

DSP Employment & Support Services Program

Program Standards

Department of Social Development

September 2019

Replaces Adult Developmental Activities, Programs and Training (ADAPT)
January 2007 Program Standards

August 13, 2019
Date


Lisa Doucette
Assistant Deputy Minister
Families and Children

August 13, 2019
Date


Jean Rioux
Assistant Deputy Minister
Program Delivery

Table of Contents

1.0 INTRODUCTION	1
1.1 Background.....	2
1.2 What are Program Standards?.....	3
1.3 What are Procedures?.....	3
1.4 What are Guidelines?	3
1.5 Legislative Authority	4
1.6 New Brunswick Association of Supported Services and Employment (NBASSE)	4
1.7 Definitions.....	5
2.0 Overview of the DSP Employment & Support Services Program.....	8
2.1 Program Vision	8
2.2 Program Objective	8
2.3 Program Principles.....	8
2.4 Employment First Philosophy.....	10
2.5 Person-Centred Planning.....	10
3.0 Service Delivery Standards.....	11
Service Delivery Standard 1 - Program Eligibility	11
Service Delivery Standard 2 – Participant Referral	11
Service Delivery Standard 3 – Employment First Focus	12
Service Delivery Standard 4 - Individualized Employment & Support Plan.....	13
Service Delivery Standard 5 - Review of the Individualized Employment & Support Plan	15
Service Delivery Standard 6 - Pre-Employment Activities	16
Service Delivery Standard 7 – Employment Incentive	Error! Bookmark not defined.
Service Delivery Standard 8 - Facilitating Employment Activities and Supports.....	17
Service Delivery Standard 9 - Job Maintenance Supports.....	19
Service Delivery Standard 10 - Personal Development / Community Engagement.....	19
Service Delivery Standard 11 - Community Capacity Building.....	20
Service Delivery Standard 12 – Social Enterprises.....	21
Service Delivery Standard 13 - Transition from the Program	22
4.0 Administrative Standards.....	24
Administrative Standard 1 - Board of Directors	24
Administrative Standard 2 - Direct Operation of the Program	25
Administrative Standard 3 – Confidentiality	25

Administrative Standard 4 - Program and Policy Manuals.....	27
Administrative Standard 5 - Incident Reporting	28
Administrative Standard 6 - Employee Requirements.....	29
Administrative Standard 7 – Non-Paid Human Service Support.....	30
Administrative Standard 8 - Criminal Record Check and Social Development Record Check	30
Administrative Standard 9 - Employee Performance Evaluation and Professional Development	31
Administration Standard 10 – Employee Files	32
Administrative Standard 11 – Participant Files	32
Administrative Standard 12 – Program Accountability	33
Administrative Standard 13 - Insurance.....	34
Administrative Standard 14 – Facility Requirements	34
Administrative Standard 15 – Program Monitoring.....	35

1.0 INTRODUCTION

The United Nations Convention on the Rights of Persons with a Disability (2006) provides a clear directive that all individuals have the right to a full and equal enjoyment of all human rights and fundamental freedoms. The last decade has been marked by significant research and advocacy for the rights of individuals with a disability. Contribution within the community as a valued, interdependent member occurs when human dignity is respected and opportunities are provided for each individual to pursue their unique path of development and fulfillment.

The current provincial program, most recently known as the Adult Developmental Activities, Programs and Training (ADAPT) program, was introduced in New Brunswick through the 1980s when it was identified that individuals with intellectual disabilities were not being given opportunities to fulfill their potential. This program was introduced to provide an opportunity for individuals with an intellectual disability to participate in a centre or community-based setting. The program has grown and evolved over time. The last time program standards were revised was in 2007. Since that time, shifts in practices have been inconsistent across the agencies offering the program throughout the Province.

In 2010, Canada ratified the United Nations Convention on the Rights of Persons with Disabilities, which recognizes the rights of persons with a disability to live and work on equal basis with others in an environment that is open, inclusive and accessible. The Convention is intended to support changing the perception of disability and recognizes that all people must be provided with opportunities to live life to their fullest potential. As our visioning of belonging, inclusion, dignity and human rights expands we are challenged to transform current service capacity to realize these rights. As new best practices have emerged, some agencies have shifted their service delivery models while others have continued to maintain current practices.

The influence of education, literacy, training, adequate support and employment opportunities for individuals with a disability are critical to support participation in their community and labour market. This program review provides the opportunity to modernize the services being offered to individuals with a disability accessing supports through the Disability Support Program, and more specifically the ADAPT program. This modernization will shift programming from a charity-based philosophy to recognizing the benefits both financially and socially of investing in individuals with disability.

It is recognized the significant shift this modernization may require for some individuals, their families, agencies and communities. In modernizing the existing program, it is critical to examine our current system and identify potential areas where unintended systematic discrimination and outcomes have resulted from services not being centered on supporting the individual with disabilities and their goals. The modernization will build on the strengths of existing programs, new information on best practice research, and visioning of how to transform service delivery to better support the varying and unique needs of individuals with a disability. The focus of the modernized program is to provide a range of opportunities for individuals with intellectual and cognitive disabilities living in New Brunswick to have access to services that respect, honors and values their engagement in opportunities of social and economic inclusion within their communities.

1.1 Background

The Sheltered Training and Employment Program in New Brunswick began in 1982 when the first standards were developed. At the time, the agencies that were providing services in the community for adults with disabilities started to receive financial support from government to provide services as mandated under the *Family Services Act*. In 1989, the standards were revised and the name of the program was changed to Support Training and Employment Program (STEP).

Another review of the program was conducted in 1999 with the introduction of a revised Long-Term Care strategy. At that time there was a Departmental shift away from supporting employment training and outcomes to valued daytime activities. At that time, responsibility for supporting people with a disability to work was seen to be the responsibility of another department (Training and Employment Development; now known as Post-Secondary Education, Training and Labour). This philosophical shift was reflected in the revised program standards and the change in the program name to Adult Developmental Activities, Program and Training (ADAPT). The number of agencies providing services under this program, as well as the program standards have remained fairly consistent since that time. The last review of the program standards was completed in 2007.

In 2010, the Department of Social Development implemented a province wide program called the Disability Support Program (DSP). This program separated supports for individuals with a disability between the ages of 19 and 64 from the Long-Term Care Program. DSP provides personalized, flexible disability supports to eligible individuals. DSP is a voluntary program where individuals actively participate in the planning for their supports and contribute financially whenever possible based on the Standard Family Contribution Policy. The key objectives of DSP are to provide supports to facilitate personal development, enable participation and allow for inclusion within the community. A key guiding principle of DSP is that individuals with a disability have the right to participate, and be invited to participate, in all aspects of the economic, social and cultural life of New Brunswick. Responsibility for the ADAPT program was transferred from the LTC program to DSP program when it was created.

A formal review and transformation of the current Adult Development Activities, Programs and Training (ADAPT) program was initiated based on Recommendation #21 of the report entitled *An Employment Action Plan for Persons with a Disability in New Brunswick 2012-2017*. Recommendation #21 of this report called for a comprehensive review of the program with the goal of building capacity within program agencies to facilitate community employment outcomes for people being served by the program. This report also recommended that the provincial government implement a government-wide Employment First policy for working age persons with a disability.

The *Adult Developmental Activities, Programs, and Training (ADAPT) Access to Employment Project* was subsequently initiated to develop, test and evaluate a change process and service delivery model for ADAPT agencies designed to facilitate community employment outcomes for real wages for adults with an intellectual or developmental disability. The *ADAPT Access to Employment Project* was a collaboration between the New Brunswick Association for Community Living (NBACL) and the New Brunswick Association for Supported Services and Employment (NBASSE) with support from the Departments of Social Development and Post Secondary Education, Training and Labour (PETL) as well as the Premier's Council on Disabilities.

