

Chapter #: N/A	
Policy: Infant Development Program	
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Policy Statement # 1: Determining Eligibility for Infant Development Services and Support

The Ministry of Children and Family Development provides the Infant Development Program to eligible children and their families through contractual arrangements between MCFD regions and community agencies.

Infant Development Program consultants are responsible for determining the eligibility for the supports and services provided by the program.

Outcomes

- Access to the Infant Development Program (IDP) is fair and equitable.
- Services are provided efficiently and effectively to the appropriate population.

Standards

- 1.1** The IDP applies consistent criteria to determine program eligibility.
- 1.2** Recognizing that Aboriginal children and families are best served by Aboriginal Infant Development programs (AIDP), IDP ensures protocol agreements are in place with AIDP in communities where the program exists, to ensure that referrals for Aboriginal children are directed to AIDP in a timely manner.
- 1.3** The Infant Development Program informs all families of other supports and services available in their community.

Procedures

Referrals

- The IDP accepts referrals from professionals and self-referrals from parents.
- The IDP consultant collects information from the referral source to determine if the referral is appropriate and to confirm that the child meets the eligibility criteria.
- The IDP consultant reviews all referrals to determine the need for services.
- As needed, IDP consultant advises referral sources of other resources more appropriate for their child's needs, such as a preschool/daycare program, or to public health services.
- The IDP consultant confirms with the professional making the referral that the family is aware of and in support of the referral before making contact with the family. The consultant further determines whether the family prefers to initiate contact with the IDP program or for the program to initiate contact.

Determining eligibility

- IDP is intended for children who meet the following criteria:
 - Aged birth to 3 year of age¹; and
 - Residents of B.C.; and
 - Children who are:
 - At risk for developmental delay; or
 - Delayed in one or more area of development; or
 - Diagnosed with a disability/medical condition.
- IDP Consultants conduct an initial visit with the family in the family's home, a hospital setting, or other setting of the family's choice.
- During the initial visit, the IDP consultant:
 - Completes an intake form, in accordance with the organization's forms and templates;
 - Provides information about the program, including its purpose, services and target population;
 - Describes other services available in the community;
 - Informs the parents that IDP works closely with physiotherapists, occupational therapists and speech language pathologists;
 - Informs the parents of their rights and responsibilities;
 - Begins to identify and assess priorities and the needs of the infant and family;
 - Obtains the parent(s)' informed consent for their child to participate in IDP, and;

¹ Note that under exceptional circumstances a child may continue to receive Infant Development services beyond age three. Such circumstances may include an upcoming natural transition time, e.g. entry to preschool, or a lack of other services in the community.

- Begins development of a program plan, including frequency and times of future appointments.
- A review of each infant and family takes place following the initial home visit to:
 - Confirm eligibility for IDP;
 - Determine if the infant and family require monitoring or active intervention; and
 - Determine the need for therapy services.
- If the review determines that the child is not eligible for IDP, the family and referral source are informed of the reasons why and the family is referred to an alternative program.

Written consent

- The parent provides written consent for the eligible child to participate in the IDP.
- The parent provides written consent for the IDP to exchange relevant information about the child or family with other service providers in order to facilitate collaborative practice. This consent has a specific expiry date.

Informing families of other support and services

- All families requesting IDP services, regardless of their eligibility, are informed of – and linked to as appropriate – other supports and services for which they may be eligible, including:
 - Ministry of Children and Family Development programs for children and youth with special needs
 - Provincial and federal public health and medical services
 - Federal programs
 - Disability-specific community supports such as parent support groups, advocacy groups, etc.
 - Generic community supports and services such as recreation programs

Policy Statement # 2: Meeting Individual Needs of Children and Families

Infant Development Program provides a range of supports and services to meet the individual needs of the children and families served.

Outcomes

- Children achieve their developmental goals as identified in their individual plans
- Parents have an increased knowledge of child development and growth and an awareness of the supports available.

