

*Seeing beyond disability to ability*



## Supported Child Development Guidebook for Contractors Providing Extra Staffing Support

To be used in conjunction with Letters of Agreement and Terms and Conditions between  
Richmond Society for Community Living and child care providers



Richmond Society for Community Living

## How to Get in Touch With Us

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## Important Community Contacts

Poison Control Emergencies: 604-682-5050

Poison Control Non-Emergencies: 604-682-2344 local 2126

RCMP: 604-278-1212

Ministry of Children & Family Development: 604-660-2100 daytime

Ministry of Children & Family Development: 604-660-4927 after hrs

Child Abuse Reporting Line: 604-660-5437

Kids Helpline: 604-310-1234

## Useful Websites

Supported Child Development Provincial Advisor

[www.scdp.bc.ca/provincial\\_advisor.htm](http://www.scdp.bc.ca/provincial_advisor.htm)

Employment Standards

[www.labour.gov.bc.ca/esb](http://www.labour.gov.bc.ca/esb)

Workers Compensation Board

[www.worksafebc.com](http://www.worksafebc.com)

Government of Canada-Public Safety

[www.safecanada.ca](http://www.safecanada.ca)

Canada Revenue Agency

[www.ccrca-adrc.gc.ca](http://www.ccrca-adrc.gc.ca)

Ministry of Human Resources

[www.mhr.gov.bc.ca](http://www.mhr.gov.bc.ca)

Office of the Public Trustee

[www.trustee.bc.ca](http://www.trustee.bc.ca)

Anti-Racism & Multiculturalism Program

[www.ag.gov.bc.ca/sam](http://www.ag.gov.bc.ca/sam)

Human Rights Tribunal

[www.bchrt.bc.ca](http://www.bchrt.bc.ca)

Criminal Records Review Program

[www.gov.bc.ca/pssg](http://www.gov.bc.ca/pssg)

Ministry of Children & Family Development

[www.mcf.gov.bc.ca](http://www.mcf.gov.bc.ca)

Health Information (incl. standard precautions)

[www.bchealthguide.org](http://www.bchealthguide.org)

Information and Privacy Commissioner

[www.oipc.bc.ca](http://www.oipc.bc.ca)

Child Care Licensing

[www.healthservices.gov.bc.ca/ccf](http://www.healthservices.gov.bc.ca/ccf)



## Mission and Value Statement

**The Richmond Society for Community Living** is committed to providing community based programs and supports for children and adults who have a developmental disability or who have developmental disabilities and their families, to assist them to participate and contribute fully and to be recognized and accepted as valued members in the community.

As a Society, we are dedicated to:

- Seeing beyond disability to ability;
- Developing and managing services and programs that are nurturing and caring, which encourage personal growth, choice, and decision making;
- Recognizing and valuing the unique abilities that each person brings to the community and to create opportunities for each person to use those abilities;
- Informing, educating, involving and motivating the Richmond population to understand and support the rights of people with disabilities to live, work, and belong in the community;
- Recognizing that individuals and/or their families are key decision makers, and;
- Fostering and facilitating innovative ideas.

We value:

- Full inclusion of people with disabilities in their community;
- Continuity of programs and services for individuals;
- Supports for individuals from birth throughout all life stages;
- The fact that individuals are part of a family support network;
- Working collaboratively and in partnerships with everyone connected to the individual, and;
- The gifts and talents each of us brings to our community



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We welcome you as a partner in supporting children with disabilities and their families in our community. By agreeing to provide extra staffing in your home or centre, you are contributing to the expansion of inclusive child care for children and families in B.C.

Supported Child Development (SCDP) is a provincial program that helps children who need extra support to be included in typical community child care settings. The children and youth we support have developmental delays or disabilities in their physical, cognitive, communicative or social/emotional/behavioural development. Supported Child Development helps each child in the program successfully participate in child care – including group centres, preschools, after-school care, family child care and care in the child’s own home.

Supported Child Development is funded by the Ministry of Children and Family Development, through contracts with community agencies such as ours. We offer training, resources, consultation, planning and transition support for child care providers. We also provide funding to pay for extra staff if needed. Exactly what we provide depends on the needs of the particular child and what experience, skills and resources you already have.