Phase 1 of the project ran from June 2014 to May 2017 with six (6) ADAPT agencies volunteering as pilot sites. Phase 2, running from June 2017 to March 31, 2019, included the addition of six (6)

additional agencies joining the project while maintaining supports for the initial six (6) project agencies through the transformation to an employment first service delivery approach. *The ADAPT Access to Employment Project* engaged agencies with diverse profiles (urban, rural, small, large, Francophone, Anglophone, Bilingual) to participate in the pilot. As a result, there is evidence to support how the recommended service delivery model can be successfully implemented in a wide range of agencies in this province.

The *Employment Action Plan for Persons with a Disability in New Brunswick 2012-2017* recognized that many people with intellectual disabilities want to work and, if provided with the right supports, can make meaningful contributions to their communities and the provincial economy.

In May 2017, preliminary work began to form the Adult Developmental Activities, Programs and Training (ADAPT) Modernization Design Working Group. The mandate of this group was to propose a modernization of the ADAPT Program Standards to ensure consistent, efficient and effective service delivery across the province. The working group included representation from the Departments of Social Development and Post-Secondary Education, Training and Labour, as well as the New Brunswick Association of Supported Services and Employment, the New Brunswick Association for Community Living and the New Brunswick Disability Executive Network. The modernized program was to build on the collaborative, person-centred approaches of practice utilizing an employment-first philosophy perspective piloted during the *ADAPT Access to Employment Project* to enhance program standards and directives in ensuring service users are supported to be involved in their communities in truly meaningful ways.

1.2 What are Program Standards?

Program standards are mandatory and establish a minimum level of performance to meet the compliance required in a particular service. They exist to:

- implement the provisions of the *Family Services Act* and Regulations by providing operational direction
- describe an expected level of performance for service delivery
- state what individuals, their families and the public can expect
- assist with the monitoring and evaluation of service delivery

1.3 What are Procedures?

Procedures are precise, step-by-step, actions that must be done to complete a function, activity or task. They are rules of action that outline who must do what task and when. Procedures generally have narrow application and are prone to change.

1.4 What are Guidelines?

Guidelines are optional procedures that are desirable but, compared to practice standards, are not mandatory. They help to clarify how to carry out practice standards. Guidelines are set out to

- allow greater flexibility and discretion of practice
- indicate a preferred practice
- indicate desired behaviour and interactions that cannot be thoroughly measured or precisely stated
- indicate a desire state or level of performance

1.5 Legislative Authority

The *DSP Employment & Support Services Program* (DSP ESSP) is provided under the authority of Part 1 of the *Family Services Act* as a “community social service”. The DSP ESSP is provided by agencies throughout the province.

Each agency must observe the *Convention on the Rights of Persons with Disabilities* which obligates persons with a disability to be viewed as “subjects” with rights, who are capable of claiming those rights and making decisions for their lives based on their free and informed consent as well as being active members of society.

Each agency providing the *DSP Employment & Support Services Program* must comply with Federal, Provincial and Municipal laws and regulations that apply to their services.

Provincial legislation is available at:

http://www2.gnb.ca/content/gnb/en/departments/attorney_general/acts_regulations.html

Applicable legislation may include, but is not limited to:

- *Companies Act*
- *Employment Standards Act*
- *Family Income Security Act*
- *Family Services Act*
- *Fire Prevention Act*
- *Health Act*
- *Mental Health Act*
- *Occupational Health and Safety Act*
- *Personal Health Information Privacy and Access Act*
- *Right to Information and Protection of Privacy Act*
- *Smoke Free Places Act*
- *Workers’ Compensation Act*

1.6 New Brunswick Association of Supported Services and Employment (NBASSE)

The *New Brunswick Association for Supported Services and Employment* (NBASSE) provides a collective voice for member agencies offering the *DSP Employment & Support Services Program*. NBASSE provides representation to government for member agencies province-wide, offering the DSP ESSP by providing a collective voice and venue for member agencies to strategize, develop

and implement the highest standards of service for people they serve. The association also serves as a voice to advocate for people with intellectual and developmental disabilities. NBASSE is a member of the Canadian Association for Supported Employment (CASE) and the Canadian Council for Rehabilitation and Work (CCRW).

NBASSE receives funding from the Departments of Social Development and Post-Secondary Education, Training and Labour to provide leadership in supporting agencies to carry out the minimum expectations laid out in these program standards. The association is responsible to be available to support agencies with strategic planning and implementation support related to delivery of this program, identify and arrange training and professional development opportunities, liaison with provincial government departments and agencies, support the monitoring process, and offer board governance education for agencies, if requested.

1.7 Definitions

For the intent and purpose of these Practice Standards, the following definitions apply:

Agency	Refers to a non-profit group that has entered a service agreement contract with the Department of Social Development to provide the <i>DSP Employment & Support Services</i> program
Agency Staff	Refers to an employee of the agency.
Board of Directors	The board of directors is the governing body of a nonprofit agency. Board members are the fiduciaries who steer the organization towards a sustainable future by adopting sound, ethical, and legal governance and financial management policies, as well as by making sure the nonprofit has adequate resources to advance its mission.
Competitive Employment	Work secured and performed in the regular labor market in which the individual is compensated at or above minimum wage, but not less than the customary wage and benefits paid for the same or similar work performed by individuals who do not have a disability.
Contract Work	An employee who works under contract for an employer. A contract employee is hired for a specific job at a specific rate of pay. Compensation should reflect the norms of the employment market for similar employment responsibilities.
Customized Employment	A method of employment that does not rely on competitive employment and instead seeks to assist a person to secure a job by negotiating the job terms and duties with an employer based on the person's preferences and strengths and the specific needs of the employer. Customized employment pays minimum wage or more.
Disability Support Program (DSP)	Program offered by the Department of Social Development. The program provides personalized, flexible disability supports for persons with a

	disability in the development of their personal disability support plan for individuals aged nineteen (19) to sixty-four (64) with a long-term disability.
DSP Social Worker	Employee of Social Development who has the case management responsibility for individuals accessing services through the Disability Support Program.
Employment First	A philosophy and an approach to service delivery that recognizes that working age adults, regardless of perceived level of support needs, are presumed capable of employment. Employment First requires agencies to focus on employment of working age individuals as the first priority in the delivery of services.
Employment Supports	A set of services that are used to introduce, prepare, monitor, and facilitate individuals with disabilities to seek and maintain employment. These may also include supports provided to or by an employer.
Individualized Employment & Support Plan (IESP)	A person-centred, individualized plan that identifies an individual's strengths, needs and goals. The agency is responsible for leading the IESP planning process and for monitoring progress on the achievement of goals.
Life Skills	Refers to functional self-help and social activities that facilitate quality of community living and increased independence.
Planning Alternative Tomorrows with Hope (PATH)	A creative planning tool which starts in the future and works backwards to an outcome of first (beginning) steps that are possible and positive. The tool supports the exploration of an individual's hopes, dreams, and life goals as identified by the people closest to them and then visually organized and illustrated.
Participant	An individual accessing support services through the program
PETL	Post-Secondary Education, Training and Labour
Person Centred Approach	Necessitates all planning and actions are based upon what is important to the person from their own perspective and that contributes to their full engagement in society. Person Centred Approach is about ensuring someone with a disability is at the center of decisions which relate to their life. A person centred process involves listening, thinking together, coaching, sharing ideas, and seeking feedback.
Person with a disability	A person who has long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder the person's full and effective participation in society on an equal basis with others.
Program Standard	Refers to the mandatory rules and minimum level of measures of performance.

