



BOARD OF DIRECTORS
Policy Guidelines
for Early Intervention Programs in Nova Scotia

December 2005

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Preamble

This *Board of Directors Policy Guidelines* is a product of *Focusing on Our Future*, a research project that addressed the needs of early intervention programs in the province of Nova Scotia. The consensus from that body of research confirmed the need for assistance with policy development in all areas of program management. The priority identified was to prepare a handbook of personnel policy. A second research initiative, *Foundations of Our Future*, had as its objective the development of personnel management policies that will be recommended to community boards for adoption. As a result of these two efforts, community boards would be equipped with a common set of personnel policies to be utilized in the human resource management of early intervention programs throughout Nova Scotia.

This *Board of Directors Policy Guidelines* is a living document which will require ongoing updating, adding and deleting of policies as a feature of its functionality. It is available in hard copy, as a handbook, along with accompanying disk/CD.

A master version will be maintained by the office of EINS at 14 Court Street, Suite 200, Unit 129, Truro, NS B2N 3H7 with access on the net at www.earlyintervention.net. The degree to which the information will remain current will depend on usage by personnel in early intervention programs and on an annual review by the personnel committee of EINS.

Purpose: The *Board of Directors Policy Guidelines* has been created for all staff:

- to provide a framework for the day to day operations of the early intervention program
- to ensure consistency and continuity of job performance/program operations
- to assist with staff orientation and to provide a reference source of information
- to increase consistency of application of policies and procedures
- to serve as a reference for specific administrative decisions in an easily accessible format
- to clarify responsibility of functions

Handbook System

Numbering for this *Board of Directors Policy Guidelines* includes multiples of ten for sequential policies. Nine reserve numbers are available for new policies that may be added. The actual policy is to have a regular numeric number, i.e. 10, 20. The number on each policy will indicate both the subject number and the policy number, i.e. 1-10.

The end of each policy in the guidelines is signified by a small early intervention logo and six centered asterisks: *****

Retention/Destruction of Revised Policies

One copy of each revised policy is retained in perpetuity by the chair, personnel committee and the executive director of each community program. All earlier copies of a policy must be destroyed by the executive director after replacement by a revised policy.

Orientation

The executive director must ensure that all staff receive an orientation to the *Board of Directors Policy Guidelines* as part of their regular orientation. The executive director must ensure that staff are informed of additions and revisions to the *Board of Directors Policy Guidelines*.

All staff must maintain familiarity with and abide by the policies.

Definitions

The following terms are used in the personnel and/or board of directors policy document:

- Calendar Year:** January 1st – December 31st inclusive.
- Fiscal Year:** April 1st – March 31st of the following year, inclusive.
- Year of employment:** April 1st to March 31st of the following year, inclusive, unless otherwise specified.
- Vacation Year:** April 1st - March 31st of the following year, inclusive.
- Date of Hire:** An employee's date of hire shall be the day an employee begins work as a regular or temporary / contract employee (this only happens if a temporary employee must move into a regular position without a break in service). This date of hire never changes.
This date is used to calculate:
- vacation
 - sick benefits
 - other applicable benefits.
- Position Date:** The date an employee begins his/her job or position.

Early Intervention is the provision of specialized services to families with children between birth and school age who are either at risk or have a diagnosis of developmental delay. Services emphasize the continued development of functional skills through planned interactions to minimize the effects of the child's condition. Consultation, information, support and services designed to meet the individual needs of each child and

family are delivered in the child's home and may be extended to community based programs.

An **Early Interventionist** is trained to work with young children in partnership with their parents and a variety of community based professionals. Under this partnership, an early interventionist prepares a developmental assessment and helps to design and implement a program to address the child's individual developmental needs. The early interventionist is knowledgeable in typical and atypical infant/early childhood development, the importance of play, family systems theory and community-based resources and programming.

Family-Centered Practice is the sum total of the philosophies, principles and practices that put the family at the heart of the service. This approach to service delivery recognizes the strengths and competencies that various family members bring to the discussion, and it encourages the capacity to label priorities and make informed decisions.