Standards

- 2.1 The IDP consultants provide different levels of support to eligible children based on their individual needs.
- 2.2 An individualized plan documents and guides the intervention and support services provided to achieve goals determined by the family, IDP consultant and other involved professionals.
- 2.3 The program uses a collaborative, team-based approach to planning, monitoring and review. Family members and service providers work together to gather and review information, plan, implement, and evaluate intervention goals, objectives, and strategies tailored to the child's unique developmental needs.
- 2.4 The IDP consultant uses developmental and social-emotional screening and assessment tools as appropriate to inform the development of an individualized plan.
- 2.5 The developmental and social-emotional screening and assessment instruments meet the following criteria:
 - The purpose of the instrument is to screen or assess developmental and social-emotional health rather than to predict the future academic success of the child.
 - It includes a range of domains, including at minimum: motor skills, cognition, communication and social-emotional status.
 - The instrument has adequate psychometric properties with reliability, validity, sensitivity and specificity scores of 0.70 or above.

- Norm-referenced tests need to be normed against a sufficiently large and diverse sample size that, as closely as possible, reflects the social environment of the children being tested, within the past twenty years.
 - The instruments are intended for the age group for which they are being utilized.
- 2.6 The IDP consultants using the instrument meet the minimum qualifications for administration of the instrument. Qualifications may be specific levels of education, courses of study, or instrument-specific training.
- 2.7 The IDP consultants build capacity and knowledge in the community about infant development and the Infant Development Program.

Procedures

Individual plans

- An individual plan:
 - Is focussed on promoting the child's development in major skill areas;
 - Promotes attachment and the parent-child relationship; and,
 - Links the family to community resources.
- An individual plan is based on:
 - The child's strengths, needs, abilities, and preferences;
 - The child's present levels of physical, cognitive, communicative, social, and emotional development;
 - The family's priorities and concerns related to enhancing their child's development;
 - The major outcomes to be achieved for the child and the family and the timelines and resources to be used to determine progress;
 - Specific early intervention services necessary to meet the unique needs of the child, including the frequency, intensity, and the method of delivery, and;
 - Cultural considerations.
- Following family-centred principles, families are active participants in the development of the plan. The family's concerns, priorities and resources guide the planning process.
- When possible and appropriate, the plan includes the goals of other involved professionals to provide one integrated plan for the child and family.
- Progress towards short term and long term goals is monitored and evaluated at home visits.
- The individual plan is revised as appropriate in consultation with the family and consulting professionals to meet the changing development and needs of the child and family.

Collaborative, team-based approach

- The IDP consultant actively engages appropriate consulting professionals, including pediatric therapists in planning and review.
- Team meetings are held as required to support caregivers, to share new information, to review plans and set new goals, to plan transitions and to problem solve.
- Team meetings include the parents, IDP consultant and other involved professionals as requested by the parents and are scheduled at times and in locations that are convenient for the parents.
- IDP consultants collaborate with pediatric therapists, using a collaborative approach to intervention. The therapist's role may be that of consultation, monitoring, or direct therapy.
- Family needs and priorities are assessed regularly as these determine the focus of the services.
- The IDP consultant prepares reports noting the child's progress towards his or her goals and distributes them to caregivers and involved professionals.
- Parents determine which team member will act as the coordinator of services.

Screening and assessment

- The IDP Consultant administers screening/assessment at the request of parents or with parents' informed consent.
- The IDP Consultant may administer norm-referenced and/or criterion-referenced developmental screening and/or assessment tools.
- The IDP consultant conducts developmental screening and/or assessment of children to:
 - Document the child's developmental stage
 - Facilitate and support early identification of developmental concerns
 - Identify the child's mastered and emerging skills and areas of need
 - Inform goals and objectives for the individual service plan
 - Facilitate appropriate and timely referrals to other professionals, interventions
 - Track progress over time
 - Promote and support parents' knowledge/understanding of their child's development
 - Increase parents' capacity to maximize their child's development
 - Provide information to support transitions
 - Provide information to promote inclusion
- The process of and time involved in administration is reasonable for the practitioner, child and parent.
- The resulting data and reports are understandable to the practitioner and the parents.
- Parents are active participants in screening and assessment:
 - Parents know their children best and provide key information required for accurate assessment.
 - Parents are the primary agent of change impacting their child's

development.

- Parents provide informed consent for all screening and assessment processes.