This Guidebook is provided as part of our contract with you. It has additional explanation and information to help you understand and follow the requirements of the contract.

This Guidebook has three parts:

Part One is about the **Supported Child Development Program**. It explains the philosophy and expected outcomes for the program and some of the language we use.

Part Two is about **Our Contractual Relationship**. It explains how the contract works and what it means to be an independent contractor.

Part Three is about **Working Together To Make Inclusion A Reality**. It explains the roles we both have and answers some frequently asked questions.

Along with this Guidebook, you should receive a Contractor Package, which includes copies of the contract documents and additional information you need in order to provide extra staffing support.

## Part 1

# All About Supported Child Development



## What is Inclusion?

The heart of Supported Child Development is the philosophy of inclusion. Our motto is “Every Child Belongs”. We believe that children and youth of diverse abilities have a right to participate in child care opportunities with their peers.

Inclusion means:

- All children are welcomed and valued
- All activities of playing, learning and growing happen in a way that children feel they belong
- The setting children and youth are in can provide the supports they need.

## Our Principles

Supported Child Development has several principles that govern how we work with families and partners like you to make inclusion a reality. These principles are set out in the Provincial Supported Child Development Program (SCDP) Policy and Procedures Manual. They apply to our staff and also to you:

## **Family Centred Care**

- Families know their children best, and are the most important and constant factor in their lives
- The needs of the family as a whole are honoured
- Family strength, stability, history, culture and dignity are respected
- Families have the right and responsibility to make choices in the best interests of their children – and to have those choices respected
- Families and professionals work as a team
- Services are flexible to meet unique family needs

## **Shared Responsibility**

- Services meet local needs and priorities
- The responsibility for allocating funding and setting program priorities is shared with parents, child care providers and the provincial government

## **Child Development**

- High quality child care and child development programs promote the health, well-being and optimal development of each child or youth, in a safe, nurturing environment among his or her peers
- Providing planning and supports early helps maximize development
- Caregivers understand the abilities and challenges of each child, and promote inclusion
- Children with extra support needs access developmentally appropriate learning and recreational opportunities

## **Evidence-Based Practice**

- Early intervention practice is based on research
- Development is positively affected by early intervention strategies that address family stressors
- Quality child care is linked to positive child outcomes

## **Diversity**

- Supported Child Development respects the range of diversity in communities, including ethnicity, spiritual beliefs, financial circumstances, gender, sexual orientation, language and culture
- People working with children use appropriate practices and respond to families within their cultural context
- Supported Child Development addresses needs related to English as a Second Language, translation, staff skilled in various languages and alternative communication

## **Relationship with Aboriginal Community**

- Aboriginal people have a unique position in society, affirmed through self-governance agreements with the BC Government
- Aboriginal communities have the right to design and deliver their own Supported Child Development Programs; Supported Child Development serves as an interim program until Aboriginal communities determine their readiness to do so
- Aboriginal people assert jurisdiction over their children regardless of where they live
- Supported Child Development draws on the expertise of Aboriginal service delivery agencies and research institutions
- Supported Child Development supports capacity-building within Aboriginal communities, and helps it by supporting training

## **Outcomes for Children, Youth, Families and Communities**

Supported Child Development is an outcome-based program. This means that we measure the results of what we do. As a partner, you are asked to measure and report outcomes with us. Here are the outcomes or expected results for the program:

### **Children Under Six**

- Children in SCDP actively participate in child care settings
- Children in SCDP attain or make progress toward the developmental goals identified in their individual support guides and/or service plans
- Children in SCDP successfully transition into school

### **Children Aged 6-12**

- Children in SCDP actively participate in child care settings during out-of-school hours
- Children in SCDP attain or make progress toward the developmental goals identified in their individual support guides and/or service plans

### **Youth Aged 13-18 (If available in your community)**

- Youth in SCDP actively participate in inclusive community settings during out-of-school hours
- Youth in SCDP attain or make progress toward age-appropriate goals identified in their individual support guides and/or service plans

## **Families**

- Families actively participate in the development and monitoring of individual support guides and/or service plans for their children
- Families have increased knowledge of child development and growth
- Families have increased awareness of supports in their community
- Families feel supported to access the same range of services as other families; actively participate in their community; and maintain their economic integrity