A **Family** is any configuration of adults and children that support and nurture one another.

Chapter 1: Introduction

Early Intervention Association of Nova Scotia

The Early Intervention Association of Nova Scotia (EINS) is a registered society with the Societies Act of Nova Scotia and is managed by a volunteer Board of Directors. The Association formed in 1996 to represent early intervention program staff, board members, families and other individuals interested in early intervention services. The association's goals are:

- to provide a voice for early intervention issues,
- to promote public awareness and education about early intervention and the children and families served,
- to promote personal and professional development in the field of early intervention.

EINS membership is diverse and open to early intervention program employees and board members, parents of children with special needs, professionals and organizations who work with children and their families. Membership is also open to individuals involved in training early intervention personnel, corporate supporters and representatives from interested community groups and any other interested individuals. EINS is comprised of a 17 member volunteer Board of Directors who manage the society.¹ The Board has standing committees for Advocacy, Public Relations and Fundraising, Professional Development, Membership, Parental Support and for Research and Policy Development. The Board meets at least four times per year, in addition to holding an Annual General Meeting.

Historical Context of Early Intervention in Nova Scotia

Early intervention in Nova Scotia involves the provision of specialized services and support to families with infants and young children who have a developmental delay. For example, programs assist families with infants and young children who have Down Syndrome, Cerebral Palsy, Spina Bifida, Autism/PDD and rare genetic/chromosomal disorders. Programs also work with children who are at risk for developmental delays due to prematurity and birth complications. Additionally, many of the families receiving early intervention services involve infants and young children who are delayed for

¹ The membership structure designates that 11 members should be volunteers or staff associated with Early Intervention Programs across the province (three from the Western Region, two from Central, two from Northern and two from Eastern). Additionally, two members are parents whose families are currently being served by an Early Intervention Program and four members represent the general membership at large. The Program Administrative Officer for Early Intervention at the Department of Community Services sits on the Board as an ex-officio member.

undiagnosed reasons. The rationale for early intervention is that the early years offer "...a unique opportunity for all children to build a strong foundation and reduce the likelihood or minimize the potential for poor developmental outcomes later in life."² Early intervention programs are primarily carried out in the home and are family-centered. Services may also be extended to community-based programs to support the inclusion of children with special needs with their peers in their community. The delivery of services has been greatly influenced by Lynda Pletcher's principles of family centered practice.³

Early intervention services focus on equipping children with the necessary skills for leading an independent life and providing parents with the resources that they need to assist their children. The focus is not to "do for" families but to provide them with support and resources that enable them to problem solve for themselves. Early interventionists develop family service plans, provide families with current information on their child's diagnosis and information on child development. Early interventionists also facilitate access to local programs and to various resources. Program staff also provides assistance in contacting and communicating with other parents and professionals. Early interventionists assist families with transitions to new programs, pre-school and into the public school system. Finally, many programs offer access to playgroups and some to developmentally appropriate equipment, toys, games, books and activities through lending libraries.⁴

The first early intervention programs appeared in Nova Scotia in the late 1970s. Both parents and community-based professionals were involved in the establishment of these programs for children birth to three years with special needs. During the 1970s, early intervention programs were funded on an ad hoc basis, as the provincial government made no commitment to guarantee funding. Between 1982 and 1989 seven early intervention programs were established in: Sackville-Bedford, Halifax, Antigonish, Glace Bay, Liverpool, Truro and Shelburne. As the system of delivering services to children with special needs shifted from institution to community, the interest in family-

² *Early Intervention Programs in Nova Scotia Draft Standards and Guidelines Manual*, 2000 edition. Pg. 2.

