

CRITERIA / CONSIDERATIONS FOR ESTABLISHING PRIORITIES

** As you complete the Waiting List Priority Tool you will need to use the information in the following pages. This information is also available in different formats – you may use whichever format works best for you.**

A) CRITERIA FOR “CHILD’S AGE”

Review the criteria in the table below to complete Child’s Age criteria on the Priority Information form. To determine the priority, look at the following information:

- Date of birth
- Intake / support guide or other information that identifies whether or not the child has been / is involved with child care and: mark the appropriate priority level based on the following criteria:

Priority Level	Child’s Age Criteria / Considerations
1	<input type="checkbox"/> Youth is 13 to 19 years of age
2	<input type="checkbox"/> Child is 6 to 13 years of age
3	<input type="checkbox"/> Child who is in Kindergarten or eligible or be in Kindergarten
4	<input type="checkbox"/> Child is in first / 3 year old year of preschool OR <input type="checkbox"/> Child still has 2 years before Kindergarten and is in daycare OR <input type="checkbox"/> Child is under 3 and in child care or wants to be in child care
5	<input type="checkbox"/> Child is going to Kindergarten the coming Sept AND <input type="checkbox"/> Child has had other services – therapies, IDP AND <input type="checkbox"/> Child has not had SCD services AND <input type="checkbox"/> Child has not been in a child care (including preschool) program OR <input type="checkbox"/> Child has been in child care AND has 1 more year before K AND has had SCD
6	<input type="checkbox"/> Child is going to Kindergarten the coming Sept AND <input type="checkbox"/> Child has not had any other service AND <input type="checkbox"/> Child has not had SCD services AND <input type="checkbox"/> Child has not been in a child care (including preschool) program OR <input type="checkbox"/> Child has been in child care AND has 1 more year before K AND has not had SCD

B) CRITERIA FOR “CHILD’S NEEDS”

Review the criteria in the table below to complete Child’s Needs criteria on the Priority Information form. To determine the priority, look at the following information:

- Support Guide – Child Development Information (or comparable form used by your agency/program) including Support Profile (with family if the child is not yet in child care)
- Observations / feedback from other team members and child care program and:

mark the appropriate priority level based on the following criteria:

Priority Level	Child’s Needs Criteria / Considerations
1	n/a – start at 2
2	<p>To give a 2:</p> <p>For all children complete A) and B) below. If children have behaviour/safety needs, also complete C). If children have health and safety needs, only complete D).</p> <p>A) Support Guide Child Development Profile: <u>Adult / direct assistance</u> checked or identified 0-3 times</p> <p><i>(if you are using the most recent version of the support guide or a different child development profile to that in the support guide, please see the sample in the workshop handouts for more information).</i></p> <p>B) Support Guide Support Profile: <u>#8 (direct adult assistance)</u> identified for 1 routine of the day</p> <p><i>(if you do not regularly complete the support profile of the Support Guide, please see the workshop handouts for directions).</i></p> <p>AND, if behaviour / safety is a presenting issue:</p> <p>C) Your program’s behaviour / safety information shows that (all 3 criteria must be met):</p> <ul style="list-style-type: none"> <input type="checkbox"/> no major adaptations or strategies are needed or behaviour is expected to resolve if these are implemented consistently <input type="checkbox"/> direct assistance can be provided within the existing staff to child ratio <input type="checkbox"/> behaviour is only identified in the child care program (e.g. behaviour does not occur in other group settings, potentially indicating that the dynamics of this group environment is a causal factor) <p>OR, instead of A, B and C, must have:</p>