Self-Employment	Refers to generating one’s income directly from the provision or sale of goods and/or services to customers, clients, or other organizations as opposed to an employee of a business.
Social Enterprise	Social enterprises are businesses owned by nonprofit organizations, that are directly involved in the production and/or selling of goods and services for the blended purpose of generating income and achieving social, cultural, and/or environmental aims. Social enterprises are one tool for non-profits to use to meet their mission to contribute to healthy communities. (Social Enterprise Council of Canada, 2016)
Social Skills	Refer to acceptable behaviours used to interact with other people to form cooperative and interdependent relationships.
Social Role Valorization	The application of empirical knowledge to the shaping of the current or potential social roles of a party (i.e., person, group, or class), primarily by means of enhancement of the party’s competencies & image, so that these are, as much as possible, positively valued in the eyes of the perceivers. (Wolfensberger & Thomas, 2005)
Supported Employment	Supported Employment is a person-centred approach to assisting individuals with a disability to prepare, obtain, and maintain integrated, competitive paid employment. A variety of support is tailored to individual requirements. Supportive measures include assistance to the employee before, during and after obtaining a job as well as support to the employer. Real work (minimum wage or greater or standard pay for that position) in an integrated setting with ongoing supports provided by services with an expertise in supporting persons with a disability.
New Brunswick Association for Support Services and Employment (NBASSE)	NBASSE is the association that provides provincial representation to government for agencies province-wide by providing a collective voice and venue for member agencies to strategize, develop and implement the highest standards of service for people they support.
Non-Paid Human Service Support	Refers to support services provided by individuals who are not employees of the agency. May include for example: volunteers or students on placement.
Not-for-profit organization	A group which is organized for the purpose of social, religious, charitable, educational, athletic, literacy, political or other such activities.

2.0 Overview of the DSP Employment & Support Services Program

2.1 Program Vision

The *DSP Employment & Support Services* program recognizes adults with an intellectual, developmental and/or other disability as valued contributing members of New Brunswick.

Through the program, individuals will be supported to work, learn, volunteer and participate in their communities in ways that recognize and respect their individual strengths and interests.

2.2 Program Objective

Through participation in the program, individuals will be supported to:

- Work for real wages in typical workplaces
- Find and maintain paid work that matches their skills and interests
- Gain skills and competencies that will enable greater independence, including skills for making decisions and choices, etc.
- Participate in aspects of community life including volunteer, social and recreation opportunities

More generally, the program also aims to:

- Enhance capacity within communities to successfully welcome and include individuals with intellectual and/or developmental disability. This includes workplaces, civic organizations, and recreation associations and activities
- Ensure compliance with the principles and rights outlined in the United Nations *Convention on the Rights of Persons with Disabilities*
- Strengthen families who have responsibilities to support an adult family member with an intellectual and/or developmental disability
- Offer and provide opportunities for specific individuals who may require a more structured environment in order to increase their skills, independence and inclusion within the community

2.3 Program Principles

This program provides an opportunity for individuals to explore and engage in meaningful and purposeful activities, based on their preferences and goals as identified in their Individual Employment & Support Plan (IESP).

The program will respect and adhere to the following principles:

- Persons with a disability have employment potential and are a valuable human resource to New Brunswick's society and economy
- Employment for real wages is the priority and preferred outcome for people with a disability who participate in services and have identified employment goals
- Full or partial participation of persons with a disability in the labour force are recognized as valuable avenues to economic participation and income security
- Policies must enhance opportunities and empower persons with a disability to participate in the labour force and in the community
- People with a disability have the right to be supported to pursue employment opportunities, and to earn a living wage in a job of their choosing, based on their talents, skills, and interests
- Employees with a disability require varying degrees of assistance and support to ensure job success and should have access to those supports as necessary to succeed in, and meet the needs of, the workplace
- Persons with a disability have the responsibility to develop skills and to work to the extent of their abilities and opportunities
- Persons with a disability have access to the supports that they require to participate in employment and in the community
- Services and supports offered through this program must always be purposeful and supportive of the participant's goals

Services and supports offered through the program must be:

- Person-centred and respect individual goals and aspirations, regardless of whether or not employment is identified as a goal
- Easily accessible for individuals (and their supporter) and must be simple to administer, explain and understand
- Fair and transparent in their administrative and decision-making processes
- Individualized, flexible and recognize that every individual has a unique way of learning and developing skills
- Aligned with other supports and services that are designed to assist persons with a disability to work and to participate in their communities
- Designed to ensure job maintenance supports are available once an individual begins employment
- Designed and delivered in a way that respects a person's dignity and autonomy
- Designed and delivered in a way that integrates empowerment, planning, monitoring, interdepartmental and community partnerships, navigation of resources, follow-up supports and program evaluation

2.4 Employment First Philosophy

The employment First philosophy is focused on normative experience, inclusion, and capacity building. It recognizes that everyone has skills and abilities that can be developed and used to contribute to the workplace and to their community. Employment First is considered a best practice in disability services. It is an approach to service delivery that supports working-age adults, regardless of any perceived level of disability, to have choice and opportunities to earn a living through paid employment in the open labour market.

All working age people with a disability can make a valuable contribution to the New Brunswick labour market through integrated, equitably compensated employment within the general workforce, entrepreneurship or self-employment. From an employment first philosophy, if an individual is perceived to have a degree of a disability that appears to prevent their employment participation, this is due to an inability on the part of support services to communicate on the required level with the person or an inability to design a system of effective supports which allow the person to succeed.

Opportunity and support to participate in the open labour market significantly improves independence and quality of life of people with a disability, while at the same time providing the opportunity to become more involved with their community.

2.5 Person-Centred Planning

Some key characteristics of person-centred planning include:

- Learning about a person’s dreams, interests, talents, and what makes the individual unique
- Assisting a person to identify their own vision of what they would like to do by asking “What do you want?”
- Continually focusing on the person for whom planning is being done and on their expressed wishes
- Helping people to identify concrete dreams and goals and the ways to achieve these

This method places the person with a disability in control of their own life by enabling them to make their own choices, regardless of the opinions and ideas of people around them (however well-intended they may be). This method also allows for a better understanding of the individual without labels or diagnosis. Adhering to a person-centred approach means that the planning goals and strategies are not solely based on the placements and services that are available.

Person-centred planning depends on the support and participation of caring individuals. The person and his or her family usually decide who should be invited to help with the planning. Planning is usually facilitated by someone not directly involved in the person’s life. Person-centred planning is an ongoing process that evolves as aspects of a desired future are achieved and issues, such as developing relationships and providing support are worked through.

For individuals who do not identify employment related goals, this approach honors their voice and right to do so. It requires supporting individuals to explore what is meaningful for them and providing the supports needed to work towards identified goals.

There are various planning tools that can be used to support a person-centered approach such as PATH (Planning Alternative Tomorrows with Hope) and MAPs (Making Action Plans).

3.0 Service Delivery Standards

Service Delivery Standard 1 - Program Eligibility

The *DSP Employment & Support Services Program* is available to individuals involved in the Disability Support Program.

The individual's DSP Support Plan must have an identified goal that can be supported through the *DSP Employment & Support Services Program* at the Agency.

Procedures

Programming should be designed to primarily serve individuals aged nineteen (19) to sixty-four (64). This program is intended to be a specialized program for working-aged individuals accessing the DSP to support their identification and achievement of individualized goals.

Guidelines

Individuals accessing supports through the Family Supports for Children with Disabilities (FSCD) program who have completed secondary education requirements and have a goal that could be supported by participating in the program may be eligible. Other community based programs must be explored first.

If an individual involved with the program reaches the age of sixty-five (65) and still has active Individualized Employment & Supports Plan (IESP) goals, they may continue to participate in the program based on their Long-Term Care case plan.

Service Delivery Standard 2 – Participant Referral

Participation in the *DSP Employment & Support Services Program* is voluntary and an individual must be a part of the decision to access services from the Agency.

Procedures

When it is identified that an individual may benefit from participating in the program, the DSP Social Worker will discuss the program with the individual and request consent to share referral information with the identified agency.

The agency must provide clear information about the specific program activities provided to assist in determining suitability of referrals.

The Social Worker must complete a referral form and a service requisition/referral in NBFamilies and provide copies to the agency.

