MINISTRY OF CHILDREN AND FAMILY DEVELOPMENT
INFORMATION NOTE

DATE: March 20, 2024
CLIFF#: 287810

PREPARED FOR: Honourable Grace Lore, Minister for Children and Family Development

ISSUE: Update on pilot family connections centres and evaluation of Children and Youth with Support Needs (CYSN) service changes.

BACKGROUND:

In October 2021, government announced the implementation of a new service model supporting children and youth with support needs and their families based on the child and family's 'needs rather than diagnosis alone, eventually replacing the existing compliment of programs including retiring individualized autism funding. The family connections centres (FCC), representing one aspect of the new service model, delivers developmental and goal focused services that function within a broader system of support designed to make it easier for families to navigate and access services for their child/youth with support needs.

The FCC service model provides a range of voluntary services delivered by multidisciplinary teams- for example therapeutic interventions (e.g., physiotherapy, occupational therapy, speech and language services), behaviour supports, inclusive child care supports, intervention supports (e.g., child and youth care worker, key worker, developmental consultants), as well as family support, education and coaching. A full description of FCC services is provided in Appendix A.

The FCC service model is intended to increase access, improve coordination, reduce administrative effort, improve efficiency, consistency, and sustainability of services. The goal of FCCs is to support and improve the quality of life for children, youth, and families in the context of their community by:

- assisting progress towards their self -identified goals;
- experiencing meaningful social inclusion and participation; and
- supporting safe access to culturally safe, trauma-informed, and family centred services.

FCCs were procured through a request for proposal process that followed the BC government BC Bid solicitation process of being fair, open, and transparent. The process was a merit-based process selecting the service provider most suited to deliver the family connections centre services in each of the four areas of the province.

The four organizations selected to provide family connections centre services were:

- Arc Programs, referred to as Kelowna FCC, in Central Okanagan;
- Northwest Child Development Centre, referred to as the Smithers FCC, serving the Bulkley Valley, Nachako and Stikine region;
- North Coast Community Services Society, referred to as Prince Rupert FCC, serving Haida Gwaii and Prince Rupert; and

- Terrace Child Development Centre Society, referred to as Terrace FCC, serving Terrace and Kitimat areas.

Government's decision to retire individualized autism funding and implement the new service model was met with significant resistance and advocacy from families, service providers, and advocates.

The following note provides update on the process of the implementation of the four FCCs.

DISCUSSION:

s. 13

s. 13

s. 13

s. 13

SUMMARY:
The four pilot family connections centres have only been open a short while. Their capacity to serve children, youth and families increase the longer they are open. Family connections centre are solidifying their presence in respective communities and are providing an integrated approach to services designed to meet the changing needs of children/youth and families.

Attachments:
Appendix A: Family connections centre service expectations & description
s. 13

Contact
Assistant Deputy Minister:
Emily Horton, Assistant Deputy Minister, SIPLD
250-413-7608

Alternate Contact for content:
Colleen Hobson
Director of Operational Inclusion Policy, EYIPCE
250-475-7457

Prepared by:
Caitlin Alder
Sr. Policy Analyst, EYPICE
778-405-2749

s. 13

s. 13

s. 13

s. 13

Family Connections Centre

Service Expectations & Description

FAMILY CONNECTIONS CENTRE: SERVICE EXPECTATIONS AND DESCRIPTIONS 3

SECTION ONE: FAMILY CONNECTIONS CENTRE SERVICE DESCRIPTION 3
1.1 SERVICE EXPECTATIONS AND DELIVERABLES OF FAMILY CONNECTIONS CENTRE 3
1.2 SERVICES DELIVERED THROUGH FAMILY CONNECTIONS CENTRES AND NETWORKS OF CENTRES 4
1.2.1 DEVELOPMENTAL SERVICES 4
1.2.2 GOAL-FOCUSED SERVICES 6
1.3 DESIRED OUTCOMES 12

SECTION TWO: CONTRACT REQUIREMENTS 13
2.1 MONITORING AND REPORTING 13
2.2 SERVICE DELIVERABLES 13
2.3 PRACTICE PRINCIPLES 14
2.4 ACCOUNTABILITIES 14
2.4.4 SATELLITE SERVICES 15
2.4.6 SUPPORTING SERVICE INTEGRATION WITH MCFD'S SPECIALIZED HOMES AND SUPPORT SERVICES (SHSS) 16
2.5 SUBCONTRACTING SERVICES 17

SECTION THREE: STAFFING MODEL AND EXPECTATIONS 18
3.1 FAMILY CONNECTIONS CENTRE 18
3.2 CENTRE STAFFING, QUALIFICATIONS AND EXPECTATIONS 19

SECTION 1: FAMILY CONNECTIONS CENTRE SERVICE DESCRIPTION

1.1 SERVICE EXPECTATIONS AND DELIVERABLES OF FAMILY CONNECTIONS CENTRE

1.1.1 INTENDED RECIPIENTS

Family connections centres ("centres") provide a range of voluntary services to children and youth (from birth up to their 19th birthday) who are B.C. residents and have a perceived increased likelihood of a developmental delay, or a confirmed developmental need or disability, and their families or caregivers. This includes children and youth who have been confirmed eligible for Disability Services and those who are in care with the Ministry of Children and Family Development ("MCFD" or "the Ministry").

1.1.2 SERVICE DELIVERY MODEL

Developmental and Goal Focused services will be delivered by a family connections centre. These centres will be community agencies that are contracted by MCFD to deliver services and will not be connected to child welfare services. The centres will run services and supports for children, youth and their families in a set geographical region through their central location and through subcontracting and partnership relationships.