Priority Level	Child's Needs Criteria / Considerations
	<p>D) Health & Safety: (assumes eligibility for SCD is met and includes developmental needs.)</p> <p>Documented information from a team of medical professionals (doctor, medical specialist, nursing support services) indicates the child's needs meets the following criteria:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Child requires delegated** nursing/medical tasks be carried and these require individualized time/attention <u>less than 10% of her/his time in the child care program</u> (**these are tasks that can be completed by adults trained by nursing support) OR <input type="checkbox"/> Child is recovering from injury, illness or surgery and requires individualized adult monitoring or assistance as a result of the injury or recovery <u>less than 10% of her/his time in the child care program</u>
3	<p>To give a 3:</p> <p>For all children complete A) and B) below. If children have behaviour/safety needs, also complete C). If children have health and safety needs, only complete D).</p> <p>A) Support Guide Child Development Profile: <u>Adult / direct assistance</u> checked or identified 4 times</p> <p><i>(if you are using the most recent version of the support guide or a different child development profile to that in the support guide, please see the sample in the workshop handouts for more information).</i></p> <p>B) Support Guide Support Profile: <u>#8 (direct adult assistance)</u> identified for 2 routines of the day</p> <p><i>(if you do not regularly complete the support profile of the Support Guide, please see the workshop handouts for directions).</i></p> <p>AND, if behaviour / safety is a presenting issue:</p> <p>C) Your program's behaviour / safety information shows that adaptations /strategies have been consistently implemented with little change AND 1 out of 5 criteria below are met:</p> <ul style="list-style-type: none"> <input type="checkbox"/> behaviour is unpredictable <input type="checkbox"/> reasons for behaviour are not fully understood <input type="checkbox"/> direct assistance, outside of the existing staff to child ratio and related to behaviour, is needed occasionally <input type="checkbox"/> without direct assistance, there may be risk of harm to child or others (e.g. there is a chance it will happen) <input type="checkbox"/> screening tool or assessment verifies social, emotional, adaptive, and/or behavioural (note –this may have been completed by another professional, such as public health or mental health, or by SCD using a tool identified by the program and SCD policy) <p>OR, instead of A, B and C, must have:</p> <p>D) Health & Safety: (assumes eligibility for SCD is met and includes developmental needs.)</p> <p>Documented information from a team of medical professionals (doctor, medical specialist, nursing support services) indicates the child's needs meets the following criteria:</p>

Priority Level	Child's Needs Criteria / Considerations
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- Child requires delegated** nursing/medical tasks be carried and these require individualized time/attention **10-25% of her/his time in the child care program** (**these are tasks that can be completed by adults trained by nursing support) OR
- Child is recovering from injury, illness or surgery and requires individualized adult monitoring or assistance as a result of the injury or recovery **10-25% of her/his time in the child care program**

4

To give a 4:

For all children complete A) and B) below. If children have behaviour/safety needs, also complete C). If children have health and safety needs, only complete D).

A) Support Guide Child Development Profile: Adult / direct assistance checked or identified **5-6 times**

(if you are using the most recent version of the support guide or a different child development profile to that in the support guide, please see the sample in the workshop handouts for more information).

B) Support Guide Support Profile: #8 (direct adult assistance) identified for **3 routines of the day**

(if you do not regularly complete the support profile of the Support Guide, please see the workshop handouts for directions).

AND, if behaviour / safety is a presenting issue:

C) Your program's behaviour / safety information shows that adaptations /strategies have been consistently implemented with little change AND 2 out of 5 criteria below are met:

- behaviour is unpredictable
- reasons for behaviour are not fully understood
- direct assistance, outside of the existing staff to child ratio and related to behaviour, is needed occasionally
- without direct assistance, there may be risk of harm to child or others (e.g. there is a chance it will happen)
- screening tool or assessment verifies social, emotional, adaptive, and/or behavioural (note –this may have been completed by another professional, such as public health or mental health, or by SCD using a tool identified by the program and SCD policy)

OR, instead of A, B and C, must have:

D) Health & Safety: (assumes eligibility for SCD is met and includes developmental needs.)