The agency is responsible to ensure the safety and security of all participants while attending agency programming.

Guidelines

It may be necessary for the DSP Social Worker, with the consent of the individual, to share participant information with the agency to determine if the agency can provide the services to meet the identified goal.

It may be helpful for the agency to hold a referral meeting with the individual and/or family members, care providers or significant others to determine if there is a match between the agency's capacities with the goals and interests of the individual.

The DSP Social Worker and agency are responsible for ensuring that all participants are aware of the expectations regarding their participation in the program. It is the participant's responsibility to provide transportation to and from program activities as well as their meals for the period while they are participating in the program. For individuals for whom transportation is a barrier, supports may be available through their DSP Support Plan. Some agencies may facilitate transportation services for participants as per an agreement. Any assistance with transportation will be provided in accordance with the *DSP Policy*.

Service Delivery Standard 3 – Employment First Focus

The agency must take the actions required to adopt and implement an Employment First model of service as is described in these standards.

Procedures

Each agency contracted to deliver services under the *DSP Employment & Support Services Program* shall take such actions required to adopt and implement an Employment First model of service as is described in these standards.

Under an Employment First approach, agencies that provide services to adults with a disability must adopt several important program components that support individuals to obtain paid employment, including:

1. ***Having or creating clear expectations for employment.*** For working age people, the goal of employment becomes the “default setting” for service delivery. For some agencies, this means shifting their missions and mandates away from support as “care-taking” or readiness training, while supporting that people can have other goals beyond employment.
2. ***Having or developing the capacity to deliver successful employment services.*** This involves a variety of services that support people to learn about work, plan for work and find and keep work. These services typically involve:
 - *Pre-employment support* – focusing on helping people access opportunities to learn skills and information that will assist them in obtaining work (e.g., pre-employment skills, computer skills, job readiness skills, work place safety, Workplace Essential Skills, etc.).

- *Career development support* – involving activities that help people plan and prepare for work (e.g., identifying work interests and career goals, exploring local labour market opportunities, and helping people discover their likes and dislikes, etc.).
 - *Marketing and job development support* – involving activities and strategies that enhance hiring opportunities. This can include employer outreach and discovering local labour market opportunities, work customization strategies that match business needs with the abilities of individual job seekers), and determining how job-related supports can be provided (including natural workplace supports from co-workers and external job coach support).
 - *Micro-enterprise and self-employment support* – helping people plan for and establish a small business that generates income.
3. ***Building partnerships with people with a disability and their families.*** This component involves ensuring that people with a disability and their families have reliable information about work (including local examples of people working), and have their concerns addressed about the impact on government benefits and what will happen in the event of job loss. In addition, this component would provide effective opportunities for people with a disability to explore jobs and make informed choices about work (this includes strategies such as job shadowing, short term work trials with local employers and peer support).
 4. ***Building agency leadership to achieve positive employment outcomes.*** Under this component, agency leadership (Board of Directors, Executive Director and management staff) must be active in communicating the agency’s core mission and values that support employment for real pay. The agency’s leadership also anticipates resistance to change and has a plan for addressing issues and concerns that may arise.
 5. ***Having agency staffing roles, patterns and support to help maximize job success.*** This component involves hiring and human resource practices that ensure that staff of the agency possess the skills and job descriptions that support agency needs. It means that staff talents are matched to job tasks (such as employment planning and job development) and the agency has an on-going commitment to staff development through training and access to resources that support employment outcomes. Appropriate staff supervision is provided to ensure expectations are being met.

Service Delivery Standard 4 - Individualized Employment & Support Plan

Each participant must have an active Individualized Employment & Support Plan (IESP) for the duration they are involved with the program.

Procedures

The agency is responsible for facilitating the IESP process. The IESP process must involve the individual. Agency staff who are facilitating the IESP planning process will utilize a person-centred planning approach with an employment-first philosophy. The IESP planning process

should be initiated within ten (10) working days of the agency receiving the referral from Social Development and begin prior to the individual starting programming.

The IESP planning process must include:

- completion of the IESP template
- identification of employment, personal development and/or community engagement goals
- goals that are person-centred that have concrete and measurable action steps, identify responsible person(s), deadline(s), resources required, and potential barriers. Goals should be developed using the S.M.A.R.T. (specific, measurable, achievable, realistic and time-limited) approach

The agency is responsible for supporting the facilitation of individualized supports and accommodations for activities identified to work towards achieving goals identified in the IESP. If it becomes apparent during the IESP process that the agency is not able to support identified goals, the DSP Social Worker must immediately be made aware. Other support options will be explored with the individual through the DSP Support Planning process.

The individual and all those with an identified role in the plan should receive a copy of the IESP. A copy of the IESP shall be maintained as part of the participant's file. Refer to *Administrative Standard 11 – Participant Files*.

The IESP is an active document that will be revised as an individual's situation requires, minimally on an annual basis. Refer to *Service Delivery Standard 5 – Review of the Individualized Employment & Support Plan*.

Guidelines

Through the IESP process, the option of employment will be explored with all participants. This supports an employment first model that focuses on normative experience, inclusion and capacity building. All working age individuals, regardless of any perceived level of disability, must have the choice and opportunities to earn a living through employment if that is a goal for the individual.

A person-centred process recognizes that individuals will be at different stages of the employment process. Therefore, other goal areas such as personal development and/or community engagement are also explored through the IESP process. For some individuals, a goal in personal development and/or community engagement may be the focus. An individual may have identified activities and goals in the area of personal development and/or community engagement while also engaging in pre-employment or employment activities. If an individual has had limited engagement in community it may be important for that individual to have an opportunity to explore and participate in new activities in order to identify abilities and interested to which they have not previously been afforded the chance.

The IESP process may include anyone the individual identifies as important such as the individual's family, support providers, community partners, DSP Social Worker, etc. It is critical that the facilitator has the skills to keep the process focused on the individual's goals and not those of others in their network of support. For some individuals being asked to actively lead their goal setting may be a new experience. It may be valuable for some individuals to prepare for the process

by hearing about what to expect, why it is important, questions that may be asked of them, and/or strategies for identifying and setting meaningful goals. It is important that the time needed is invested in this process and that individuals are provided time to reflect and process the information being shared.

The IESP process should be a creative and encouraging process for the individual. It is not intended to be completed in a linear fashion through the areas presented in the template but rather as a fluid process that allows an individual to flow between areas while identifying how it applies for them.

Refer to *Individualized Employment & Support Plan Template*

Service Delivery Standard 5 - Review of the Individualized Employment & Support Plan

The Individual Employment and Support Plan (IESP) is an active document that guides actions to achieve goals. A formal review of the IESP must occur annually, at a minimum, with the individual.

Procedures

The agency is responsible for facilitating the review of IESP. The review process must maintain a person-centred planning approach with an employment first approach philosophy.

It is important to keep in mind that person-centred planning is an ongoing process that evolves as aspects of a desired future are achieved and as issues such as developing relationships and providing support are worked through. The IESP is a tool to help guide person-centered planning. Therefore, the IESP is considered an active document and there should be an ongoing process of checking in with the individual regarding progress towards their goals. The IESP may be reviewed as indicated in the plan or when it has been identified as a valuable exercise, such as if there has been a change in individual's situation. The individual must be involved in the IESP review process.

At minimum, the IESP must be formally reviewed on an annual basis. The IESP review process should center around what has been achieved, identify what, if anything, has been preventing the achievement of a goal, identification of current goals, and the development of an action plan.

A record of the IESP review process is maintained as a component of the participant's file. Refer to *Administrative Standard 11 – Participant Files*.

Guidelines

During a formal review of the IESP, it is important that those with an identified responsibility in the plan are invited to participate in the review process, such as family members, support providers, DSP Social Worker, etc. It may also be valuable to involve anyone the individual identifies as important to the process.