## **Supported Child Development Organizations and Staff**

- Organizations deliver services in accordance with the Provincial Policy and Procedures Manual
- Organization staff have increased knowledge and understanding of all children and families within their community context

## **Child Care Providers and Settings**

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

## **Community**

- Parents have a voice in guiding and supported SCDP
- Community partners have a voice in guiding and supporting SCDP
- Community partners have increased awareness of SCDP

## **Aboriginal Community**

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

## What Does Supported Child Development Do?

Many children who need extra support can be successfully included in a child care setting through the services of a Supported Child Development Consultant. SCDP Consultants work for our organization. Their job is to help families and child care providers figure out ways to make sure that children with disabilities can fully participate in the child care setting of their parent's choice. Here's what they do:

- Work with you and the family to learn about the child's needs and goals, and to design strategies to include them in your regular activities and routines. This is called developing a Support Guide. Some children also have an Individual Service Plan (ISP).
- Provide or arrange for training for child care providers that is related to inclusion or the specific needs of the child.
- Help you learn about and locate equipment, materials or resources needed to include the child.
- Assess your setting to identify and come up with ways to reduce or eliminate any barriers to accessibility by children with disabilities.
- Coordinate with other professionals involved with the child – such as a physiotherapist, psychologist or speech-language pathologist – to help you learn about ways to support particular areas of development.
- Observe the child in your setting and provide suggestions to help with settling in or particular aspects of the child's development or routine.

Working with a SCDP Consultant can be a great help in including one or more children with disabilities. It can also help enrich and improve your whole program or home environment, and enhance your own skills and professional development.

## What's in a Word?

You may have noticed some of the language we use in Supported Child Development. We use this language to reflect the philosophy of inclusion. Here are definitions of some of the words we use:

### **Child Care**

Settings where learning and care occurs for children while they are in the care of someone other than their parent. Regulated child care in B.C includes both licensed settings and license-not-required family care where two or fewer children are cared for. Quality child care is associated with well-trained staff, appropriate staff-to-child ratios, low staff turnover rates, good wages and effective leadership.

### **Child Development**

The physical, cognitive, communicative, social, emotional, and behavioural development of children. Early childhood development refers to the years between birth and 6 years of age.

### **Developmental Delay**

An assessed lag or delay in one or more skill areas, including cognitive, physical, communicative, or social/emotional/behavioural development.

### **Disability**

A condition that persists over time and limits a person's activities. This could include a chronic condition, diagnosed disability, use of technical aids (such as crutches, braces, wheelchair or hearing aids), or health status that prevents or limits many activities considered typical for a same-aged child.

### **Extra Support**

Assistance that a child needs in a particular setting, due to a delay or disability. May include physical assistance, specialized equipment, extra supervision or hands-on-support with tasks and skill development. May also include supports the staff and setting require to successfully include the child, such as accessibility improvements or training. Extra Support falls into one of three Ranges:

- Range 1: Training, support and consultation provided by an SCDP Consultant
- Range 2: Range 1, plus short-term, transitional, intermittent or shared support through extra staffing
- Range 3: Range 1 plus on-going extra staffing support

### **Inclusive Child Care**

The active participation of children with extra support needs and their typically developing peers in the same setting.

### **Child and Family Support Plan (CFSP)**

A written document developed with the family that sets out the goals, support needs and team responsibilities related to a specific child in the context of their family and the various settings they may participate in. May be attached to a child's Support Guide.

### **Parent/Family**

The birth, adoptive or foster parent(s), or other primary adult caregiver(s) of a child.

### **Support Guide**

A tool used by an SCDP Consultant, in partnership with a family, to determine the need for, and the nature and extent of, extra supports needed to successfully include a child with developmental delays or disabilities in a particular child care setting. Every child receiving SCDP services must have a Support Guide.

### **Support Worker**

The staff person who provides extra supports in a child care setting. Sometimes called a Program Assistant.

## **Showing Respect Through Language**

The perceived value or worth of an individual can be affected by the language used around them. Children pick up on what adults say, and will use the same words. For many years, people with disabilities have been identified by their disability first, and as people second. They have often been described as helpless victims to be pitied and cared for, or feared and ignored. Words that are negative, depersonalizing, stereotypical and sometimes offensive have often been used.