The centre model is designed to make it easier for families to navigate and access services for children and youth with support needs in a way that best meets their unique needs. A wide array of supports is provided by "one-stop" centres. Each centre operates under a single multi-year contract with MCFD to deliver services on behalf of the Ministry. Each centre is responsible for delivering services within a set geography, has a physical location and delivers in-person and virtual home visits as well as outreach and other services such as in-home services. A centre may establish satellite services to serve families who do not live close to the centre's physical location. Satellite services are further described in Section 2.4.4.

1.1.3 OUTCOMES

The goal of the family connections centre is to support and improve the quality of life for children, youth, and families in the context of their community by helping them:

- Work towards personally meaningful outcomes
- Experience meaningful social inclusion and participation
- Feel empowered by fostering and developing the skills, knowledge and tools to support themselves.

These outcomes are further described in Appendix A.

1.1.4 QUALITY ASSURANCE

To ensure consistent delivery of services, the FCC and its satellites or subcontractors use a Ministry provided information platform as well as consistent criteria to determine support needs. FCC and satellites adhere to overarching policies, Jordan's Principle, and guidelines to support the delivery of services to children, youth, and their families (e.g., following common guidelines to prioritize families for service).

1.2 SERVICES DELIVERED THROUGH FAMILY CONNECTIONS CENTRES AND NETWORKS OF CENTRES

The centres deliver Developmental and Goal Focused Services. These services are not linear, but instead are intended to be led by the family's preferences for levels of involvement and participation. The services may overlap depending on a child or youth and their family's needs. As children and youth grow, families may access Developmental and Goal Focused services at the same time or at different times, and their need for these services fluctuates over time. Regardless, all services provided are voluntary. This means that families can choose to engage with services, and when they do engage, those services are family-centred and driven by the child or youth and their family's needs. Parents and caregivers will be involved in decision-making throughout their child or youth's involvement with a centre.

All services must adhere to the practice principles described in Section 2.3 of this document, Jordan's Principle, the principles of relational and family-centred approaches, and to person-centred planning described in the Service Framework's service foundations.

1.2.1 DEVELOPMENTAL SERVICES

When a family or professional (e.g. a doctor, nurse, teacher, childcare provider, etc.) has a question or concern regarding the development of a child or youth, that family can access developmental services.

These services include:

Information and Guidance

This is often the 'first touch-point' to the centre for a family. This service provides evidence-informed information and guidance regarding:

- Child and youth development.
- Available services within the centre.
- Linkages to Goal Focused services and/or Ministry Disability Services, as needed.
- Linkages to other community-based services, as needed.

CFD-2024-41485 , Page 13 of 49

The purpose of this service is to provide a low-barrier connection to a family when developmental concerns have been raised. Education and guidance provide an important 'gateway' for families to further screening and, if needed, developmental monitoring.

Information and guidance are provided to the family in a variety of formats to best meet the needs of the child, youth, and their family. This information may be linked to information from Provincial Services Information Services and/or may be unique to the centre and the communities it serves. Centres may also provide information regarding diagnoses and how to get them.

About My Child/About Me

About My Child/About Me are tools that may be used to guide discussion and capture a family's questions or concerns about their child or youth's development (Appendix B). This descriptive tool helps centre staff understand a child or youth and their family's context but are **not mandatory** for accessing services at the centre.

This tool offers an opportunity for families to discuss their concerns or questions with centre staff, describe their context, and share their child or youth's strengths and needs. Discussions between centre staff and the family to fill out an About My Child/About Me tool can also help centre staff build their relationship with the family and provide useful recommendations.

The tool is meant to guide discussion and families can complete one with centre staff or in another, more comfortable location on their own. If a family chooses to complete an About My Child/About Me tool, it can be used to capture the family's concerns and context. Not all families who receive Developmental and Goal Focused Services will complete an About My Child/About Me tool, but families who are accessing more than one type of service may find it helpful in guiding discussions and planning.

Developmental Monitoring

Developmental monitoring is intended for any child or youth and their family where a developmental delay has been highlighted through conversations with the centre staff. They may or may not use an About My Child/About Me tool for this discussion. Developmental monitoring offers ongoing check points for families, so they are regularly supported by the centre while their child grows. This allows for timely connections to new services and shifts in ongoing services. This also offers families opportunities to share feedback and access information.

A variety of tools may be used to monitor a child/youth's developmental progression and may take place in a variety of ways including through group opportunities (e.g. play groups, social groups), in person or virtual touch bases.

1.2.2 GOAL FOCUSED SERVICES

Goal Focused Services are intended to support children, youth and their families work towards their unique goals that support their overall quality of life. All services will be provided in the context of the child or youth and their family and circle of support. A child or youth and their family can access Goal Focused Services if they have an identified need for support, developmental delay or disability. Goal Focused Services are not linear and can include any of the following:

Goal Development, Support Planning, and Assessments

Goal Development

A child or youth and their family can collaborate with registered therapists, behaviour analysts or consultants, developmental generalists and/or Ministry CYMH clinicians to develop specific goals. These goals are centred on the child or youth and their family's needs and desires, and the outcomes of any potential assessments they complete. The child or youth's involvement in goal development will depend on their desire, age and abilities. The purpose of this service is to:

- Ensure the professionals supporting the child or youth and family understand the family's context (including their strengths, needs and goals).
- Share the outcomes of any clinical and functional assessments completed with the child or youth and their family to explore potential barriers to accessing services and inform discussions.
- Collaboratively identify key priorities and meaningful goals with the child or youth and their family (see Appendix A for outcomes).