If during the review process, it is recognized that there has been no progress towards the identified goals it is an indication something needs to change. It may be valuable to consider the activities identified, the frequency of activities, the intention of the identified goal(s) of participating in the activities, and whether or not the identify goal is still meaningful to the individual.

Refer to *Guiding Questions to Facilitate an IESP Review*.

Service Delivery Standard 6 - Pre-Employment Activities

The Agency must have the capacity to deliver pre-employment activities and/or training for any participant who identifies an IESP goal in this area.

Procedures

Pre-employment encompasses a wide range of activities intended to support an individual in developing competencies to prepare them for employment. These activities may provide individuals with general work skills such as: attendance, punctuality, working with peers, communication, ability to take direction and follow instructions, understanding the demands of the workplace, appropriate dress and other daily living skills which are necessary to work in the community. Alternatively, these activities may be more specifically related to direct employment goals such as job readiness assessments, job readiness training, job search assistance, career exploration, skills inventories and training to provide job specific skills to match employment goals.

Pre-employment goals must be individualized, goal specific with identified time-frames, and monitored as identified in the individual's IESP. It may also be valuable to collaborate with other resources who have capacity to support the individual in IESP activities.

Guidelines

Instruction should be offered through individualized learning and small group workshops. These activities should be offered at flexible times thereby allowing individuals to work at their own pace.

An agency may offer an employment incentive for participants involved in an activity directly related to employment programming. Refer to *Service Delivery Standard 6 - Employment Incentive*.

The agency may also support an individual in accessing pre-employment activities through participation in programming offered by resources that fall outside of the agency, if appropriate.

If the activity is not related to developing competencies with the goal of obtaining employment, it would be more appropriately identified as personal development or community engagement activity. Refer to *Service Delivery Standard 10 – Personal Development and/or Community Engagement*.

Pre-employment resources available for agencies include:

Workplace Essential Skills (WES) available through the Department of Post-Secondary Education, Training and Labour ([WES Program Link](#))

Focus Forward mentorship program offered through Key Industries (<http://keyindustries.ca/focus-forward/>)

Service Delivery Standard 7 – Employment Incentive

A monetary incentive, being an amount less than minimum wage, may only be used for employment programming during the training period (max 8 weeks).

Procedures

Monetary incentives less than minimum wage can only be used if the participant is involved in employment programming, and only for the employment training period (maximum of 8 weeks per participant).

As per the New Brunswick Regulation 2024-56, which amends the New Brunswick Regulation 85-179 under the *Employment Standards Act*, SNB 1982, c E-7.2, a participant is considered an employee following their eighth week of employment training.

Participants who continue their employment responsibilities beyond the eighth week of training must be compensated in accordance with the *Employ Standards Act*.

Any agency that provided a participant with a monetary incentive prior to the implementation of these program standards are expected to have completed a transitional phasing out process.

Service Delivery Standard 8 - Facilitating Employment Activities and Supports

The Agency must have the capacity to deliver employment activities and supports for any participant who identifies an IESP goal in this area.

Procedures

The agency is responsible to ensure that individuals with an employment goal identified through the IESP process are supported to ensure the goal is clearly identified and the steps to achieve it are properly identified. The agency has the responsibility to facilitate an individual's access to employment activities and supports as identified through the IESP process.

Employment activities and supports are a set of services that are used to introduce, prepare, monitor, and facilitate individuals with disabilities to seek and maintain employment. Facilitating employment activities and supports requires the agency to:

1. know the job seeker and explore employment possibilities
2. develop an employment plan
3. identify and negotiate employment opportunities; and,
4. support the employment opportunity

This requires designing employment services to facilitate career development, not just job placement, for persons with a disability. Individuals should be supported to find work that holds the most meaning, satisfaction and opportunity for them based on their dreams, interests and skills. In addition, if an individual's identified goal indicates an interest in exploring self-employment, the agency has a role in providing or connecting the individual with a community resource that is experienced in facilitating self-employment for persons with a disability. Compensation for the participant should reflect the norms of the employment market for similar positions and performances.

The agency is responsible for supporting participants in obtaining real work for real pay in typical community environments with support being provided as needed, and on-going if necessary. This may require that support services are available outside of regular daytime and/or weekday working hours to support an individual in their place of employment.

The employment planning phase may include supporting individuals to access technology resources, job coaches, customized employment, job accommodations (e.g. apps on electronics with alarms, alerts, etc). Existing supports natural to the work environment should be maximized for training and ongoing employment activities and support. Best training practices and technology appropriate to the setting and culture should be utilized.

The agency may also support an individual in developing customized employment opportunities within typical workplaces that involve negotiated job responsibilities that match employee skills and enhance workplace productivity. The agency is responsible to facilitate employment support services that are sustainable so the individual with a disability has ongoing access to supports as required. Part of the facilitation process must also ensure that appropriate evaluations and outcome measures are provided.

If an individual is engaged in employment activities and has IESP goals in other areas (further pre-employment skills, personal development and/or community engagement) they should be afforded the opportunity to engage in multiple areas of the service delivery model at a time.

Guidelines

Job opportunities developed need to be reflective of personal interests, preferences, and abilities, as well as the needs of the employer. It is critical that individuals are not portrayed in ways that would contribute to stereotypes or other misperceptions of individuals with a disability. At no time is hiring to be pursued based on charity.

Employment activities and supports should be guided by the information shared during the IESP process regarding an individual's interests, strengths, environments or activities when they are at their best, supports that are effective for them and current level of performance. While some work experiences can be productive for building an employment history and developing skills, these experiences are thought of as initial career steps and not as career fulfillment.

An agency's capacity to facilitate employment activities and supports may be enhanced by engaging with employers to gather information and identify specific opportunities. An agency can assist in facilitating connections between what the job seeker has to offer and the need of the employer or issue the employer has that can be addressed by the job seeker's contributions.

For participants engaged in employment activities or training, refer to *Service Delivery Standard 7 - Employment Incentive* and *Service Delivery Standard 12- Social Enterprise*.

Work Customization: Creating Employment Opportunities for People with a Disability in Today's Workforce (2013). New Brunswick Association for Community Living. [Report Link](#)

For Agencies that demonstrate the required capacities, a Memorandum of Understanding (MOU) may be entered with PETL to allow direct submission of TESS proposals from the agency to PETL regional coordinators. Information about the TESS program is available ([TESS Website](#))

Service Delivery Standard 9 - Job Maintenance Supports

The Agency must have the capacity to deliver job maintenance supports for any participant who identifies support requirements in this area in their IESP.

Procedures

The agency has a responsibility to identify and facilitate any necessary job maintenance supports when facilitating employment opportunities for individuals. The nature, amount and time-frame of support needed will vary from person to person. Additionally, the type and intensity of support necessary will change over time. Thus, agency staff must be skilled at making observations, collecting data, and asking the “right questions” in order to better predict and identify any support needed and provide or facilitate the service. Maintaining ongoing and regular contact with the worker and employer is vital to job retention. This feature of supported employment is one of the benefits that may encourage a business to hire a worker with disabilities and use supported employment services.

Individuals should have the opportunity and support to advance to other employment opportunities which may provide new and/or greater responsibilities, compensation, and challenges. It is critical that agencies collaborate with other community programs to support this area of service delivery.

Service Delivery Standard 10 - Personal Development / Community Engagement

The Agency must have the capacity to deliver personal development and/or community engagement activities and supports for any participant who identifies an IESP goal in these areas.

When offering services to an individual who has identified personal development and/or community engagement goals, the agency will offer supports to enhance the skills for increased independence and personal resiliency as well as for having and maintaining healthy relationships as identified in their IESP.