Levels of support

- The IDP consultants:
 - Provide general and disability-specific information to parents in order to facilitate increased knowledge about their child's specific condition and development.
 - Assist the parents to create and provide stimulating experiences for the infant that will encourage the child's growth and development.
 - Support parents to learn about and obtain the most appropriate medical, educational or social services for their child.
 - Lend, and demonstrates the use of, developmentally and individually appropriate toys and equipment to the parents to stimulate the child.
 - Assist with referrals to specialists including paediatric physiotherapists, speech language pathologists, and occupational therapists.
 - Connect parents with other parents for peer support and information sharing.
 - Connect parents to appropriate and relevant community resources.
 - May develop and offer parent-child group experiences, e.g. parent-tot groups.
- Home visits are the preferred means by which the IDP consultant works with the parent and child.
- The IDP consultant's role may range from monitoring the child's development to active provision of direct services to follow up, depending on the individual needs of the child and parents.
 - Monitoring: Child development is monitored by IDP through the Ages & Stages Questionnaires (ASQ) for parents (or an equivalent monitoring tool). Child is not on active caseload or may be receiving follow-up visits. The child will be moved to active if necessary.
 - Active: Home visits or other significant contact made at least once a month.
 - Follow up: Child moves from active caseload to follow-up category when contact is made less than once a month.

Enhancing parents' knowledge and skills

- The IDP consultant utilizes a range of resource materials and programs of instruction relating to typical and atypical child development and loans parents appropriate books, videos and other sources of information.
- The IDP consultant helps the parent increase their knowledge about their child's developmental delay or disability.
- The IDP consultant provides information and support to parents when and if they

experience emotional or stressful responses to their child's delay or disability.

- The IDP consultant establishes and delivers parent education and/or support groups as appropriate.

Building community capacity

- The IDP informs the community of the program and provides information and education about the program's purpose and mandate.
- IDP builds awareness of the program in Aboriginal and multicultural communities to promote access to IDP and AIDP.
- The IDP helps build community awareness of developmental delays and/or disabilities.
- The IDP is involved in related community coalitions and/or networking groups as available.

Policy Statement # 3: Determining Priority for Infant Development Supports and Services

The Infant Development Program determines priorities for service provision when resources are insufficient to fully meet the requirements for service in the community.

The program maintains a waitlist to track unmet service requests and to inform the determination of which individual(s) will receive services when resources become available.

Outcomes

- The process of determining priorities is administered in a professional and ethical manner.
- Decisions are objective and defensible.
- Allocation of supports and services to children and families is fair and equitable.
- The same principles and criteria for determining priority and managing requests for service are to be followed by all programs, providing a consistent approach.

Standards

3.1 The Infant Development Program has a consistent and transparent process to prioritize referrals.

Procedures

- The IDP uses a single, comprehensive document to track all referrals.
- The waitlist is reviewed a minimum of every three months to ensure that the relative priorities reflect current needs.
- Consideration for priority should be given to the following factors:
 - Date of referral
 - Degree of developmental delay or disability
 - Age of child
 - Family circumstances
 - Risk of deterioration without prompt intervention
 - Availability of other services and supports
 - Other relevant factors, including those families who have been receiving IDP

- services in another community and have moved to a new community
- The program provides interim services to families who are waiting for IDP consultant services, whenever possible. These may include:
 - Monthly developmental screening at the organization or other community-based location
 - Referral to community-based parent support services, such as a parent-infant drop in
 - Written or audio-visual information about child development and/or specific disabilities.
 - The Local Advisory Committee is informed as to the number of children waiting for service, without identifying information.

Policy Statement # 4: Qualifications for Infant Development Program Staff

Agencies contracted to deliver the Infant Development Program ensure that program staff have the skills, knowledge, and experience to deliver the program effectively and in accordance with the program's intent, principles and goals.

Outcomes

- Children achieve their developmental goals as identified in their individual plans
- Primary caregivers have an increased knowledge of child development and growth and an awareness of the supports available.

Standards

4.1 Agencies contracted to deliver the IDP employ qualified individuals to work as IDP Consultants and IDP Coordinators.

Note:

- These procedures set forth the minimal qualifications for the roles of consultant and program coordinator, recognizing that capacity varies across communities.
- These procedures are not job descriptions.
- These procedures are not intended to replace, but augment, the organizations' job descriptions and qualifications.
- It is understood that a combination of relevant education and experience may serve to qualify an individual for a specific position.