Documented information from a team of medical professionals (doctor, medical specialist, nursing support services) indicates the child's needs meets the following criteria:

- Child requires delegated** nursing/medical tasks be carried and these require individualized time/attention **25-50% of her/his time in the**

Priority Level	Child's Needs Criteria / Considerations
	<p>child care program (**these are tasks that can be completed by adults trained by nursing support) OR</p> <p><input type="checkbox"/> Child is recovering from injury, illness or surgery and requires individualized adult monitoring or assistance as a result of the injury or recovery 25-50% of her/his time in the child care program</p>
5	<p>To give a 5:</p> <p>For all children complete A) and B) below. If children have behaviour/safety needs, also complete C). If children have health and safety needs, only complete D).</p> <p>A) Support Guide Child Development Profile: <u>Adult / direct assistance</u> checked or identified 7-8 times</p> <p><i>(if you are using the most recent version of the support guide or a different child development profile to that in the support guide, please see the sample in the workshop handouts for more information).</i></p> <p>B) Support Guide Support Profile: <u>#8 (direct adult assistance)</u> identified for 4 routines of the day</p> <p><i>(if you do not regularly complete the support profile of the Support Guide, please see the workshop handouts for directions).</i></p> <p>AND, if behaviour / safety is a presenting issue:</p> <p>C) Your program's behaviour / safety information shows that adaptations /strategies have been consistently implemented with little change AND 3 out of 5 criteria below are met:</p> <ul style="list-style-type: none"> <input type="checkbox"/> behaviour is unpredictable <input type="checkbox"/> reasons for behaviour are not fully understood <input type="checkbox"/> direct assistance, outside of the existing staff to child ratio and related to behaviour, is needed occasionally <input type="checkbox"/> without direct assistance, there may be risk of harm to child or others (e.g. there is a chance it will happen) <input type="checkbox"/> screening tool or assessment verifies social, emotional, adaptive, and/or behavioural (note –this may have been completed by another professional, such as public health or mental health, or by SCD using a tool identified by the program and SCD policy) <p>OR, instead of A, B and C, must have:</p> <p>D) Health & Safety: (assumes eligibility for SCD is met and includes developmental needs.)</p> <p>Documented information from a team of medical professionals (doctor, medical specialist, nursing support services) indicates the child's needs meets the following criteria:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Child requires delegated** nursing/medical tasks be carried and these require individualized time/attention 50-75% of her/his time in the child care program (**these are tasks that can be completed by adults trained by nursing support) OR <input type="checkbox"/> Child is recovering from injury, illness or surgery and requires individualized adult monitoring or assistance as a result of the injury or

recovery **50-75% of her/his time in the child care program**

6

To give a 6:

For all children complete A) and B) below. If children have behaviour/safety needs, also complete C). If children have health and safety needs, only complete D). If child has very high needs or there has been a significant change in need, please see criteria in E) below (bottom of page 6 and top of page7).

A) Support Guide Child Development Profile: Adult / direct assistance checked or identified **9 or more times**

(if you are using the most recent version of the support guide or a different child development profile to that in the support guide, please see the sample in the workshop handouts for more information).

B) Support Guide Support Profile: #8 (direct adult assistance) identified for **5 or more routines of the day**

(if you do not regularly complete the support profile of the Support Guide, please see the workshop handouts for directions).

AND, if behaviour / safety is a presenting issue:

C) Your program's behaviour / safety information shows that adaptations /strategies have been consistently implemented with little change AND 3 out of 5 criteria below are met:

- behaviour is unpredictable
- reasons for behaviour are not fully understood
- direct assistance, outside of the existing staff to child ratio and related to behaviour, is needed occasionally
- without direct assistance, there may be risk of harm to child or others (e.g. there is a chance it will happen)
- screening tool or assessment verifies social, emotional, adaptive, and/or behavioural (note –this may have been completed by another professional, such as public health or mental health, or by SCD using a tool identified by the program and SCD policy)

OR, instead of A, B and C, must have:

D) Health & Safety: (assumes eligibility for SCD is met and includes developmental needs.)