Support Planning

Support plans are developed collaboratively with children or youth and their families using a family and person-centred planning approach in accordance with the Ministry's support planning guidelines (see Appendix C for support plan overview). Support plans include the contributions of a child or youth's circle of support and the goals they develop with service providers. This expands beyond professional interventions and paid services to supports that family, caregivers, cultural communities, teachers, or the individual can provide or access. The centre staff member who is acting as the primary support coordinator will ensure that a support plan is developed and subsequently reviewed at least once every six months.

The support plan will have information which includes:

- The child or youth's gifts, strengths, likes and dislikes.
- The child or youth's cultural community and important considerations regarding the child or youth's family culture.
- Identified goals (see above) written in the voice of the child or youth and family.
- Identification of how goals align with specific quality of life outcomes.
- Strategies or supports required to achieve these goals and the actions required by the support team.
- The timeframe within which the service plan will be reviewed.
- A scale indicating the realization of personal outcomes when reviewing the service plan.
- Transition information and, if appropriate, goals and referrals for transition planning (e.g. life skills, other adult services to meet needs, etc.).

Support Planning During Youth Transition to Adulthood

Youth with support needs and their families have access to a team of professionals, including their primary support coordinator, who can support the family's planning for the transition to adulthood. These supports include providing information on adult service options, connection to community supports, and assistance with coordinating transition planning among essential service providers. Centre staff and organizations will be supported with transition to adulthood information and resources through the ministry's provincial Services to Adults with Developmental Disabilities (STADD) staff, who can provide information and resources to centre staff and other service providers.

Clinical Assessments

These types of assessments are conducted by registered therapists, behaviour analysts or consultants, development generalists and Ministry Child and Youth Mental Health (CYMH) clinicians using a variety of assessment approaches and tools. The purpose of clinical assessments is to match the type and amount of each service to the needs of the child or youth – for example, physical therapy or speech language therapy.

Assessments conducted by centre clinicians adhere to evidence-based assessment approaches and rely on the clinical judgement of professionals within the centre.

The outcomes of these assessments are a series of therapy recommendations that are shared with the child or youth and family and their primary support coordinator to support the child or youth's assessed developmental needs.

Functional Assessment

Standardized assessments (seen Appendix B for a list of assessment tools) are 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, with the purpose of determining their need for services as described in the *Services Delivered through Family Connections Centres and Network of Centre*s section.

The assessment will be used both to inform a child or youth's services within the centre and to determine potential eligibility for Ministry Disability Services. This includes collecting and sharing information with Ministry staff, with family consent, to determine eligibility for Disability Services.

Further assessment by other health professionals (including occupational therapists, physiotherapists, speech and language pathologists and mental health professionals) may occur if, after the functional assessment, more information is needed about the child or youth's needs. These assessments are not necessarily required to access other services within this section but may be part of a family's support planning process.

CFD-2024-41485 , Page 17 of 49

1.2.3 INTERVENTION

Intervention services are for children and youth and their family who have discussed their needs with centre staff. Clinicians and families may complete functional and clinical assessments to help identify specific needs and to create goals.

The purpose is to promote the child or youth's development and to empower their family and circle of support to help them achieve their identified goals, including social and emotional well-being. This includes providing relevant education, parent coaching and skill-building opportunities to the child or youth, their family and circle of support across a range of environments and settings (home, childcare, preschool, school, recreation centre, community) to enable their participation and promote social inclusion within their communities.

All intervention services support key transitions including into Kindergarten, between schools and into adulthood. Frequency and duration of services varies according to individual needs and is determined within the context of the goals established and progress made towards them.

Some of the centre's professionals (e.g. occupational and physical therapists) will also be members of school-based teams that support the educational and functional goals of children and youth with support needs within the school and home settings. Others will actively engage school-based teams, with consent from the child or youth and their family, to ensure consistent approaches to supporting a child or youth's individualized education plan.

CFD-2024-41485 , Page 18 of 49

All interventions are delivered in any of the following ways:

- Individual sessions
- Parent/caregiver coaching
- Family skill building opportunities
- Expert advice and coaching to staff in schools and community programs where the child is participating to maximize inclusion
- Group sessions
- Peer to peer sessions

These services may be provided through a balance of the following channels to best support and meet the needs of each unique child and family situation:

- In-person settings
- Virtual settings
- Other reasonable avenues as needed, e.g., in-home, in-community, in-school.

Intervention services are time-limited, goal focused and may include:

Family Supports

These supports assist families experiencing vulnerabilities to access the culturally safe help and services they need when they need it. Family support workers help identify and remove barriers to accessing and receiving services. For example, if a family is having difficulty getting to centre appointments, a family support worker (Centre Staffing, Qualifications and Expectations) could help them access local transportation or access their community connections for support.

Family support workers may also be involved in coordinating and delivering other services. This depends on the context of the family and the centre.

Behaviour and Skill Building Supports

These supports are offered as a continuum of service within the centre. The services may include informational/educational group programs, parent coaching, youth life skills, and more intensive individual intervention work (including behavioural plans of intervention). The services a family accesses will be determined by the identified functional needs of the child or youth and the goals of the family.

A behaviour support team may work with a family to develop goals related to the behaviour needs of the child or youth and coach the parent to empower them to take a primary role in their implementation. The focus is on the provision of child or youth-specific supports to improve their quality of life. Supports are provided by a centre behaviour support team in collaboration with other professionals. The behaviour support team may consist of behaviour analysts or consultants, behaviour interventionists and child and youth care workers.