It is important to use language, both written and verbal, that enhances dignity and promotes respect for all individuals. Here are some suggestions for talking with and about people with disabilities, including children.

### **Put people first, and disability second.**

Instead of disabled person or child, use person with a disability or child with an impairment.

**Don't use a depersonalized disability or medical diagnosis as a label for a person.**

Don't call people the developmentally disabled, the retarded, the learning disabled or epileptics. Instead use people who have developmental disabilities, child with a learning disability, someone with mobility impairment or someone with epilepsy.

**Use emotionally neutral expressions.**

Instead of saying someone is suffering from or afflicted with cerebral palsy, or is a stroke victim; say he or she is a person with cerebral palsy or someone who has had a stroke.

**Emphasize positive abilities, not limitations.**

Don't say that someone is confined to a wheelchair. Say that he or she uses a wheelchair. Don't use terms such as able-bodied or normal in contrast, as they imply that the person with a disability is abnormal.

**Use words that empower and value people as contributing community members.**

Don't refer to people as family burdens or problems who need placements, case management, and professionals to make decisions for them. Talk about individuals and families who have strengths, support needs, preferences, cultural beliefs and personal goals, and who face challenges.

**Avoid offensive words.**

Words such as cripple, retarded, deformed and mongoloid are offensive and derogatory. Use person with a limp, person with a developmental disability or child with Down Syndrome.

## Part 2

# Being an Extra Staffing Support Contractor



### What Are Extra Staffing Supports?

For some children, the services of a SCDP Consultant are not enough. You need extra staff to fully include the child in the same activities and routines as other children of a similar age. This extra staffing support typically involves hiring a Support Worker to work in your centre or home. Support Workers work with the child who needs extra support, communicate with their family and any other professionals involved, and plan and carry out developmentally appropriate activities in accordance with a Support Guide developed for that child.

If you are a parent and care is being provided in your home, you may hire and supervise a Support Worker to work in your home. If you are a family care provider caring for this one child, you **are** the Support Worker. If you run a licensed family child care, you may hire someone to be the Support Worker. If you operate a group child care centre, you may hire a new staff member or designate an existing staff member in that role.

Supported Child Development is a collaborative program. We use a shared decision-making model to decide which children require extra staffing supports. There is a community committee that reviews the needs of all children and allocates funding in a fair and transparent way. The committee reviews funding allocations regularly to make sure the funding is being put to the best use.

## How Your Contract Works

You get the extra staffing support funding through a contract with our agency. This makes you a sub-contractor under our contract with the Ministry of Children and Family Development. Our contract is a two-way street. It establishes a relationship between us, and sets out things we both must do. Both parties have to follow the contract. It has four parts; together they are called the "Agreement" or the "Contract":

Your Contract Includes:

- General Letter of Agreement
- Standard Terms and Conditions
- Child Specific Letter of Agreement and attached Support Guide
- Contractor Guidebook

The rest of this section explains what's in each of these parts. It is very important that you understand and follow these requirements, because you have legally promised to do so. Make sure you read all the parts of your contract and ask your SCDP Consultant if you need further information, or are not sure what something means. You should also consult a lawyer and/or an insurance or taxation professional if you have any questions or concerns about what you are committing to do.

## General Letter of Agreement

This is our basic contract – it is a legally binding agreement that you sign with us. In it, you agree to provide extra staffing supports. It does not refer to any specific child. We both agree to follow the Standard Terms and Conditions that are attached, the Child Specific Letter of Agreement, and this Guidebook. The Letter of Agreement has a signature date but no end date. The way to end our agreement is set out in the Terms and Conditions.

In signing the General Letter of Agreement, you agree to be an independent contractor. That means that you are not our employee or partner, and there is no other legal relationship between us. Depending on what kind of child care you provide, you might work for a non-profit society, a government or university agency, or a company. Or you might be a parent or a self-employed person. The definition of an independent contractor is determined through several tests. Generally, if you control how, when and where you carry out your duties, use space and equipment that you

own, and have a chance to make a profit or loss, you are an independent contractor. The B.C. Employment Standards Branch and Canada Revenue Agency are responsible for determining who is an independent contractor, for purposes related to employment and taxation respectively. You can get more information from the websites listed on the front inside cover of this Guidebook, or from the Fact Sheet in your Contractor Package.