³ Lynda Pletcher, January 2000. Pletcher advocates seven principles of family centered practice:

1. The overriding purpose of providing family-centred help is family "empowerment", which in turn benefits the well-being and development of the child.
2. Mutual trust, respect, honesty and open communication characterize the family-provider relationship.
3. Families are active participants in all aspects of services. They are the ultimate decision-makers in the amount, type of assistance and the support they seek to use.
4. The ongoing "work" between families and providers is about identifying family concerns (priorities, hopes, needs, goals or wishes), finding family strengths and the services and supports that will provide necessary resources to meet those needs.
5. Efforts are made to build upon and use families' informal community support systems before relying solely on professional, formal services.
6. Providers across all disciplines collaborate with families to provide resources that best match what the family needs.
7. Support and resources need to be flexible, individualized and responsive to the changing needs of families.

⁴ Early Intervention Association of Nova Scotia. Newsletter 2000:1

centered early intervention programs grew.⁵ This type of interest was particularly evident in rural areas due to limited services for families.⁶

Early intervention programs continued on in this precarious manner until December 1988 when the provincial Department of Community Services established a funding base for early intervention programs. These funds were granted on a matching basis whereby the Department of Community Services provided 75% of the expenditures for salaries, administrative support, fringe benefits, staff training and travel up to the maximum of an approved budget for these items. This arrangement required a commitment from each board to raise the remaining 25% in order to be eligible for funding. Funds were advanced quarterly to the various programs and were dependent on the Department of Community Services budgetary approval.⁷

This funding formula was also connected to a system of income testing, also introduced in 1988, whereby the incomes of all families involved with early intervention programs were tested in accordance with the federal *Canada Assistance Plan (CAP)*. The CAP stipulated that the income of 65% of families involved with early intervention programs had to be at a certain level under the plan in order for programs to qualify for, and receive, federal funding. Until this program ended in 1997, executive directors surveyed each family and forwarded the statistics to the provincial government who would decide which families qualified for funding.

In 1997, the Department of Community Services announced a new approach to funding whereby they would provide “block funding” grants to contribute to core program costs for early intervention programs. Block funding was designed to create financial stability within the early intervention community by helping to reduce fundraising pressures. A stable amount of provincial financial support was guaranteed regardless of the success of a fundraising program.⁸ The majority of programs are still required to fundraise, as block funding does not cover all program costs. Many boards struggle to raise about twenty percent of their funding needs, which means that a number of boards are perpetually fundraising.

Despite continual funding challenges, a period of expansion in the number and size of programs occurred between 1989 and 2000 with the formation of a further five programs in Amherst, Lunenburg, Yarmouth, Lawrencetown, and New Glasgow. Part of

⁵ *Early Intervention Programs in Nova Scotia Draft Standards and Guidelines Manual*, 2003 edition. Pg. 2.

⁶ Much of the Nova Scotia population lives in rural areas. In 1996, 45.2% of the Nova Scotia population was living in rural areas. This percentage is more than double the national proportion of rural dwellers. *Family Matters: Women in Nova Scotia, Part 2 of a Statistical Series*. Advisory Council on the Status of Women. Halifax, Nova Scotia: November 2001. Pg. 10.

⁷ Correspondence to the Progress Center for Early Intervention from Bernadette MacLellan, Department of Community Services. December 1, 1988.

⁸ Until 1997 annual grants from the DCS were based on the approval of five specific line items: salaries, secretarial support, benefits, travel and staff training. In 1997 these became known as “core program costs” with block funding being intended to contribute to core program costs. Correspondence to Early Intervention Program Treasurers from Nancy Taylor, Department of Community Services. January 20, 1998.

the impetus for program growth was a 1993 policy shift from serving children birth to three years, to birth to six years. This change in mandate had significant effects on urban early intervention programs, as their numbers increased dramatically. Rural programs, on the other hand, were already providing services to children until school entry, due to the scarcity of placements in child care centers. With this shift in mandate, more early intervention programs were required to meet the increased need for their services.

Several other significant changes were implemented during this time of growth. First, in 2000 early intervention programs were granted “core status” which ensured annual provincial funding. Second, the establishment of programs since 2000 in Clare, Digby, Inverness/Richmond and Eastern Shore-Musquodoboit Valley increased the number of early intervention programs throughout the province. This expansion meant that early intervention services were now potentially accessible to all Nova Scotia children with special needs. Currently, these programs are funded partially through grants from the Nova Scotia Department of Community Services and occasional federal funds.