Procedures

Infant Development Consultants

- The minimum qualification requirements for IDP Consultants are:
 - Diploma in Early Childhood Education, or a related field (not required if the preferred qualifications are met)
 - One year of experience working with infants and young children and their families

- The preferred qualifications are:
 - BA in early childhood development or a related field (e.g. psychology, social work) OR
 - Certificate infant development and supported child development (UBC)
 - One year of experience working with infants and young children with atypical development and their families
- Required skills, knowledge and abilities:
 - Demonstrated knowledge of family-centred service, early intervention, typical and atypical child development, family support and individual planning
 - Skill in administering formal and informal developmental assessment tools
 - Demonstrated ability to use a cultural safety framework when working with Aboriginal families and communities
 - Knowledge of the strengths, needs and diversity of the communities served by the agency
 - Ability to exercise independent judgement and initiative
 - Competency in principles and techniques of early intervention in delayed development
 - Practical experience in working with families with infants with a disability or delay

IDP Program Coordinators

- The minimum qualification requirements for IDP Program Coordinators are, in addition to the preferred qualifications for IDP Consultants:
 - Certificate infant development and supported child development (UBC)
 - Minimum of three years experience as an Infant Development consultant
- It is recommended that the IDP Program Coordinator has completed the diploma in infant development and supported child development (UBC)
- Required skills, knowledge and abilities:
 - Demonstrated teamwork, leadership and supervisory skills
 - Well developed planning, organizing, administrative and decision making skills
 - Demonstrated ability to use a cultural safety framework when working with Aboriginal families and communities
 - Ability to work effectively with program staff, Ministry staff, community groups and agencies
 - Strong conflict resolution skills

Policy Statement # 5: Supporting Transitions

The Infant Development Program provides support to eligible children through key transition points.

Outcomes

- Children and their families experience seamless transitions.
- Children achieve their developmental goals as identified in their individual plans.

Standards

5.1 The IDP supports children experiencing transitions within the program or leaving the program.

Procedures

Transitioning to SCD:

- The IDP makes referrals to the SCD up to six months before the point of transition.
- The IDP Consultant ensures that recent and relevant documentation is provided to the SCD program, with the written consent of the parent.

When a new IDP consultant is assigned:

- The parent is given reasonable notice of staff changes and, when possible, the transition between staff is gradual.
- The organization ensures that files and reports are up-to-date, and includes a summary report with follow-up recommendations.
- The incoming staff person is familiar with the files and reports, including the child's individual service plan and any relevant information that pertains to other services/professionals involved.

Moving to a new IDP program:

- The current IDP provides recent and relevant documentation, such as the individual service plan, to the receiving IDP, accompanied by written consent from the parent to do so.
- The receiving IDP completes the intake process.
- Where the receiving IDP has a waitlist, the parent is informed as early as possible of the projected delay in services.

Leaving the IDP:

- The IDP provides information about – and facilitates referrals to – appropriate, relevant services and resources to the child and family when the program is no longer needed.
- The IDP Consultant may provide written or oral information to new service providers, with the written consent of the parent when the child leaves the program.

Policy Statement # 6: Infant Development Services for Aboriginal Children and Families

The Infant Development Program demonstrates a cultural approach to serving Aboriginal children, families and communities. The programs work collaboratively with Aboriginal Infant Development Programs where those programs exist.

Outcomes

- Children and families receive culturally appropriate services.
- Infant Development consultants have an enhanced ability to provide culturally appropriate services.

Standards

- 6.1 The IDP adopts a cultural safety and a holistic approach to services for Aboriginal children, their families and communities.
- 6.2 The IDP provides culturally-relevant services to Aboriginal children and families.
- 6.3 The IDP partners with Aboriginal communities and organizations to further strengthen their capacity to deliver services to their peoples, recognizing that provision of services is a shared responsibility.

Procedures

- The IDP consultants that are providing services to Aboriginal children and families are:
 - Sensitive to the history and unique resiliency of Aboriginal peoples
 - Open to learning and sharing about cultural diversity
 - Open to learning and sharing about cultural safety
 - Aware of Aboriginal history, Aboriginal family systems, and the local Aboriginal communities.
- The IDP uses a cultural approach that includes serving the Aboriginal child in the context of the family as a whole and within the child's community. This holistic approach:
 - Encompasses the physical, emotional, spiritual and mental aspects of the child and family;
 - Involves the whole family unit;

- Includes culture, traditions and language specific to the family, community and Nation;
- Focuses on a strengths based approach; and
- Is sensitive to the history and unique resiliency of Aboriginal peoples.
- IDP consultants participate in training and professional development opportunities to improve their understanding and knowledge of Aboriginal cultures and worldviews.
- When supporting Aboriginal children, IDP consultants utilize resources and materials that are relevant to the children's culture and family.
- The importance of relationships is acknowledged with adequate time spent on building relationships between children, families, community partners, and Elders.
- IDP programs collaborate with other Aboriginal services in the community when there is no AIDP program.