Educational Services

These services are offered by a range of centre staff to support families and community knowledge about neurodivergent and disability-related needs, peer support and life-skills development of children and youth to support their quality of life. Examples include infant development services, education sessions for families (e.g. parent coaching), Fetal Alcohol Spectrum Disorder and parent support services, peer to peer supports and life skills groups.

Educational Services may be embedded within other interventions or provided separately. They can be delivered in the centre, through outreach, or in virtual or in-person settings most comfortable for the child or youth and their family and circle of support.

Therapies

Therapies include regulated therapies to meet a child or youth's developmental and functional goals through group or individual sessions and other modes such as parent coaching and consultation. Therapies are intended to be culturally relevant and safe and include occupational therapy, physiotherapy, and speech and language therapy. For additional details, see Regulated Professionals and Centre Staffing, Qualifications and Expectations.

Mental Health Supports

Mental health supports are provided as part of Family Supports, Behaviour Supports, and Education Services offered by centre staff. These services address overall development, including social and emotional well-being for children and youth aged 0-18.

Clinical Mental Health Services may be available for eligible children and youth at the centre. These clinical services will be delivered either onsite, through outreach, and/or via virtual support. The centre is responsible for providing space for clinical mental health professionals to work, but not for providing these services. Clinical mental health professionals providing services to children and youth out of the centre will work as part of a collaborative team that includes staff at the centre, the local integrated child and youth team and other teams in the community.

1.2.4 INCLUSIVE CHILD CARE SUPPORT

The British Columbia Government is working to make sure that child care is available to anyone who wants or needs it, at a price they can afford. This requires child care that is accessible and inclusive of all abilities. Centres will provide supports for families with children or youth with support needs to access and fully participate in child care. These supports ensure that children and families accessing centre services can include child care as part of their support.

Capacity Building

The centre's inclusive child care consultants will work with child care centres to build capacity and strengthen knowledge and strategies to support inclusive child care. This includes partnering with the child care provider to deliver professional learning opportunities about foundational skills and knowledge required to provide inclusive child care for all children, including those with support needs.

Child-Specific Consultation Services

The centre's inclusive child care consultants will provide child-specific support to enable full inclusion of children with support needs in child care settings. This child specific support includes the following:

- Meeting families and children to learn about the child's needs in a child care setting.
- Working with child care providers and families to develop and monitor strategies to support a child's full participation in inclusive child care (including deciding whether enhanced staffing support is needed).
- Working with families, child care providers and school districts to support transitions to kindergarten.

Enhanced Staffing Supports in Child Care Programs

The centre has a specific and separate pot of funding to provide enhanced staffing supports in child care settings. This funding may be used to hire inclusive child care workers based on strategies developed by inclusive child care consultants in partnership with families. These workers can support one or more children in an inclusive child care setting. Some children may require one-on-one support during portions of their day.

1.3 DESIRED OUTCOMES

Through delivery of services, the Contractor is responsible for aligning the delivery of services to promote the desired outcomes described in *Appendix A*.

SECTION 2 – CONTRACT REQUIREMENTS

This section describes the Contractor requirements. This section helps to guide policy and is intended to be used alongside the details of a signed contract. The definition of Contractor includes the community organization or agency that will hold the contract with MCFD to be a family connections centre. For additional details, see the Service Delivery Model section.

2.1 MONITORING AND REPORTING [24]

The Contractor will support and comply with the Ministry's quality assurance, contract management, privacy management, and records management practices as detailed in ministry guidelines. The Contractor will adhere to the data and standardized reporting requirements as further described in Schedule A.

2.2 SERVICE DELIVERABLES

The Contractor will provide, deliver or subcontract, the following:

a) The services as described in Section 1.2 of this document, with a shift away from the concept of 1:1 intervention with therapists as the primary option:
   a. Maintain caseload numbers as per relevant professional practice guidelines.
   b. Provide opportunity for necessary supervision for continuing education. For example, a behaviour interventionists (BI) working under the direct supervision of a behavioural analyst/consultant like a board-certified behaviour analyst [BCBA] or behaviour consultant.
   c. Use of the transdisciplinary model and group programs where possible. This allows for a higher number of children to be served while meeting the needs of families with an amount of service that supports ongoing developmental needs.

b) Access into the service is always voluntary, and they include:

   a. Self-referral by youth, parent, or caregiver.
   b. Community-based professional could facilitate a connection to the centre when consent from the family is provided. The centre will not reach out to a child, youth, or their family until the referring professional has acquired consent (as per Ministry guidelines and supporting forms).

24 Note: Monitoring, reporting and oversight, including the contract management and associated systems are being developed though a separate process and will be incorporated with appropriate contract language when complete.

c) The Contractor and network of centres will connect children, youth, and their families to the Ministry Disability Services and other community services where appropriate. The centre will maintain linkages and engage in collaborative processes with the Ministry Disability Services, Ministry Specialized Homes and Support Services, and other community services as needed.