Programs also access funding from within their own communities through fundraising or grants available to local boards. With these positive changes, however, came new challenges which required a provincial response. Meeting the new challenges was difficult as early intervention programs and services are community-based and are separated from each other geographically and organizationally. Although much collaboration occurs, all early intervention programs operate independently and have their own board of directors, staff and executive director. The 16 early intervention programs listed in Table 1 currently serve 475 children across the province.

Table 1: Early Intervention Program Offices in Nova Scotia

Program Location	Program Name
Glace Bay	AllKids EIP
Antigonish & Guysborough	Antigonish Guysborough EIP
Lawerencetown	Bright Beginnings EIP
Truro	Colchester-East Hants EIP
Amherst	Cumberland EIP
Sheet Harbour	Eastern Shore Musquodoboit Valley EIP
Clare	EIP de Clare
Digby	EIP Digby
Mahone Bay	First Steps EIP
Port Hawkesbury	Inverness Richmond EIP
New Glasgow	Pictou County EIP
Halifax RM	Progress Centre EIP
Liverpool	Queen's County EIP
Lower Sackville	Sackville-Bedford EIP
Shelburne	Shelburne County EIP
Kentville	Valley Child Development Assoc.
Yarmouth	Southwest EIP

While each program differs slightly and some areas are able to offer more programs due to higher numbers of staff and resources, many of the same services are provided throughout Nova Scotia. For example, all programs provide home visits, pre-school and school transition programs, the coordination of other services for parents and support at appointments. Many programs provide other services, such as summer playgroups, toy and book lending, parent information sessions, parent and tot play groups, short-term respite care and assistive technology to varying degrees.

Although there are differences among the early intervention programs, a number of key components are common to all. The voluntary participation of any family having a child with a developmental delay, between birth and school entry, diagnosed or not, is welcome. Parents are encouraged to refer their children, as are health care professionals,

or any other individual, as long as a parent has given his or her consent. Early intervention programs are also provided at no cost to families.

Governance

Early intervention programs in Nova Scotia are governed by community boards funded by the Department of Community Services. Each board has responsibility to manage their local program. Historically, each board has developed its own policies and procedures for dealing with personnel issues. Therefore, there currently exists a wide range of personnel policies in effect throughout the province.

This *Board of Directors Policy Guidelines*, developed through consultation, collaboration and consensus, is intended to be a guideline for community boards. While each board is independent in its operations, it is hoped that each board will adopt the *Board of Directors Policy Guidelines*. In doing so, the early intervention programs can be identified as independent in their operations but consistent in their application of policy. As such, early intervention programs will function as one unified voice in the province. This will help discussions on early intervention issues, when seeking to establish a more formal arrangement in the working relationship with the Department of Community Services .

Mission Statement/Organizational Philosophy

Mission Statement:	It is the intention of EINS to provide community boards with a common set of policies.
Organizational Philosophy:	Employees share an interest in the success of early intervention programs and in the promotion of healthy children and families. Families are the primary focus of services. Employees have a right: <ul style="list-style-type: none">• to non-discriminatory terms of employment• to be treated fairly and consistently• to be treated with dignity and respect within a work environment conducive to efficiency

Management Philosophy

Our management philosophy is driven by an unyielding commitment to values. We live and work by a set of values which include:

- respect and dignity
- honesty and integrity
- inclusion
- accountability

- cooperation and collaboration
- industry
- innovation
- loyalty

This philosophy will be incorporated into daily operations. Our focus will centre on being professional, proactive and productive.

Arising from these values is a managing style known as *Management by Interaction* which emphasizes communication and balance of energy created through staff interactions as well as integration of all human aspects (mental, emotional, physical), creating an empowered, high-energy, highly-productive workforce. It is based on shared goals and active participation of all parties. This management style encourages good communication skills, as well as caring and sharing among staff. Working together, staff similarities and differences complement and enhance shared goals.