Shared Responsibility

- The IDP is responsible for providing services to Aboriginal children where AIDP is not available.
 - In communities with both IDP and AIDP, the IDP works with AIDP to develop a protocol agreement which guides referral procedures, processes for collaboration and communication, and allocation of extra staff and supports.
- Aboriginal families may choose to receive services from IDP even though there may be an Aboriginal IDP program available.
- Enhancing the capacity for Aboriginal organizations to deliver AIDP to the Aboriginal community is a shared responsibility among the IDP programs, Local Advisory Committees, and Aboriginal communities and programs.
 - Process are in place to ensure exchange of skills, knowledge and expertise between Aboriginal and non-Aboriginal agencies and service providers.
 - Aboriginal staffing capacity is strengthened by supporting the training of Aboriginal people for the IDP program.
- Every attempt should be made to recruit and train required staff in rural and remote areas (including Aboriginal-specific mentoring, apprenticeship, practicum and bursary/grant support) to increase recruitment and success of Aboriginal candidates in rural, remote and isolated areas.

References



Steps in the Right Direction: Connecting & Collaborating in Early Intervention Therapy with Aboriginal Families & Communities in British Columbia. A. Gerlach, 2007

Policy Statement # 7: Local Advisory Committees for Infant Development Programs

The Infant Development Program establishes and maintains a Local Advisory Committee that includes parents and other community partners.

Outcomes

- Parents and community partners have a voice in guiding and supporting IDP through Local Advisory Committees.

Standards

7.1 The IDP is advised by a Local Advisory Committee that acts as an advisory body that guides and supports the IDP program in the delivery and ongoing development of IDP services.

Procedures

- The Local Advisory Committee provides community input into the development of organizational procedures and practices in accordance with best practices.
- The Local Advisory Committee provides support, advice and direction to the IDP for overcoming challenges and achieving the mandate of the program.
- Membership of the Local Advisory Committee reflects the diversity of the local community, including but not limited to culture, abilities, and socio-economic status.
 - Parental participation is necessary for a strong and responsive Local Advisory Committee.
 - The membership includes professionals and community partners such as public health, child care providers, Early Childhood Development agencies, paediatric therapist, MCFD, etc.
 - Membership is reviewed and confirmed annually, at minimum.
 - Members of the Local Advisory Committee assist the agency to recruit new members in accordance with this standard.
 - Members of the Local Advisory Committee are guided by the principles of the IDP program.
 - Members are aware of and compliant with the organization's conflict of interest guidelines.
- The Local Advisory Committee works with the IDP to promote equitable resources and to address gaps in service for eligible children.
 - Members of the Local Advisory Committee are guided by the principles of the

- IDP program.
 - Members are aware of and compliant with the organization's conflict of interest guidelines.
 - The Local Advisory Committee is aware of and supports the agency's quality assurance requirements, methods and performance.
- The Local Advisory Committee seeks to increase local awareness of IDP, Early Childhood Development, and/or services for children with special needs.
 - The Local Advisory Committee enables information sharing across programs and services for young children and their families.
 - The Local Advisory Committee works collaboratively with community groups such as early childhood development committees, Aboriginal early childhood development committees, local Aboriginal communities and other Local Advisory Committees that may exist in the community.
 - Where feasible, the Local Advisory Committee for the IDP may be a joint Local Advisory Committee that meets the needs of two or more programs with complimentary scopes, such as the Supported Child Development Program.
- The committee is flexible and responsive to meet community needs and program priorities.
 - The Local Advisory Committee meets every three months or in accordance to community needs.
 - The committee is not a decision-making body.

Policy Statement # 8: Administration of Infant Development Programs

Agencies contracted to deliver IDP ensure effective program management, integrity, and accountability.

Outcomes

- The program is administered in a professional and ethical manner.
- Decisions are objective and defensible.