Procedures

The agency is responsible for:

- the provision of support services that will result in increased social, conceptual and life skills
- providing links to other programs and services, if required (e.g. mental health services)

Personal development and/or community engagement activities should be individualized with monitoring in place to support progress towards goal actualization. The role of the agency is to facilitate opportunities to support the individual in achieving their identified goals. Participants should be supported to engage in typical social and volunteer experiences. An agency must not support participants to engage in volunteer activities with for-profit businesses. The use of an employment incentive is not intended for activities in the area of personal development and/or community engagement. Refer to *Service Delivery Standard 7 – Employment Incentive*

Guidelines

This requires a shift from agency based programming to assisting individuals in achieving personal goals. The use of natural and community supports should be emphasized through activities. Support services should be designed with the core priority of maximizing time in the community. Maximizing the interaction that individuals have with other community members helps build the networks and relationships of individuals. It is important to consider the impact of group based outings in the community. It also creates an increased understanding by the community of the competency and contributions made by individuals with a disability.

All activities should be purposeful with continual assessment of how an individual is progressing towards the goal. Goals in this area may be for therapeutic or developmental purposes and include activities in the areas of cognitive, social, emotional and physical wellness. It is valuable to connect how personal development and community engagement activities support an individual's skill development that may be beneficial in an employment setting.

A person's participation in community is based largely on personal interests, preferences, skills, abilities and opportunities that are either created or offered. Facilitating community participation offers people opportunities to assume valued roles. People who engaged in activities valued by the community, are usually more accepted and respected, resulting in greater opportunities to be involved in community activities.

Service Delivery Standard 11 - Community Capacity Building

The agency should seek opportunities to work in collaboration with employers to increase capacity to recruit, hire, train and supervise employees with an intellectual/developmental disability.

Guidelines

The agency is in a position to collaborate with local or regional community organizations to expand opportunities for participation of individuals with a disability. Participants should be provided with opportunities to participate in activities that will help maintain a positive and constructive/supportive image and involvement in the community.

Traditionally the focus has been on the person with a disability and assessing whether or not the individual is “employment ready” with support services provided from this perspective. The agency is well positioned to expand this focus to include building workplace capacity, changing attitudes, and making accommodations to also address whether or not the employer is ready to support an inclusive workforce.

Efforts in this area of service delivery recognize that the success of an employment first strategy hinges on the buy-in of employers. To facilitate this work, it would be valuable for the agency to engage in ongoing community mapping of potential activities and resources.

Service Delivery Standard 12 – Social Enterprises

If the agency offers a business model as part of the *DSP Employment & Support Services Program* (or have participants from the *DSP Employment & Support Services Program* involved) the business model must adhere to all Provincial and Federal Legislation.

Procedure

Participants employed with an agency business or through agency programming should receive minimum wage or greater, or a fair compensation for tasks performed in contract work based on the norms of the employment market for similar positions and performances, in adherence to all Provincial and Federal Employment Standards.

If a participant is involved with a business model for employment programming purposes it should be for a time-limited period and comply with the program standard regarding providing an employment incentive. Refer to *Service Delivery Standard 7 – Employment Incentive*.

Guidelines

Some business models, such as sheltered or segregated workshops, are inconsistent with the *UN Convention on the Rights of Persons with Disabilities* which states that people with a disability have the right to work “on an equal basis with others”.

Participants should be included in the design process and remain the focus and primary beneficiaries of work towards full citizenship and inclusion. It is recognized that social innovation is critical to the field of disability services and supports moving beyond the limited scope of our sector, recognizing new perspectives, ideas and models for inclusion and capacity building.

One best practice in the area of supporting employment for persons with a disability is through social enterprises. The Social Enterprise Council of Canada (2016) defines social enterprises as businesses owned by non-profit organizations, that are directly involved in the production and/or selling of goods and services for the blended purpose of generating income and achieving social, cultural, and/or environmental aims. Social enterprises are one tool available to non-profits to assist them in meeting their mission to contribute to healthy communities. Social Enterprise, at its best, can offer people the opportunity to build their work and interactional skills in an accommodating environment so their overall employability can be increased over time where traditional competitive employment environments might not be able to accommodate this pace of development for some people.

There is a risk that some initiatives may be a social enterprise in name only and more closely reflect ‘sheltered work environments’ which facilitate neither inclusion nor poverty reduction. Social enterprises can have a role to play but they should not replace a focus on creating employment opportunities in community workplaces. They may make more sense in areas that are quite depressed economically with few employment opportunities for any person who may live in these areas.

Participants employed with a social enterprise should receive minimum wage or greater, or a fair compensation for tasks performed in contract work based on the norms of the employment market for similar positions and performances. Ideally the social enterprise would engage an integrated workforce with some employees being outside the target group.

Resources available from Social Enterprise Council of Canada. Available: <http://secouncil.ca/>

Service Delivery Standard 13 - Transition from the Program

The agency must inform the DSP social worker within 5 days when an individual’s participation in the program is terminated

The DSP social worker must enter an event in the individual’s DSP file and terminate any service requisitions/referrals related to the individual’s participation in the program.

Procedures

There are several reasons why an individual may transition from the program, including:

- participant has met their identified IESP goal(s)
- it is determined that the agency is not in position to provide services to reach identified IESP goal(s)
- the individual is no longer interested or able to participate in the program
- the individual relocates

As this is a voluntary program, if an individual is not attending scheduled activities/programming it would be appropriate for agency staff to meet with the individual and review IESP goals and determine if continued participation is appropriate. If the individual continues to not appear for scheduled activities/programming, their participation in the program may be terminated. Unexplained absences should be discussed with the participant and the DSP Social Worker should be notified if it becomes a concern prior to program participation being terminated.

The agency is responsible for notifying the DSP Social Worker within five (5) working days of the decision to terminate services for an individual. The DSP Social Worker is responsible for entering an event in the individual’s Departmental file and terminating all service requisitions/referrals related to the individual’s participation in the program as of the end date provided by the agency.

Guidelines

Participation in the program is intended to be one component of a holistic approach within the community to support the continuing development of the individual. A transition plan may be useful for some individuals when they are terminating participation in the program. If the individual is transitioning to another program, it may be valuable for the agency to support the transition process. The agency must have the consent of the individual to share file information with another organization.

4.0 Administrative Standards

Administrative Standard 1 - Board of Directors

As an incorporated non-profit, the agency offering the *DSP Employment & Support Services Program* must operate under the direction of a Board of Directors.

The Board of Directors must have an interest or commitment to manage and improve services for the population of persons served by the agency.

Employees of the agency must not be members of the Board of Directors

Procedures

The functioning of the Board of Directors must comply with the *Companies Act* and any other legal requirements under the laws of the Province of New Brunswick.

The Board of Directors must have authority for the following aspects of the operation

- purchase/rental and maintenance of any physical structures used for programming
- appointment and dismissal of Executive Director of agency
- formulation of the program statement
- approval of an annual report on the operation of the program considering its statement of purpose, quality of programming and outcomes of participants
- establishment of written policies and procedures to be followed
- engage in regular planned review of policies and procedures
- review and approval of the annual budget and financial report
- monitoring the agency's performance in relation to the annual budget
- approval of any capital investment, expansion or diminution of a component of the program

Guidelines

The Board of Directors is a critical component in providing leadership and guiding the strategic direction of an agency and their capacity to deliver the *DSP Employment & Support Services Program*. Non-profit organizations rely on strong leadership to drive change and achieve their missions. It is understood that non-profit boards have ultimate authority over the agencies they govern and are accountable for their performance.

In practice, boards have four fundamental roles:

- setting direction
- ensuring the organization has adequate resources
- providing oversight
- hiring and oversight of the performance of the agency's executive director

The Board of Directors may be involved with fund raising activities to support the activities of the agency.

Best practices suggest that a Board of Directors should consist of both professionals and lay members, representing various groups and organizations within the community. The Board of Directors should hold a sufficient number of meetings annually to ensure appropriate direction and oversight of the agency's activities.