14 Court Street, Suite 200, Unit 129
Truro, Nova Scotia B2N 3H7
www.earlyintervention.net

BOARD OF DIRECTORS POLICY 1.10 Application of Policy & Review Process

CHAPTER: Introduction

NUMBER: 1.10

**SUBJECT: Application of Policy
& Review Process**

PAGE: 1 of 1

APPROVED: NOVEMBER 26, 2005

REVISED:

POLICY:

Each Board Member will receive a copy of the *Board of Directors Policy Guidelines* to read upon commencement of employment.

An employee's written acknowledgement of receipt and understanding of *Board of Directors Policy* is required. (See Appendix A).

PROCEDURE:

- this document will be incorporated into the orientation process for new employees.
- employees will be notified of changes to the guidelines verbally and in writing.
- revisions to the guidelines will be circulated to each employee.
- the executive director/chair of the personnel committee is responsible to maintain the *Board of Directors Policy Guidelines*. This includes removal of outdated pages and insertion of new or revised pages when received.



14 Court St, Suite 200, Unit 129
Truro, Nova Scotia B2N 3H7
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BOARD OF DIRECTOS POLICY 1.20 Laws and Regulations

CHAPTER: Introduction

NUMBER: 1.20

SUBJECT: Laws and Regulations

PAGE: 1 of 1

APPROVED: NOVEMBER 26, 2005

REVISED:

POLICY:

The functions of employer and employees and the relationship to one another are governed by a number of laws and regulations.

Guidelines:

All provisions of these guidelines are subject to applicable laws now or hereafter in effect. If any law existing or hereafter enacted, or proclamation or regulation, shall invalidate or disallow any portion of this guidelines, the entire guidelines shall not be invalidated and the existing rights, privileges and obligations of the parties shall remain in existence.

The following includes pertinent legislation that is referenced in the guidelines:

Nova Scotia Labour Standards Code
Nova Scotia Human Rights Code; (Canadian Human Rights Act)
Minimum Wage & Occupational Health & Safety Acts
First Aid Regulations
Freedom of Information & Protection of Privacy Act
Canadian Charter of Rights & Freedoms



Chapter 2: Board of Directors



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BOARD OF DIRECTORS POLICY 2.10 Selection

CHAPTER: Board of Directors

NUMBER: 2.10

SUBJECT: Selection

PAGE: 1 of 1

APPROVED: NOVEMBER 26, 2005

REVISED:

POLICY:

Each early intervention program in Nova Scotia shall be administered through a community board registered as a non-profit corporation under *The Societies Act*.

PROCEDURES:

- board members will be selected/recruited and receive orientation to the program
- the board shall consist of a broad range of individuals up to the number specified in the by-laws. Care should be taken to have the group representative of various community professionals and parents receiving service
- current board members play a major role in recruiting prospective board members. They should call or make a personal visit to a potential board member and brief him/her on the function and purpose of the early intervention program
- inform the prospective board member of how many people serve on the board and their names and occupations. Explain the frequency of board and committee meetings and the responsibilities of board members
- if the person is able to make the commitment, present his/her name at the next board meeting and provide him/her with a board orientation package/manual





BOARD OF DIRECTORS POLICY 2.20 Background Checks

CHAPTER: Board of Directors

NUMBER: 2.20

SUBJECT: Background Checks

PAGE: 1 of 1

APPROVED: NOVEMBER 26, 2005

REVISED:

POLICY:

The board is accountable for making informed decisions based on appropriate background information concerning candidates for involvement on the Board of Directors.

GUIDELINES:

A candidate's background will be considered for the purpose of making an informed decision on suitability for involvement on the board.





BOARD OF DIRECTORS POLICY 2.30 Orientation & Training

CHAPTER: Board of Directors

NUMBER: 2.30

SUBJECT: Orientation & Training

PAGE: 1 of 1

APPROVED: NOVEMBER 26, 2005

REVISED:

POLICY:

Members of the Board of Directors will be knowledgeable about the operations of the organization.