2.3 PRACTICE PRINCIPLES:

The Contractor is required to provide services in accordance with the following practice principles:

- Supports are equitable and accessible for all children, youth, and their families.
- Service delivery is culturally safe and responsive, trauma-informed, and contributes to reconciliation.
- Supports and services are culturally responsive and aligned to the Aboriginal Policy and Practice Framework.
- Supports recognize the unique strengths and needs of children and youth with support needs within the context of their families and communities.
- Supports promote the social inclusion and belonging of children, youth, and their families.
- Supports and services are trauma-informed and in alignment with Healing Families, Helping Systems: A Trauma-Informed Practice Guide for Working with Children, Youth and Families.
- Supports are developmentally appropriate, and practice varies with/adapts to the age, experience, interests, and abilities and disabilities of individual children and youth.
- Supports are effective and high-quality; safe and use the best available evidence to inform how they are delivered; and responsive to the needs of the child or youth and their families.
- Supports are provided to children, youth, and their families with respect and dignity, without judgement, coercion, discrimination, without preconditions of support and with demonstrated, reasonable attempts to identify and remove barriers to access (e.g. accommodating for travel barriers through home visits or virtual options).
- Services and supports uphold the rights and obligations outlined in the United Nations Convention on the Rights of the Child, the United Nations Convention on the Rights of Persons with Disabilities, and the United Nations Declaration of the Rights of Indigenous Peoples.

2.4 ACCOUNTABILITIES:

The Contractor is responsible for the delivery of in-person and virtual services within its defined geographic region. The Contractor may provide services through a combination of virtual and in person environments; however, there must be at least one physical environment within the defined geographic region. Exclusively virtual services are not permissible.

There is an expectation that the Contractor will have hours of operation that meet the needs of the general public in their region. This means that some hours of operation need to be after 5pm on business days or on weekends. Services must be provided in a way that best meets the needs of the child, youth and family.

2.4.1 PHYSICAL ENVIRONMENTS

Centre locations provide physical environments that are:

- Safe, structured, and predictable.
- Developmentally appropriate, culturally safe, and accommodating of medical, physical, and developmental needs.
- Aligned with the principles of universal design.
- Reflective of the needs of the children and youth being supported, enabling their effective care, comfort, and privacy.

2.4.2 VIRTUAL ENVIRONMENTS

Centre locations provide virtual environments that are:

- Safe, structured, and predictable.
- Developmentally appropriate, culturally safe, and accommodating of medical and developmental needs.
- Reflective of the needs of the children and youth being supported and enabling their effective care and support.
- In alignment with Ministry privacy requirements.
- Accessible through cellular data and mobile enabled, as needed.

2.4.3 OUTREACH SERVICES

Centres provide services that include:

- Home-based and community services within the family's preferred environment whenever possible.
- Outreach services to support families to receive services as close to their community as possible.
- Education and support to those that work directly with the child and family to enable them to support the outcomes of services (e.g., recreation service providers, education).

2.4.4 SATELLITE SERVICES

Services offered by networks of the centres can be provided through a balance of the following:

- Outreach teams from the family connections centre.
- Satellite locations.
- Ministry-approved sub-contracted professionals who provide the services without a base-location.
- Ministry-approved sub-contracted agencies that provide services.

2.4.5 REGULATED PROFESSIONALS

Therapy services delivered by occupational therapists, physiotherapists, and speech language pathologists employed by or sub-contracted by the centres must be registered with the appropriate

provincial licensing body and be a member in good standing with the appropriate college (e.g., College of Occupational Therapists of BC, College of Physiotherapists of BC, British Columbia and Canadian Associations of Speech-Language Pathologists).

As regulated professionals, therapists working within the centres or sub-contracted by the centres are required to comply with their respective professional college regulations and practice standards when providing virtual and in-person care. This includes Standards of Practice and Codes of Ethical Conduct. Both regulated and unregulated professionals providing service within the centres or on behalf of the centres will receive clinical oversight by the appropriate professional practice lead employed by the centre.

Standards of practice, such as evidence-based best practice, culturally safe practice and trauma informed practice, apply to services delivered virtually. Whenever possible, professionals will use existing applicable clinical best practice guidelines when providing virtual care. Guidelines on the provision of virtual services for unregulated professionals will be the responsibility of the FCC.

2.4.6 SUPPORTING SERVICE INTEGRATION WITH MCFD'S SPECIALIZED HOMES AND SUPPORT SERVICES (SHSS)

Centres support the Ministry's SHSSs and the children receiving or eligible to receive these services by:

- Continuing to provide, or initiating new, Goal Focused services to children and youth with support needs residing in SHSSs.
- Providing assessments for children in SHSS services to help inform their day-to-day service needs.
- Providing clinical consultation to SHSS staff to support their care for children and youth with support needs residing in SHSSs.
- Participating in integrated planning for children receiving SHSS and centre services at the same time.
- Working with Disability Services to identify and prioritize children receiving centre services who may need or benefit from access to Low-Barrier Short Term Stabilization SHSS service.

All this support is provided with consent from the child or youth's family and/or caregivers.

CFD-2024-41485 , Page 25 of 49

2.4.7 DAY-TO-DAY ACCOUNTABILITIES OF THE FAMILY CONNECTIONS CENTRE

- Delivering services as outlined in the Service Expectations (Section 1.2) and in alignment with the identified practice principles (Section 2.3).
- Maintaining and closing case files per mandated timelines.
- Adhering to the Ministry's service request management guidelines.
- Adhering to the Ministry's support planning guidelines.
- Adhering to legislated requirements of Freedom of Information and Protection of Privacy Act (FOIPPA).
- Using the Ministry's information and data management systems.
- Using the Ministry's contract management processes and tools.
- Providing confidential office space for Child and Youth Mental Health clinicians to provide clinical mental health services.
- Entering subcontracting arrangements only when the Ministry is aware.
- Acquiring pre-approval from the Ministry for any professional operating out of the family connections centre outside of the family connections centre contract (example: nurse practitioner).
- Engaging in an ongoing process of collaboration with the Ministry to ensure service quality is maintained and improves over time.
- Employing reasonable efforts to hire staff with an appropriate level of training and experience for their position per Section 3.2 and the Ministry's Aboriginal Relations Behavioural Competencies.
- Employing professionals in good standing with their regulatory college, as applicable.
- Ensuring all staff have the training that is needed to perform their required job duties and provide effective and high-quality care as aligned to the needs of the children and youth being served, and the contract deliverables and practice principles as described in this document.
- Establishing a dispute resolution process.