Documented information from a team of medical professionals (doctor, medical specialist, nursing support services) indicates the child's needs meets the following criteria:

- Child requires delegated** nursing/medical tasks be carried and these require individualized time/attention **more than 75% of her/his time in the child care program** (**these are tasks that can be completed by adults trained by nursing support) OR
- Child is recovering from injury, illness or surgery and requires individualized adult monitoring or assistance as a result of the injury or recovery **more than 75% of her/his time in the child care program**

Priority Level	Child's Needs Criteria / Considerations
	<p>OR, Based on A & B above, and if applicable either C or D:</p> <p>E) The information in A & B indicates that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Child cannot attend child care without extra staffing support being in place OR <input type="checkbox"/> There has been a significant change and, as a result, the child cannot continue in the program without extra staffing support being in place

As Coast Fraser region has a pool of funding available for children who require dedicated nursing support (overseen by the Specialized Family Services Committee):

→ **If a child requires dedicated nursing support at all times, the coordinator, in collaboration with the Specialized Family Services Committee, may give a 6 in terms child needs. Criteria for child's age and family and child care setting need must still be reviewed and a priority level given.**

c) CRITERIA FOR “FAMILY NEEDS”

Review the criteria in the table below to complete the Family Needs criteria on the Priority Information form. To determine the priority, look at the following information:

- Intake Information
- Family support profile information from the Support Guide and:

mark the appropriate priority level based on the following criteria:

Notes to “Family Needs” Criteria:

- a) If the child is not yet in child care, base the priority level on their intentions (e.g. the family is working and will need daycare; the family is not working and wants the child to go to preschool).
- b) The priority level may need to be changed if the family will be changing child care types. For example, if the child has been in preschool, but the family decides to return to work and will need daycare, the priority level will need to change. This can be done during waiting list / available funding reviews.
- c) The program coordinator, through agency policy for decision making, may determine that one additional point may be granted under exceptional circumstances where family support needs are a consideration (to be determined on a program by program basis, and as an exception to typical priority factors).

Priority Level	Family Needs Criteria / Considerations
1 & 2	<input type="checkbox"/> n/a
3	Give a 3 if: <ul style="list-style-type: none"> <input type="checkbox"/> both parents are working and have child care through a nanny, family member or friends AND although family would like the child in a group environment, current child care arrangement can continue OR <input type="checkbox"/> Parent wishes to pursue education related to enhancing employment OR <input type="checkbox"/> Parent would like to get a job (e.g. not a financial necessity, if did not have a child who required support, would do so).
4	Give a 4 if <ul style="list-style-type: none"> <input type="checkbox"/> Parent is working or going to school OR <input type="checkbox"/> Parent is actively looking for work or returning to work/school after a leave (e.g. maternity, medical) and will be working within the next 6 months AND/OR <input type="checkbox"/> Parents has schedule flexibility that allows her/him to care for child and still work and/or have possible family members, friends or other community resources who are able to provide child care

Priority Level	Family Needs Criteria / Considerations
5	<p>Give a 5 if any of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Going to lose their job (e.g. they do not have flexibility to take time off work if they do not have child care and will lose their job as a result) <input type="checkbox"/> Parent has lost their job or needs to return to work and will secure work within a confirmed period of time (parent has actually lost their job (for whatever reason) and is actively looking for work / needs to find a new job) <input type="checkbox"/> Not going to be able to meet family basic needs <input type="checkbox"/> Cannot return to work after a maternity leave (because they do not have child care) <input type="checkbox"/> Cannot continue educational program necessary for employment (because they do not have child care) <p>AND</p> <ul style="list-style-type: none"> <input type="checkbox"/> There are other people or services who can help with child care short term/temporary <input type="checkbox"/> They have short term/temporary* work flexibility while they are arranging child care (<i>*short term temporary = situations such as grandmother is here from Taiwan for 3 months and can provide care; older sibling can provide care 2 of the 3 days it is needed</i>) <p>OR</p> <ul style="list-style-type: none"> <input type="checkbox"/> Preschool need for 2 years before K entry
6	<p>Give a 6 if any of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Going to lose their job (e.g. they do not have flexibility to take time off work if they do not have child care and will lose their job as a result) <input type="checkbox"/> Parent has lost their job or needs to return to work and will secure work within a confirmed period of time (parent has actually lost their job (for whatever reason) and is actively looking for work / needs to find a new job) <input type="checkbox"/> Not going to be able to meet family basic needs <input type="checkbox"/> Cannot return to work after a maternity leave (because they do not have child care) <input type="checkbox"/> Cannot continue educational program necessary for employment (because they do not have child care) <p>AND</p> <ul style="list-style-type: none"> <input type="checkbox"/> No other people or services who can help with child care <p>OR</p> <ul style="list-style-type: none"> <input type="checkbox"/> Preschool child care need, last year before K entry