Resource Documents

New Resources for Board Members and Volunteers of Charities and Non-Profit Organizations from Public Legal Education and Information Service of New Brunswick. Available: [Board Resources Link](#)

Standards Program for Canada's Charities & Nonprofits (2018) publish by Imagine Canada. Available : http://imaginecanada.ca/sites/default/files/standards_program_handbook.pdf

Administrative Standard 2 - Direct Operation of the Program

The Board of Directors or any of their sub-committees must not directly operate the service except on an emergency basis.

Procedures

The primary responsibility for the direct operations must rest with the person (Executive Director) hired by the Board of Directors to manage the service and the other employees of the agency.

Board members must adhere to their fiduciary obligations to the agency and make decisions based on what is in the best interest of the organization rather than what is in their own personal interest(s).

The agency must have by-laws that have been approved under the requirements of the governing constitution of the organization.

Guidelines

The board should adopt a conflict-of-interest policy

Administrative Standard 3 – Confidentiality

The agency must ensure the privacy of personal information obtained through the delivery of the program.

The agency must adhere to *Right to Information and Protection of Privacy Act* and *Personal Health Information Privacy and Access Act*.

Procedures

Personal health information is any identifying information about an individual (including participants, employees and volunteers), in oral or recorded form; such as:

- name, date of birth, address and contact information Medicare number
- physical and mental health history
- health care history
- family history
- names of person's health care providers
- name of substitute decision-maker
- medications
- health care aids, products, programs

The agency has a responsibility to protect the confidentiality of personal information and the privacy of the person to whom it belongs. This includes all aspects when handling personal information, including:

- collection
- use
- disclosure or sharing
- storage and retention
- secure destruction

The agency should ensure several safeguards are in place to ensure the protection of personal information. Some examples of safeguards include:

Physical safeguards:

- workplace established with security and privacy in mind
- locked filing cabinets and other storage areas
- alarm systems
- mobile equipment and devices securely stored when not in use
- clean desk policy: never leave documents containing personal information unattended for others to see

Administrative safeguards:

- workplace procedures established with protection of privacy in mind
- staff training on those procedures
- use of confidentiality oaths for employees and volunteers
- remaining mindful of need to protect privacy during work day and after work
- confidentiality of personal information at all times (avoid discussions that can identify an individual when you can be overheard such as near waiting room, next door to office,

corridors, staff room, and also outside of workplace, in coffee shops, restaurants, stores, elevators, etc.)

Technical safeguards:

- ensure only employees who need to have access to personal information to do their jobs (audit logs)
- strong passwords and encryption for computers, wireless networks and mobile devices
- secure methods of sharing personal information electronically (encrypted faxes and emails) to avoid interception
- automatic log-offs and machine locking when devices are not in use
- document tracking systems for paper files

The agency must keep files for five (5) years following the termination of involvement with the program. After five (5) years, the agency must destroy the files in a manner that protects confidentiality.

Before disposal of a file, the agency should keep a record indicating:

- list of individuals whose personal information was destroyed
- brief summary of content of file
- time period to which the information related
- method of secure destruction that was used (ex. secure shredding, file wiping, etc.)
- who supervised destruction

Administrative Standard 4 - Program and Policy Manuals

The agency must have program and policy manuals available to participants and employees that comply, at minimum, with employment, health and safety, and other applicable legislation.

Guidelines

The service delivery model documentation may cover topics such as:

- statement of philosophy and purpose
- program goals
- eligibility criteria
- description of programming
- methods of developing and assessment for evaluating IESP
- grievance procedures for participants
- rules of confidentiality

The personnel policy manual may cover topics such as

- hiring criteria
- job descriptions

- work assignments
- employee grievance procedure
- code of conduct
- dress code
- rules of confidentiality – regarding agency and employee
- conflict of interest
- use of technology – internet, email, social media
- employee disciplinary procedures
- hours of work
- vacation and holidays
- sick leave and other leaves of absence
- performance evaluation procedures
- employee training
- use of volunteers
- termination
- health and safety procedures
- abuse and neglect prevention

Administrative Standard 5 - Incident Reporting

The agencies must have a written incident procedure policy.

The agency must immediately report any serious incident involving a participant to the next of kin and the DSP Social Worker.

Procedures

The agency is responsible for reviewing the incident produces with all participants, staff and volunteers.

The agency must have written incident procedures that include obligations that the agency:

- immediately report any serious accident involving a participant to the next of kin and the DSP Social Worker. Serious accidents include injury/illness of a participant, an offence against persons, unusual participant behaviour necessitating the use of physical intervention, or any other incidents that may affect the emotional or physical well-being of participants
- immediately report any situations involving abuse/neglect to appropriate authorities. Abuse/neglect includes suspected physical, financial and/or sexual abuse, mental cruelty, neglect, or any combination
- keep a detailed record of any serious incident including: person involved, place and time, name of responsible staff member present, equipment in use at the time, type of activity being done and description of first aid services administered
- ensure that First Aid providers and First Aid kits are available at any place of employment in accordance with *Occupational Health and Safety Act* (Schedule A Regulation 2004-130 of the First Aid Regulation)

- explain fire drill procedure to all staff and participants
- post evacuation procedures in accessible language
- carry out fire drills on a regular basis to ensure participants can vacate the building in a minimum amount of time

Administrative Standard 6 - Employee Requirements

The agency must ensure all employees have the required knowledge and skills to deliver the program as detailed in these program standards.

Procedures

Employees should be recruited and selected through an objective, consistent process that complies, at minimum, with human rights legislation.

The qualifications for direct service staff should be based on the current state of knowledge in human services, including Human Service Diploma or equivalency.

The qualifications for management staff should be based on the current state of knowledge in human services, and business practices, including Human Service Diploma or equivalency.

All program delivery staff should have or receive training in:

- Social Role Valorization
- Positive Behavioural Support (e.g. non-violent crisis intervention, Mandt)
- Person-Centred Planning
- Program Planning and Delivery
- Employment programming for persons with a disability

It is critical for employees to have fundamental knowledge in supporting persons with a disability, relationship building, employment planning, workplace supports, and result-based reporting. In addition, any management level staff should have supervisory experience.

Staff who do not have the required qualifications must have a training plan of how the employer will support the employees to obtain the minimum qualifications within a specific period of time.

The agency must provide written job descriptions for all positions within the program. Minimally the job descriptions must include responsibilities of the position and reporting relationships. The agency must have periodic reviews of job descriptions to ensure that the program is responsive to the needs of the individuals' served.

All agency staff must comply with the terms of *Administrative Standard 8 - Criminal Record Check and Social Development Record Check*.

All program delivery staff have a valid standard Emergency First Aid and Cardio Pulmonary Resuscitation (CPR) Certificate.

Administrative Standard 7 – Non-Paid Human Service Support

The agency must have policies and procedures in place that define the involvement of non-paid human service supports when involved in the program.

Procedures

If the agency involves non-paid human service support, the agency must:

- not replace regular workers with non-paid supports
- have insurance coverage for non-paid supports engagement in activities
- require a screening process (refer to *Administrative Standard 8 - Criminal Record Check and Social Development Record Check*)
- select non-paid supports relative to their competencies
- have specific guidelines for their effective involvement in the programming to support the philosophy of the program

Guidelines

It is important that non-paid supports are provided with appropriate orientation to the agency and its policies and practices, as well as receive training appropriate to their roles and needs.

The agency should acknowledge and recognize the contributions of non-paid supports.

Administrative Standard 8 - Criminal Record Check and Social Development Record Check

The agency must ensure that all employees, students, and/or volunteers have a Criminal Record Check and a Social Development Record Check completed before the person is involved with the program.

The Criminal Record Check and a Social Development Record Check must be updated minimally every 5 years, or as in accordance with the policy.

Procedures

The agency must obtain and maintain a copy of the Criminal Record Check and a Social Development Record Check for all employees and non-paid supports.

All employees and volunteers must undergo a Social Development Record Check at minimum every five (5) years and when there is reason to believe that an individual has been involved with the Department in accordance with Section 1.2 of the Social Development Record Check and Criminal Record Check Policy.