GUIDELINES:

Board members will become regularly involved in board activities and ultimately develop a trusting relationship with the early intervention program.

Board members are expected to operate in good faith and with the best interests of the program in mind as they fulfill their duty to the organization.

An orientation session will be the responsibility of the board chair or his/her delegate working in conjunction with the executive director.

PROCEDURES:

- all new board members will complete an orientation period
- orientation will include a board manual that clearly describes the organization and outlines the responsibilities of board members





BOARD OF DIRECTORS POLICY

2.40 Code of Conduct

CHAPTER: Board of Directors

NUMBER: 2.40

SUBJECT: Code of Conduct

PAGE: 1 of 2

APPROVED: NOVEMBER 26, 2005

REVISED:

POLICY:

Board members will work to preserve the program's integrity and credibility with the public and within the organization.

PROCEDURES:

Towards this end board members will:

- keep member and community interests in mind when expressing a view point
- endeavor to speak from one's knowledge and experience
- express oneself at board meetings (even if one's view differs from that of the other board members) and encourage and make it comfortable for others to do so
- once a decision has been made, speak with one voice
- refrain from 'politicking' outside of board meetings
- on important issues, encourage consensus decisions as well as ones that seek collaborative rather than compromise solutions
- support majority decisions even if one's view is a minority one
- not disclose or discuss differences of opinion on the board outside of board meetings, especially with staff, volunteers or clients
- respect the confidentiality of information on sensitive issues especially in personnel matters
- refrain from speaking for the organization unless authorized to do so
- disclose one's involvement with other organizations, businesses or individuals where such a relationship might be viewed as a conflict of interest



BOARD OF DIRECTORS POLICY Code of Conduct

CHAPTER: Board of Directors

NUMBER: 2.40

SUBJECT: Code of Conduct

PAGE: 2 of 2

APPROVED: NOVEMBER 26, 2005

REVISED:

- refrain from giving direction, as an individual board member, to the executive director or any member of staff
- refrain from seeking information from staff for the purpose of evaluating staff performance; always deal with the executive director on organizational practices



BOARD OF DIRECTORS POLICY

2.50 Conflict of Interest

CHAPTER: Board of Directors

NUMBER: 2.50

SUBJECT: Conflict of Interest

PAGE: 1 of 2

APPROVED: NOVEMBER 26, 2005

REVISED:

POLICY:

Members of the Board of Directors, when they find themselves in a conflict of interest on a given decision, should declare such conflict and remove themselves from the decision-making process concerning the decision in question.

GUIDELINE:

A conflict of interest exists wherever an individual could benefit, directly or indirectly, from access to information or from a decision over which they might have influence, or where someone might reasonably perceive there to be such a benefit and influence.

PROCEDURES:

- members of the board have a duty to disclose any personal, family or business interests that may, in the eyes of another person, influence their judgment
- the board as a whole, has a duty to disclose specific conflicts of interest which may, in their judgment, affect the reputation or credibility of the organization and to disclose the board's procedure for operating in the presence of such conflicts
- board members have a duty to exempt themselves from participating in any discussion and voting on matters where they have, or may be perceived as having, a conflict of interest. Such exemptions should be recorded in minutes of meetings



BOARD OF DIRECTORS POLICY Conflict of Interest

CHAPTER: Board of Directors

NUMBER: 2.50

SUBJECT: Conflict of Interest

PAGE: 2 of 2

APPROVED: NOVEMBER 26, 2005

REVISED:

- any business relationship between an individual (or a company where the individual is an owner or in a position of authority) and the organization, outside of their relationship as a board member, must be formalized in writing and approved by the board





BOARD OF DIRECTORS POLICY 2.60 Confidentiality

CHAPTER: Board of Directors

NUMBER: 2.60

SUBJECT: Confidentiality

PAGE: 1 of 1

APPROVED: NOVEMBER 26, 2005

REVISED:

POLICY:

Each member of the Board of Directors will be required to sign a *Statement of Confidentiality* (See Appendix B) prior to commencing involvement with the early intervention program.