2.5 SUBCONTRACTING SERVICES

FCCs, the lead contractor, are responsible for ensuring that the full compliment of services are delivered across the defined geographic region. FCCs may consider building innovative partnerships and local relationships through sub-contracting relationships to support service delivery. This subcontracting process will be outlined in the contract terms and conditions. Due to the pending procurement process, additional detail is not available at this time.

SECTION 3 – STAFFING MODEL / EXPECTATIONS

3.1 FAMILY CONNECTIONS CENTRE

Staff are hired directly by the centre agency to deliver services, however, there may be times when subcontracted services are required (see Section 2.5 for details of subcontracted services). These staff will have experience working with a variety of different neurodevelopment conditions and life stages to reflect the wide range of children, youth and families that need support in the community. The Contractor will make every effort to employ the following professionals at the centre to perform the described duties, recognizing the needs and population of their community (see Appendix A for staffing, qualifications, and expectations):

1. **Executive Director or Chief Executive Officer**

2. **Administrative staff** including:
   - Finance staff
   - Human resource staff
   - Administrative assistant

3. **Professional Practice Leads:**
   - Speech language therapy
   - Occupational therapy
   - Physiotherapy
   - Behavioural support
   - Family support

4. **Therapists & Therapy Assistants:**
   - Speech language therapy
   - Occupational therapy
   - Physiotherapy

5. **Behavioural Supports Professionals:**
   - Behavioural analyst/consultant
   - Behavioural interventionist
   - Child and youth care worker

6. **Family Support:**
   - Family support worker
   - Developmental generalist

7. **Inclusive Child Care Support:**
   - Inclusive Child Care Consultant
   - Inclusive Child Care Worker

3.2 CENTRE STAFFING, QUALIFICATIONS AND EXPECTATIONS

At a minimum, the professional practice lead (PPL) is required to have the defined qualifications listed below. Other qualifications may be considered, in consultation with the Ministry. In cases where recruiting a PPL is difficult, collaborative approaches with other Ministry agencies or contracted providers may be explored to support clinical supervision. For example, partnering with another centre to support staff supervision while working to recruit staff.

Centres are expected to hire so staff represent a range of expertise in working with different diagnoses and disabilities. Centres will work to hire staff that meet the desired outcomes of the following positions but may exercise discretion as to the complement of staff to reflect community needs.

PROFESSIONAL PRACTICE LEADS	
Professional Practice Lead – Each of Therapies (OT/PT/SLP)	
Expectations/Potential Duties: • Practice with culturally safe, trauma-informed, relational, person and family-centered approaches. • Provide and promote a culturally safe and trauma-informed work environment for all staff. • Establish and maintain respectful relationships with team members and families. • This role may be partially management/partially clinical. • Provide clinical consultation and mentorship related to practice and to cultural safety and trauma informed practice. • Provide clinical oversight to staff and any Ministry preapproved sub-contractors.	**Qualifications:** • Meet qualifications for occupational therapist, physiotherapist, or speech/language pathologist as listed below; AND • A minimum of 4 years pediatric experience. • Alternative qualifications may be considered in consultation with the contract manager.
Professional Practice Lead - Behaviour Analysts/Consultants	
Expectations/Potential Duties: • Practice with culturally safe, trauma-informed, relational, person and family-centered approaches. • Provide and promote a culturally safe and trauma informed work environment for all staff. • Establish and maintain respectful relationships with team members and families. • Perform duties of behaviour analyst/consultant as listed below. • Provide clinical oversight to behaviour analyst/consultant staff and any Ministry preapproved sub-contractors.	**Qualifications:** • Meet behaviour analyst/consultant qualifications listed below; AND • A minimum of 4 years experience working with individuals between 3 to 18 years old with disabilities. • Alternative qualifications may be considered in consultation with the contract manager.

• Provide clinical consultation and mentorship related to practice and to cultural safety and trauma informed practice. • This role may be partially management and partially clinical.	

Professional Practice Lead – Generalist and Family Support Worker

Expectations/Potential Duties:	Qualifications:

• Practice with culturally safe, trauma-informed, relational, person and family-centered approaches.
• Provide and promote a culturally safe and trauma-informed work environment for all staff.
• Establish and maintain respectful relationships with team members and families.
• Perform duties of generalist or family support worker as listed below.
• Provide clinical oversight to family support workers and generalists.
• Provide clinical consultation and mentorship related to practice and to cultural safety and trauma informed practice.
• This role may be partially management and partially clinical.
	• Preferred educational qualification is a degree in a social services or human services discipline.
	• In addition to the qualifications of a family support worker, the following knowledge and experience are required:
	  • Supervisory experience, including clinical oversight.
	  • Working in the community with children, youth, or young adults with disabilities and their families.
	  • Knowledge of early child development.
	
	Alternative qualifications may be considered in consultation with the contract manager.