D) CRITERIA FOR “CHILD CARE SETTING NEEDS”

Review the criteria in the table below to complete the Child Care Setting Needs criteria on the Priority Information form. To determine the priority, look at the following information:

- Support Guide Support Profile
- Child Care Support Profile
- Child Care Support Schedule (as needed)
- Observations from team members and:

mark the appropriate priority level based on the following criteria (**Note** - the child care setting profile criteria/considerations differ at the different priority levels, so please read carefully):

Priority Level		Child Care Setting Needs - Criteria / Considerations
	Area to Consider / Information Needed	Criteria to Meet
1	n/a	n/a
2	<p>To give a 2, MUST HAVE:</p> <p>1. Support Guide Support Profile shows that:</p> <p>AND</p> <p>2. Child Care Setting Profile shows that:</p>	<p><input type="checkbox"/> #8 (direct adult assistance) identified for at least 1 routine of the day</p> <p>At least 1 out of 5 criteria below are met:</p> <p><input type="checkbox"/> <u>Resources/Supports</u> - no SCD extra staffing support in the program, no other extra staffing (e.g. nanny’s, BI’s) in place</p> <p><input type="checkbox"/> <u>Staff Training and Experience</u> - Staff has limited experience or training in supporting children with extra needs (in general or due to staffing changes)</p> <p><input type="checkbox"/> <u>Class composition</u> - group of children in the classroom have high percentage ESL, unidentified support needs, children living in poverty, new immigrants</p> <p><input type="checkbox"/> <u>Inclusive Practice</u> - Program requires staffing beyond existing ratio to consistently implement adaptations</p>

Priority Level		Child Care Setting Needs - Criteria / Considerations
Area to Consider / Information Needed		Criteria to Meet
		<p>and strategies</p> <p><input type="checkbox"/> <u>Capacity Building</u> – child care program has identified goals to build their capacity, knowledge, skill and ability to include the child.</p>
3	<p>To give a 3, MUST HAVE:</p> <p>1. Support Guide Support Profile shows that:</p> <p>AND</p> <p>2. Child Care Setting Profile shows that:</p>	<p><input type="checkbox"/> <u>#8 (direct adult assistance)</u> identified for at least 2 routines of the day</p> <p>At least 2 out of 5 criteria below are met:</p> <p><input type="checkbox"/> <u>Resources/Supports</u> - no SCD extra staffing support in the program, no other extra staffing (e.g. nanny’s, BI’s) in place</p> <p><input type="checkbox"/> <u>Staff Training and Experience</u> - Staff has limited experience or training in supporting children with extra needs (in general or due to staffing changes)</p> <p><input type="checkbox"/> <u>Class composition</u> – group of children in the classroom have high percentage ESL, unidentified support needs, children living in poverty, new immigrants</p> <p><input type="checkbox"/> <u>Inclusive Practice</u> - Program requires staffing beyond existing ratio to consistently implement adaptations and strategies</p> <p><input type="checkbox"/> <u>Capacity Building</u> – child care program has identified goals to build their capacity, knowledge, skill and ability to include the child.</p>
4	<p>To give a 4, MUST HAVE:</p> <p>1. Support Guide Support Profile shows that:</p> <p>AND</p> <p>2. Child Care Setting Profile shows that:</p>	<p><input type="checkbox"/> <u>#8 (direct adult assistance)</u> identified for at least 3 routines of the day</p> <p>At least 3 out of 5 criteria below are met:</p> <p><input type="checkbox"/> <u>Resources/Supports</u> - no SCD extra staffing support in the program, no other extra staffing (e.g. nanny’s, BI’s) in place</p> <p><input type="checkbox"/> <u>Staff Training and Experience</u> - Staff has limited experience or training in supporting children with extra needs (in general or due to staffing changes)</p> <p><input type="checkbox"/> <u>Class composition</u> – group of children in the classroom have high percentage ESL, unidentified support needs,</p>