GUIDELINE:

Examples of confidential information include: medical, financial, family, personnel and job performance information.

PROCEDURES:

- confidential information should be stored in a locked cabinet or box with access granted to select individuals on a 'need to know' basis
- during orientation of a new board member, an existing board member or executive director shall complete the *Statement of Confidentiality* with the individual; this document will be filed with board personnel documentation



Chapter 3: Employee Acknowledgement of Receipt and Understanding of Board of Directors Policy



14 Court St, Suite 200, Unit 129
Truro, Nova Scotia B2N 3H7
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BOARD OF DIRECTORS POLICY 3.10 Suggestions for Change

CHAPTER:
Employee & Board Members
Acknowledgement of
Receipt and Understanding of
Board of Directors Policy

NUMBER: 3.10

SUBJECT: Suggestions for Change

PAGE: 1 of 1

APPROVED: NOVEMBER 26, 2005

REVISED:

POLICY:

The *Board of Directors Policy Guidelines* will be updated and revised on a regular basis to maintain its appropriate application in the day to day operations.

PROCEDURES:

- this *Board of Directors Policy Guidelines* is reviewed and revised on a yearly basis
- employee and board member participation in this process is encouraged and appreciated
- revisions to this guidelines will be distributed for the attention of all employees and board members





BOARD OF DIRECTORS POLICY

3.20 Acknowledgement of Understanding of the Board of Directors Policy Guidelines

CHAPTER:
Employee & Board Members
Acknowledgement of Receipt and
Understanding of
Board of Directors Policy

NUMBER: 3.20

SUBJECT:
Acknowledgement of Understanding
of the Board of Directors Policy
Guidelines

PAGE: 1 of 1

APPROVED: NOVEMBER 26, 2005

REVISED:

POLICY:

All employees and board members will receive a copy of the *Board of Directors Policy Guidelines* to read and become knowledgeable on the policies and procedures of the board of directors with the program.

PROCEDURES:

- a review of the *Board of Directors Policy Guidelines* will be part of the orientation process for all employees which will be conducted during regular work hours and all board members
- employees and board members will complete the '*Acknowledgement of Receipt & Understanding of the Personnel/Board of Directors Policy Guidelines Statement*' (see Appendix A) and the same will be placed in the employee's personnel file or Board of Directors file



Appendices

Acknowledgement of Receiving and Reviewing Documents

I, _____, as a Board Member / Board of Directors Executive Committee / Staff Member (circle appropriate), of the Early Intervention Program, acknowledge that I have received and reviewed the following documents:

(Check appropriate)

_____ Personnel Policies for Early Interventionist

_____ Board Member guidelines

I have had the opportunity to review the document(s) and discuss any questions or concerns with the Executive Director. I feel comfortable in the policies that govern this organization.

Signature

Date

Witness

Date

Note:

- *Board of Directors Executive Committee (Chair, Vice Chair, Secretary, Treasurer, Past chair) and staff members are responsible for all documents. Board Members at large only need to review the Board Manual.*
- *Use program letterhead.*

EARLY INTERVENTION PROGRAM

**BOARD OF DIRECTORS
DECLARATION OF CONFIDENTIALITY**

I, _____, hereby acknowledge that as a Board of Directors/Committee member of the Early Intervention Program, _____, I may be entrusted with knowledge of the personal and private affairs of the certain persons and agencies related to the management of the agency. I undertake neither to divulge any of this knowledge nor to discuss it at any time, or, any place, or with any unauthorized person, except in the course of my responsibilities as a volunteer of the program. I acknowledge that a break of this undertaking may result in my dismissal as a Board/Committee member.

Board Member Signature

Date

Witness Signature

Date

Note:

- *Original kept on file, copy given to Board Member.*
- *Place on program letterhead.*