PROFESSIONALS

Occupational Therapist (OT)

Expectations/Potential Duties:	Qualifications:
• Practice with culturally safe and trauma-informed approaches. • Promote functional skills that contribute to inclusion and engagement in life in ways that are meaningful to the family. • Prescribe equipment. • Establish and maintain respectful relationships with families. • Use relational, person and family-centered approaches to determine goals, perform assessments, design treatment to match goals and assessment findings, review plan, discharge when appropriate, participate in case planning; work with the child, youth, and their family and support team; and attend case meetings as required. • Responsibility for supervision of therapy assistants.	• Master's degree in occupational therapy and registration with the appropriate provincial licensing body. • Member in good standing with the College of Occupational Therapists of BC.

Physiotherapist (PT)

Expectations/Potential Duties:

- Practice with culturally safe and trauma-informed approaches.
- Promote functional skills that contribute to inclusion and engagement in life in ways that are meaningful to the family.
- Prescribe equipment.
- Establish and maintain respectful relationships with families.
- Use relational, person and family-centered approaches to determine goals, perform assessments, design treatment to match goals and assessment findings, review plan, discharge when appropriate, participate in case planning; work with the child, youth, and their family and support team; and attend case meetings as required.
- Responsibility for supervision of therapy assistants.

Qualifications:

- Master's degree in physiotherapy, plus registration with the appropriate provincial licensing body.
- Member in good standing with the College of Physiotherapists of BC and be licensed to practice in B.C.

Speech Language Pathologist (SLP)

Expectations/Potential Duties:

- Practice with culturally safe and trauma-informed approaches.
- Promote functional skills that contribute to inclusion and engagement in life in ways that are meaningful to the family.
- Prescribe equipment.
- Establish and maintain respectful relationships with families.
- Use relational, person and family-centered approaches to determine goals, perform assessments, design treatment to match goals and assessment findings, review plan, discharge when appropriate, participate in case planning; work with the child, youth, and their family and support team; and attend case meetings as required.
- Responsibility for supervision of therapy assistants.

Qualifications:

- Master's degree in speech-language pathology from a recognized university.
- Member in good standing with the British Columbia and Canadian Associations of Speech-Language Pathologists.

Therapy Assistant

Expectations/Potential Duties:

- Practice with culturally safe, trauma-informed, relational, person and family-centered approaches.
- Establish and maintain respectful relationships with families.
- Carry out treatment plan by the prescribing therapist.
- Employ a strengths-based approach to working with children, youth, and families.

Qualifications:

- Completion of a recognized, two-year Rehabilitation Assistant Diploma or Communicative Disorders Assistant Diploma or equivalent experience and qualifications..

Behaviour Analyst/Consultant

Expectations/Potential Duties:

- Practice with culturally safe and trauma-informed approaches.
- Promote functional skills that contribute to inclusion and engagement in life in ways that are meaningful to the family.
- Support parents to provide attuned care.
- Work in a person and family-centered manner with families/caregivers to develop family-led intervention plans.
- Prescribe equipment.
- Establish and maintain respectful relationships with families.
- Use relational, person and family-centered approaches to determine goals, perform assessments, design interventions to match goals and assessment findings, review plan, discharge when appropriate, participate in case planning; work with the child, youth, and their family and support team; and attend case planning meetings as required.
- Work with a multidisciplinary team to support a holistic approach to intervention.
- Employ a strengths-based approach to working with children, youth, and their family.
- Responsible for supervising behaviour interventionists.

Qualifications:

- Degree in a related human/social service field. Master's degree in a relevant field is preferred.
- Experience assisting in the design, implementation, and monitoring of individualized evidence-based intervention programs for children and youth.
- Experience training and supervising behaviour interventionists, parents and/or other related parties.
- Experience leading assessment activities related to the need for behaviour intervention.
- Experience leading functional assessments and designing positive behaviour support plans with families, schools and/or community programs.
- Experience working within a multidisciplinary team.

Alternative qualifications may be considered in consultation with the contract manager.

Behaviour Interventionist

Expectations/Potential Duties:

- Practice with culturally safe, trauma-informed, relational, person and family-centered approaches.
- Establish and maintain respectful relationships with families.
- Work under the supervision of a behaviour analyst/ consultant.
- Implement strategies and appropriate therapies for supporting infants and young children with support needs or with a likelihood of developmental delay as developed by the supervising professional(s).
- Collect information for planning and progress reporting.

Qualifications:

- Behavioral interventionists (BI) do not require formal education, specific training, or certification to perform their duties but, as a result, BIs are not qualified to work in isolation or design and adjust intervention plans themselves.
- Ability to work independently and as a member of a team.
- Preference for experience working with children/youth with behavioural support needs.
- Preference for experience implementing behaviour plans.
- Preference for being able to work with children with challenging behaviours.
- Preference for current Child Safe First-Aid or equivalent alternative certificate.

Developmental Generalist

These positions are intended to capture the various skills and expertise that serve children and families in various

capacities. This can include infant development and/or FASD key worker experience.

Expectations/Potential Duties:

- Practice with culturally safe, trauma-informed, relational, person and family-centered approaches.
- Establish and maintain respectful relationships with families.
- Support home visits to assess infant development and plan with parents to enhance optimal development and monitor progress.
- Help monitor caseloads and wait lists.
- Encourage the use of About My Child/About Me and assessment tools and report writing and recommendations; ensure appropriate referrals and follow up.
- Implement strategies and appropriate therapies for supporting infants and young children with support needs or with a likelihood of developmental delay.
- Work with staff and families, understanding the cultural and socio-economic issues in your community.
- Demonstrate knowledge of the stages of early childhood development including typical and atypical growth and development; Indigenous culture and issues, and local early childhood development/ support resources and services.