If we are an accredited agency, we may have additional requirements for our sub-contractors. Check your Contractor Package for a copy, as they will apply to you.

## **Standard Terms and Conditions**

Attached to the General Letter of Agreement, you will see a document called Standard Terms and Conditions. It has nine sections that set out very precisely the legal obligations on both of us:

1. Introduction - General understandings about the contract
2. Obligations of the Contractor - what you have to do
3. Obligations of the Organization - what we have to do
4. Employees - what you have to do if you are employing a Support Worker
5. Financial Records and Payment Terms - How you get paid
6. Insurance - Insurance requirements you have to meet
7. Termination or Suspension - How you or we can end our contract, and what happens if we suspend it
8. Dispute Resolution - what happens if we cannot work out a dispute we may have
9. General - General provisions that apply to our contractual relationship

These Standard Terms and Conditions are written in quite legal language. This is because they are standard provisions used in many contracts and the courts have a clear understanding of what they mean, in the case of any dispute. You should consult a lawyer if you are not sure what they mean.

## Child Specific Letter of Agreement

This is also a legally binding agreement that you sign with us. It's the part that talks about the specific child you will be supporting and sets out exactly what you will do and for how long. Here's what's included in it:

- Child's name
- Start and end dates of service
- Number of hours per week or per month that you will provide service
- Location of service
- Support Guide for the child (attached). The Support Guide sets out in detail what extra supports you will provide. It has specific information about the child's individual goals and needs, contact information, routines, activities, abilities, behaviours, expected outcomes of service and strategies for successful inclusion in your setting. It forms part of the Child Specific Letter of Agreement.
- Individual service plan (attached if applicable). Some children may also have an individual service plan (ISP). This is a broader plan about the child's goals, needs, supports and activities in all settings, not just child care. If there is an ISP attached, then it also forms part of the Child Specific Letter of Agreement.
- Fees and expenses. The wage and benefits cost, plus any expenses we will cover. Examples of expenses might be a specific training program or specialized equipment or materials you will need. Also included is the maximum amount we will pay.
- Additional deliverables. This is anything more we are asking you to do beyond the extra supports already defined. This might include sending the Support Worker for specific training related to the child's needs; extra time to attend specific meetings or participate in an ISP review; or extra reporting requirements beyond what is in the Terms and Conditions.

A separate Child Specific Letter of Agreement is signed for each child. We can change or extend it if the child's support needs change. You can have more than one Child Specific Letter of Agreement if you are supporting more than one child.

## Contractor Guidebook

This Guidebook forms part of the contract, because you signed the General Letter of Agreement saying you will follow it. It provides more detailed guidance and resources to help you fulfill the contract and be a successful partner with Supported Child Development. From time to time, we may revise this Guidebook. We always give a copy of the changes so you can adjust your services accordingly.

The Guidebook is designed for all types of child care providers, including a parent hiring someone to provide care and support for your child in your own home, or a self-employed family care provider caring for just this one child. In some cases, some parts of the Guidebook may not apply to your particular situation. In that case, we will go through it with you, and cross out and initial these parts. As long as these changes or deletions are initialled by both of us, they are legally binding.



## Part 3

# Working Together to Make Inclusion a Reality



### Developing a Working Partnership

We are committed to building and maintaining a partnership with you – one that is positive for you, for us and, most importantly, for the children and families we both support. This means we have to communicate and work together. We have to be open to change as we learn more about inclusion and become more skilled at making it a reality. It also means we need to understand and respect the roles we each have:

#### **Our Role**

- Give you the information and resources you need to provide extra staffing supports - books, materials, videos and workshops related to inclusion and the needs of the child you are supporting
- Make Partnership and child-specific training available to you or your staff
- Work with you and the family to develop and update the Support Guide and ISP (if needed) and adjust funding levels if required
- Coordinate with other professionals involved with the child and family – this might be a nurse or a psychologist or a speech-language pathologist
- Visit regularly to see how you are doing and adjust our level of support as needed
- Provide suggestions based on what we know about best practice

