FCCs deliver a range of voluntary services that can be accessed by children, youth and families without the involvement of MCFD staff.

Access Criteria

0-18 years old and a resident of BC

Concern of a child/youth experiencing a developmental delay
or has a confirmed developmental need or disability

NO REFERRAL FROM MCFD OR A HEALTH/EDUCATION PROFESSIONAL IS REQUIRED

FCC staff, contractors, and subcontracted partners provide in-person, virtual, and outreach services that are delivered in one-to-one and group settings.

Types of service available through family connections centres

developmental services

developmental monitoring, infant development programming inclusive childcare and various assessment services

goal focused services

therapies (OT, PT, SLP), child and youth care worker services, behaviour/skill building supports (Behaviour Consultant, Board Certified Behaviour Analysts, Behaviour Interventionist, inclusive childcare support, parenting support and information)

FCCs are also a great source for information and guidance about supports, services, and resources that are available to children/youth with support needs and their families. FCCs support children/youth and families to connect with MCFD's CYSN and Provincial Services teams as required.

For more information about family connections centres, check out the [Family Connections Centre Service Expectations and Description](#) document on our website.

Pilot family connections centres (FCCs)

Common Questions

Do children/youth need a referral to access services through the FCC?	No. Children/youth and families can contact FCCs directly. No referral or MCFD staff involvement is required.
Will I still be able to get a diagnostic assessment for my child/youth?	Yes. If you decide that it would be helpful for your child/youth to have a diagnostic assessment, you can access this service through your local health authority, school, or private psychologists. You can share diagnostic reports with your team at the FCC so they can incorporate that information into the support they are providing.
Will services for Indigenous children/youth and families also be available at the fcc?	Services at the pilot family connections centres will be available to all children, including Indigenous children and youth. We are continuing to engage with Indigenous Peoples and Indigenous communities about how we can build a system of supports that best meets the needs of Indigenous children, youth and families.
What if our family also needs things like respite or parenting and professional support?	These services are available to families through our Disability Services stream. If you would like to see if you are eligible, you can connect with a family connections centre to begin the assessment process. However, we encourage all families to check out what is available through the FCCs before making that decision. FCCs offer

a variety of services that focus on bolstering the skills, confidence and overall well-being of children youth and families.

How will family connection centres manage waitlists? Family connections centres will use a variety of strategies to ensure that children/youth and their families can access responsive service. This includes offering service in locations other than the FCC (family home, community, etc.) and offering virtual and group service to complement in-person and one-on-one options. FCCs have established processes along with guidelines for service response to ensure a consistent approach in prioritizing services. The services they offer are goal-focused and intervention-based. This means there will be natural flow through that allows different children and youth to access support for a period of time.