Qualifications:

- A degree or diploma in a related early childhood development field or related field, social work, psychology, nursing, education.
- Training and experience in working with young children, youth, and families.
- Experience and education working with complex developmental behaviourial needs such as FASD.

Alternative qualifications may be considered in consultation with the contract manager.

Family Support Worker

These positions are intended to capture the various skills and expertise that serve children and families in various capacities. This can include infant development and/or FASD key worker experience.

Expectations/Potential Duties:

- Practice with culturally safe, trauma-informed, relational, person and family-centered approaches.
- Develop rapport with the child, youth, and their family.
- Assist family to overcome barriers related to accessing services (e.g., travel grants, equipment grants, government funding).
- Connect family to CYSN worker when it is indicated that they qualify for Disability Services.
- Employ a strengths-based approach to working with children, youth, and their family.
- Build relationships and connections within the community to ensure a fully integrated approach and utilization of resources.
- Encourage uptake and recourse to existing services and support.
- Identify gaps, issues, and systemic barriers in the community using Collective Impact and provide recommendations to the Director.

Qualifications:

- Diploma in a social services or human services discipline.
- Knowledge and demonstrated understanding of strengths-based family systems and attachment-based support, community resources.
- Minimum combined 2 years' experience in the following areas:
- Working within a multi-disciplinary team.
- System navigation.
- Establishing trusting relationships with children, youth, and families.

Alternative qualifications may be considered in consultation with the contract manager.

Child and Youth Care Worker

Expectations/Potential Duties:

- Practice with culturally safe, trauma-informed, relational, person and family-centered approaches.
- Establish and maintain respectful relationships with families.
- Work under the supervision of a behaviour analyst or consultant, and/ or therapist.
- Implement strategies and appropriate therapies for supporting infants and young children with support needs or with a likelihood of developmental delay as developed by the supervising professional(s).
- Provide direct goal-oriented assistance to a child, youth and/or family.
- Collect information for planning and progress reporting.

Qualifications:

- Degree or diploma in a human/social service field (e.g., child and youth care, education, social work).

Alternative qualifications may be considered in consultation with the contract manager.

Inclusive Child Care Consultant

Expectations/Potential Duties:

- Practice with culturally safe, trauma-informed, relational, person and family-centered approaches.
- Deliver child-specific services including:
  - Meet with families and their children to assess the needs of the child or youth in a child care setting.
  - Work with the child care provider and family to develop and monitor strategies for the child so they can fully participate in inclusive child care.
  - Determine if extra staffing support is required to enable the child's participation in child care and determine number of hours needed.
  - Work with the child care provider, family, and school district to support transition to kindergarten
- Deliver child care program-specific capacity building services, including:
  - Deliver practical professional learning opportunities to child care programs in the region regarding foundational skills and knowledge for providing inclusive child care. This involves partnering with the child care provider to identify and enable professional learning opportunities.

Qualifications:

- Diploma or degree in early childhood education or a related field.
- Three years of work experience in inclusive child care including experience with community-based or multi-disciplinary services.
- Current approved first aide certificate.
- Knowledge of community child care resources and other community support services.
- Knowledge of the communities served by the family connections centre.
- Preferred experience working with the Supported Child Development or Aboriginal Supported Child Development program.
- Demonstrated ability to use a cultural safety framework.

Alternative qualifications may be considered in consultation with the contract manager.

Inclusive Child Care Worker

These positions may or may not be provided by the FCC. These positions may be subcontracted.

Expectations/Potential Duties:

- Participate in training provided by the inclusive child care consultant(s).

Qualifications:

One of the following:

- Responsible Adult certification.
- Early Childhood Education Assistant certification.

• Support full inclusion of one or more children in a child care program, implementing strategies identified by the inclusive child care consultant(s)/defined in the child's care/support plan. • Adhere to child care centre policies and regulations.	• Early Childhood Educator certification. • Diploma or degree in early childhood education or a related field (may be in progress). Alternative qualifications may be considered in consultation with the contract manager.

MANAGEMENT STAFF

Executive Director

Expectations/Potential Duties: • Practice with culturally safe, trauma-informed, relational, person and family-centered approaches. • Address complex coordination issues. • Consult on policy application. • Coordinate with contractors. • Responsible for the overall planning, development, and implementation of age-appropriate programs. • Policy management; human resource management. • Management of employees. • Ensuring cultural safety in Human Resources Process and in hiring.	**Qualifications:** As needed by the organization.

Administration Staff

These are the necessary staff to administer the FCC. They may include administrative assistants, a finance director, finance staff, and human resources staff. **Expectations/Potential Duties:** • Practice with culturally safe, trauma-informed, relational, person and family-centered approaches. • Support staff in coordinating care for clients. • Maintain all administrative and financial systems of the organization. • Oversee financial management of the FCC. • Procure and manage contracts. • Manage appointment bookings. • Ensure files are securely stored, and privacy/confidentiality is maintained.	**Qualifications:** As needed by the organization.

Additional professionals contracted under supplemental supports, including sub-contracting of resources, require approval by MCFD.

BRITISH COLUMBIA
Ministry of Children and Family Development

Visit govTogetherBC for more information on Children and Youth with Support Needs Service Transformation, to provide feedback, and to learn about upcoming engagement sessions.

s. 13

s. 13

s. 13

s. 13

s. 13

s. 13

s. 13

s. 13

s. 13

s. 13

s. 13

s. 13

s. 13

s. 13