Standards

- 8.1 Agencies contracted to deliver IDP have conflict of interest policies that identify and address potential conflicts of interest for staff and members of the Local Advisory Committee.
- 8.2 The IDP promotes ongoing professional development and performance enhancement for staff.
- 8.3 The IDP provides or enables access to regular / ongoing clinical consultation/supervision.
- 8.4 The organization has a transparent and consistent process for managing complaints and appeals that is consistent with their contract with MCFD and, where applicable, accreditation standards.
- 8.5 The organization adheres to a quality assurance framework that includes continuous quality improvement.
- 8.6 The program develops and maintains protocol agreements with key partners.
- 8.7 The organization maintains an up-to-date lending library.

Procedures

Conflicts of interest

- Conflicts of interest are identified and either eliminated or managed in an open and transparent manner.

Professional development and support

- IDP consultants have access to resources regarding best practices and current trends in child care, child development, early intervention services and supports for children with special needs and inclusion. Resources may include, but are not limited to:
 - Print materials
 - Electronic materials
 - Peer to peer networking
 - Training opportunities
- Clinical consultation/supervision may be provided in a variety of means, depending on the community and agency structure.

Complaints and appeals

- The IDP informs parents or caregivers of a child who is not eligible for the program of the reasons why he/she is not eligible and of the process by which the eligibility decision may be appealed.
- The organization informs parents or caregivers of the process by which the decision to provide a certain level of services may be appealed.

Quality assurance

- The IDP identifies desired outcomes and related goals/objectives and measures for the program in relation to what children/families wish to achieve through working with the program.
- The IDP completes annual evaluations to measure achievement of these outcomes. These evaluations include feedback from parents, child care providers, and other stakeholders.
- The IDP develops quality improvement plans based on the findings of the annual evaluation and review of annual statistical information.
- Accredited agencies meet the standards of the accrediting body and remain in good standing.
- The IDP maintains program statistics for quality assurance purposes and for monthly SIRF reporting to MCFD:
 - The program gathers demographic information from families, such as their language preference, and when volunteered, culture, faith, etc, as needed in order to provide responsive services that best meet the families' needs.
 - The program maintains records of the number of children deemed eligible and ineligible, and notes the reason(s) for ineligibility, along with statistics pertaining to types and levels of services provided.

Protocols

- The IDP develops and maintains protocol agreements with Aboriginal IDP programs in the community, where applicable, in order to ensure that children and families who are Aboriginal have the opportunity to receive services from a culturally relevant program.

Resources

- The lending library contains a range of resources to meet the needs of children with developmental delays or disabilities and their families and that reflect diversity of cultures, families, and abilities. The resources may include:
 - Toys and equipment that promote fine and gross motor skills
 - Children's books and puzzles
 - Books, videos and DVDs on a range of topics, including, but not limited to:
 - Specific disorders
 - Child development
 - Communication
 - Curricula
 - Child Care
 - Grief and loss
 - Early intervention
 - Family centred practice
 - Inclusion
 - Aboriginal
 - Multiculturalism
 - Deaf culture and sign language
 - Medically fragile children
- Parents, child care providers, and community partners are able to access materials from the lending library at no charge.
- Where feasible, the organization develops and maintains a lending library in partnership with other community resource libraries.

Appendix # 1: Glossary

- **Aboriginal Community** means Aboriginal families, service providers, organizations, social programs and agencies, non-profit societies, authorities and councils.
- **Aboriginal Child** means a child living on and off reserve, status and non-status, Metis, First Nations, and Inuit, and includes those children who self-identify as Aboriginal.
- **Cultural Safety Framework** means being aware of and examining and understanding the historical power inequities, individual and institutional discrimination, colonization and relationships with colonizers, as they apply to working with Aboriginal children and families.
- **Conflict of Interest** means a situation in which an individual or organization has a real or perceived ability to exploit a professional or official capacity in some way for their personal or organizational benefit.
- **Developmental delay or disability** means that there is a lack of expected progress in one or more of the following skill areas:
 - Gross motor skills
 - Fine motor skills
 - Speech and language skills
 - Visual or auditory skills
 - Cognitive skills
 - Social and emotional development
- **Local Advisory Committee (LAC)** means a committee at the community level that provides direction to the Infant Development program and agency. Parents, community members, and professionals are members of this committee.
- **Parent** is defined in accordance with the *Child, Family and Community Service Act* and means:
 - The mother of a child The father of a child
 - A person to whom custody of a child has been granted by a court of competent jurisdiction or by an agreement, or
 - A person with whom a child resides and who stands in place of the child's mother or father but does not include a caregiver or director