Priority Level	Child Care Setting Needs - Criteria / Considerations	
	Area to Consider / Information Needed	Criteria to Meet
		<p>children living in poverty, new immigrants, no other children with SCD involvement</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Inclusive Practice</u> - Program requires staffing beyond existing ratio to consistently implement adaptations and strategies <input type="checkbox"/> <u>Capacity Building</u> – child care program has identified goals to build their capacity, knowledge, skill and ability to include the child.
5	<p>To give a 5, MUST HAVE:</p> <p>1. Support Guide Support Profile shows that:</p> <p>AND</p> <p>2. Child Care Setting Profile shows that:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <u>#8 (direct adult assistance)</u> identified for at least 4 routines of the day <p>At least 4 out of 5 criteria below are met:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Resources/Supports</u> - no SCD extra staffing support in the program, or current extra staffing is not sufficient to meet the needs in this situation <input type="checkbox"/> <u>Staff Training and Experience</u> - Staff has limited experience or training in supporting children with extra needs (in general or due to staffing changes or based on a child specific identified training need) <input type="checkbox"/> <u>Class composition</u> – group of children in the classroom have high percentage ESL, unidentified support needs, children living in poverty, new immigrants, other children in the program involved with SCD and who are not waiting for extra staffing support <input type="checkbox"/> <u>Inclusive Practice</u> - Program requires staffing beyond existing ratio to consistently implement adaptations and strategies <input type="checkbox"/> <u>Capacity Building</u> – child care program has identified goals to build their capacity, knowledge, skill and ability to include the child.
6	<p>To give a 6, MUST HAVE:</p> <p>1. Support Guide Support Profile shows that:</p> <p>AND/OR</p> <p>2. Child Care Setting Profile shows that:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <u>#8 (direct adult assistance)</u> identified for at least 5 routines of the day <input type="checkbox"/> <u>Child cannot attend any child care program, regardless of criteria below, without extra staffing support</u> <p>At least 5 out of 5 criteria below are met:</p>

Priority Level	Child Care Setting Needs - Criteria / Considerations	
	Area to Consider / Information Needed	Criteria to Meet
		<ul style="list-style-type: none"> <input type="checkbox"/> <u>Resources/Supports</u> - no SCD extra staffing support in the program, parent volunteers, no other extra staffing (e.g. nanny's, BI's) in place <input type="checkbox"/> <u>Staff Training and Experience</u> - Group of staff as a whole has limited experience or training in supporting children with extra needs (in general or due to staffing changes) <input type="checkbox"/> <u>Class composition</u> - group of children in the classroom have high percentage ESL, unidentified support needs, children living in poverty, new immigrants, other children in the program involved with SCD who are waiting for extra staffing support <input type="checkbox"/> <u>Inclusive Practice</u> - Program requires staffing beyond existing ratio to consistently implement adaptations and strategies <input type="checkbox"/> <u>Capacity Building</u> - child care program has identified goals to build their capacity, knowledge, skill and ability to include the child.