- Respect that it is up to you to supervise your staff, and decide exactly how to carry out any suggestions we may make
- Organize evaluation activities
- Provide problem resolution support if needed
- Provide feedback on reports you prepare

## **Your Role**

- Welcome SCDP Consultants so we can observe how the child or youth is doing, and provide hands-on support and suggestions to you and your staff
- Follow the Support Guide for the child you are supporting
- Be open to our suggestions and advice about strategies
- Communicate regularly with families about how their child is doing at child care and with us about how you are managing and whether you need more support from the SCDP Consultant
- Let us know if you are having any problems; if you have a problem or conflict with the SCDP Consultant, contact the Program Coordinator or Executive Director (contact information on front inside cover)
- Keep good documentation of the services you are providing
- Participate in developing and updating the Support Guide and any child-specific plans
- Participate in evaluation activities

## **The Information You Need**

Make sure you have all the information you need about your contract requirements and the child or youth you will be providing extra staffing support for. The SCDP Consultant should provide you with a Contractor Package.

Your Contractor Package should include:

- Information about our agency, including our conflict resolution process
- Signed originals of the General and Child Specific Letters of Agreement, including the Standard Terms and Conditions and the completed Support Guide for each child or youth
- Most recent edition of this Contractor Guidebook
- Copies of applicable Ministry Standards
- Sample templates for cost calculation insert, invoice, and monthly report

- Copy of the GMIP insurance policy
- Employment Standards Fact Sheet on “Employee or Independent Contractor?”
- “Personal Information Protection Act — A Summary for Organizations”
- Any sub-contractor requirements related to accreditation (if applicable)

Your SCDP Consultant will send you updated copies of these documents when necessary. Make sure you are familiar with all these materials, and ask about anything that you don’t understand.

## Frequently Asked Questions

Here are some of the questions we get most often. Please let us know about others you may have. We welcome your feedback and suggestions.

### **Q. What do I do if the child I support is sick for more than a week?**

- A. Check your Child Specific Letter of Agreement and the Support Guide for any specific provisions that have been added. If not, call your SCDP Consultant.

### **Q. What do I do if the Support Worker gets sick or goes away on vacation?**

- A. It is up to you to arrange to have a Support Worker in place for the hours and days set out in your Child Specific Letter of Agreement. You can hire a substitute, or replace the Support Worker with another regular staff member. The latter provides continuity for both children and other staff. Make sure you provide for substitute or sick pay costs in your Child Specific Letter of Agreement. You only invoice for them if you use them.

**Q. What do I do if the family takes the child out of my centre or home unexpectedly?**

- A. Let your SCDP Consultant know right away. We will have to negotiate what to do, taking into account any notice you have to give the Support Worker. If you may want to provide extra staffing support for another child in the future, we would amend the Child Specific Letter of Agreement and leave the General Letter of Agreement open for future use. If you do not intend to provide extra staffing supports again, we would likely terminate the entire contract with you, and pay you for services already provided.

**Q. How can I provide inclusive child care if I am looking after just one child?**

- A. Some children are cared for at home or by a family child care provider on a 1:1 basis. This is often due to the child's medical needs or low immune system. However, there are still ways to enable the child to spend time with other children or participate in community activities. Check with your SCDP Consultant for ideas.

**Q. I am worried that supporting a child with extra support needs might make my relationship with the parents more complicated because there are all these plans and reports. I feel confused about whether I work for the parents or the SCDP program.**

- A. With typical children, you are providing a service for the parents and your relationship with them is pretty clear. With a child needing extra support, it involves more people so it is a bit more complicated. Think of it this way – You communicate with parents about the same things as other parents – your routines, expectations, themes, special days and so on. And you communicate with us about the extra supports and the requirements of the contract. We will act as a bridge with the parents when it comes to updating the Support Guide or ISP – and let you know when you need to be involved. Your SCDP Consultant can facilitate and clarify lines of communications with parents if need be.

Thank you for helping to make inclusive child care  
a reality in our community.

Please contact us if you have any concerns,  
questions or suggestions.

Together, we really can make sure that  
"Every Child Belongs".



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