If the Social Development Check indicates “no contravention,” the Criminal Record Check can be initiated. The Criminal Record Check must be undertaken, at minimum every five (5) years and when there is reason to believe that an individual has been convicted of a criminal offence.

Guidelines

The Social Development Record Check and Criminal Record Check policy has been developed to ensure that programs and services funded and/or approved by Social Development establish and maintain practices which protect children and vulnerable adults from being physically, sexually or financially abused by persons associated with these services.

Administrative Standard 9 - Employee Performance Evaluation and Professional Development

The agency must ensure that all new employees are provided an orientation within two (2) weeks of starting employment.

The agency must ensure that all employees

- participate in a performance evaluation at the end of the agency's imposed probation period
- have an annual performance evaluation that includes a written appraisal of job performance and a professional development plan that is reviewed with the employee

Procedures

The orientation should include the purpose, the program philosophy, and all matter contained in the policy and program manuals.

Each employee must participate in a performance evaluation on an annual basis. Evaluations may be more frequent. The Board of Directors is responsible for conducting the performance evaluation for the Executive Director. A record of the performance evaluation must be a part of the employee file and a copy made available to the employee.

The Agency must ensure that all employees have:

- a copy of their performance evaluation and professional development plan
- professional development activities identified separate from supervisory activities which may be provided by external resources
- a written record of their training activities, including a description of the content of the training activity and its usefulness with regard to improvement of job performance
- their professional development plan revised in accordance with the results of the annual evaluation

Guidelines

The Board of Directors should take an active role in encouraging staff to take part in professional development activities.

Administration Standard 10 – Employee Files

The agency must maintain an individual personnel file for each employee.

Procedures

The agency must ensure the employee files are kept confidential.

The agency must maintain a personnel file for each employee as a record of employee data and information for employment related purposes, including:

- identifying information (name, address, social insurance number, etc.)
- educational qualification and experience
- copies of Criminal Record Check and a Social Development Record Check (initial and every 5 years)
- employment start date
- work plan or performance objectives
- record of annual performance evaluation
- professional development activities
- all related correspondence
- copies of current certificate of Cardio Pulmonary Resuscitation (CPR) and First Aid
- signed confidentiality form
- termination date

The agency must keep an employee file for five (5) years following the employment termination date. After five (5) years, the Agency must dispose of file information in a manner that complies with the *Personal Health Information Privacy and Access Act*. Refer to *Administrative Standard 3 – Confidentiality*.

Administrative Standard 11 – Participant Files

The agency must maintain a record for all individuals who participate in the program.

Procedures

The agency must ensure the participant files are kept confidential.

The agency must maintain a file for each participant as a record of their involvement in the program, including:

- identifying information (name, birth date, Social Insurance Number, address, next to kin contact, etc.)
- relevant medical information (allergies, medications)
- names and addresses of parent(s), guardian or next of kin
- date started with program
- name of DSP Social Worker
- record of IESP through duration of participation in the program
- relevant medical information (allergies, medications, etc.)

- incident reports, if any (Refer to *Administrative Standards 5 - Incident Reporting*)
- date terminated participation in the program

Information in records must be available only to authorized employees, Social Development staff and the individual, if requested. The agency must keep a participant file for five (5) years following the termination date of the individual participating in the program. After five (5) years, the Agency must dispose of the file in a manner that adheres to the *Right to Information and Personal Information Act* and the *Personal Health Information Privacy and Access Act*. Refer to *Administrative Standard 3 – Confidentiality*.

Guidelines

General guidelines for taking notes for a participant’s file should:

- record information in an objective, factual manner
- record information at the time the service is provided
- be brief but remember brevity must contain substance
- avoid repetition of information
- avoid clichés and jargon
- describe behaviour, avoiding the use of undefined and/or unnecessary adjectives
- record information sufficient to support continuity of service
- record information required to support IESP

Administrative Standard 12 – Program Accountability

The agency must complete annual financial statements in accordance with an acceptable accounting framework as identified by Chartered Professional Accountants Canada.

The Agency must ensure the number of employees reflect the support needs and the number of participants served. There should be a minimum of two (2) staff to allow for supervision in an emergency.

Procedures

Social Development is responsible to:

- support the development of the *DSP Employment & Support Services Program* based on the need for the services and the availability of financial resources
- provide funding for established agencies based on mutual service agreements and compliance to program services
- contract with agencies approved to provide the program.

The agency must have an annual budget with the following characteristics:

- direct costs of service for the participant served
- employee salaries
- employee development programs
- maintenance of the physical facility (if owned by the agency)

- administration costs
- listing of projected sources of income

The agency’s financial records must detail all revenue and expenses associated with the program. The agency must keep separate financial records related to the *DSP Employment & Support Services Program* and distinguish them from any other program operated by the Agency or Board of Directors. The agency should retain receipts as back up documents for expenses.

The agency is responsible to provide a copy of the annual financial report to Social Development. The Department of Social Development may request an audit of financial records. Refer to *Administrative Standard 15 – Program Monitoring*.

Administrative Standard 13 - Insurance

The agency must have insurance coverage for all elements of operations.

Procedures

The agency must have insurance covering the following risks:

- loss, damage or destruction of physical assets of the agency, employees and participants by fire, flood, vandalism or theft
- liability to employees, participants and third parties arising from any accident, mishap or other incident on the premises
- liability to third parties and participants arising through the use of any vehicle owned by the agency, and used by any of the agency’s employees or agents in the agency’s business
- any other insurance coverage identified as critical to the delivery of the program.

The agency must provide proof of insurance coverage during the annual review process. Refer to *Administrative Standard 15 – Program Monitoring*.

Guidelines

It is important that the agency or employee inform their insurance provider with clear description that activities engaged in involve persons with a disability as there may be additional coverage required.

The agency should ensure staff who use their personal vehicle to transport participants for activities related to their participation at the agency are aware of the need and benefit of liability insurance to cover such activities.

The Board of Directors should also be aware of the benefits of Board of Director’s liability insurance.

Administrative Standard 14 – Facility Requirements

The agency must ensure any facility used to provide programming for the DSP Employment & Support Services Program:

- conforms to provincial and municipal building and zoning codes

- is physically safe and free from health risks
- meets the workplace health and safety requirements and fire safety regulations of the provincial and local departments of governments
- safety equipment (e.g. safety helmet, gloves, etc.) is used when appropriate
- is adequate for the daily number of people present and for the activities carried out
- adheres to accessibility design standards in providing a space that is barrier-free
- has a separate and private space for confidential matters

Refer to *Administrative Standards 3 – Confidentiality* and *Administrative Standard 5 - Incident Reporting*.

Guidelines

Programming may be offered on a site managed by the agency (owned building or rented space) or in a site in a community setting. It is important the agency consider the safety, security and comfort of the participant which are influenced by the location, design and maintenance of the physical space used for programming.

Administrative Standard 15 – Program Monitoring

The agency must provide the Department of Social Development with bi-annual reports on the number of people being served and indicators of outcomes based on participants' IESP.

Representative from the agency and the Department of Social Development must engage in an annual review of the program.

Procedures

The purpose of the review is to assess:

- that services provided are in accordance with the program standards and the service agreement contract
- documentation is maintained in accordance with these program standards
- the physical structure of buildings used for programming

The annual review must include a visit of departmental representative to the agency.

Guidelines

It is essential for the agency to examine, declare and review their values, activities, service rationale and expected outcomes in order to be able to measure success as well as improve and develop services which supports better outcomes and better lives for the people served in the program.

The agency must ensure that all programs are evaluated on an on-going basis. Reporting should include the number of participants being served, participants' progress towards goals and details of the goals being achieved. These evaluations are submitted to the Department of Social Development bi-annually or as requested.

Monitoring visits may occur between annual review periods.

Refer to *Employment First Indicators Document for Agencies*