



District of Nipissing Inclusion Support Program

PROGRAM GUIDELINES

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DEFINITIONS

“Ages and Stages Questionnaire” or **“ASQ”** means a set of questionnaires about children’s development which looks at important areas of development such as speech, physical ability, social skills, and problem-solving skills.

“Approved Recreation Program” means programs that meet the description as set out in subsection 6 (4) in the Child Care Early Years Act, 2014;

“Child” means a young person between infancy and youth who exhibits the characteristics of innocence, obedience, truthfulness, limited understanding, playful imaginations etc...

“Child Care Early Years Act, 2014” or **“CCEYA, 2014”** means an act that’s purpose is to foster the learning, development, health and well being of children and to enhance their safety through a legislative framework for child care and early years services in Ontario which includes rules and regulations.

“Child with Special Needs” means a child whose cognitive, physical, social, emotional or communicative needs, or whose needs relating to overall development, are of such a nature that additional supports are required for the child.

“Children” means a person who is younger than thirteen (13) years of age and in special circumstances up to eighteen (18) years of age in accordance with the *Child Care Early Years Act, 2014*.

“Educator” means and refers to an apprentice early childhood educator/child development practitioner, or registered early childhood educator, program assistant, recreation therapist, and any/all persons that are working directly with the children in programs.

“EarlyON” or **“EarlyON Child and Family Centre”** means a place where parents and caregivers can start making connections and build relationships that are essential to realizing a child’s full potential. Where they can learn, grow and connect together. Children can learn, play, laugh, be curious, make friends and engage with others. Where they can build their sense of belonging and capacity for expression, enhance their own well-being and explore and engage with the world around them (Ministry of Education. (2017). *Visual Identity Guidelines*. ON:Queens Printer).

“Employee” means practitioners, registered early childhood educator, educator, cook and all program staff.

“Exceptionality” means someone that is high above average or someone who needs special support.

“Family Centred” means services that are “made up of a set of values, attitudes, and approaches to services for children with special needs and their families. Family-centred service recognizes that *each family is unique*; that the family is the *constant in the child's life*; and that they are the *experts on the child's abilities and needs*. The family works with service providers to make informed decisions about the services and supports the child and family receive. In family-centred service, the strengths and needs of all family members are considered”.

“Handle with Care” or **“HWC”** means professional learning that uses 4 different building blocks that promote key messages to support positive mental health practices.

“HDLH?” means Ontario’s pedagogical approach for early years and child care: *How Does Learning Happen?*

“Individual Support Plan” means a written comprehensive plan that details the specific plan of care for a child. It includes all developmental domains and specialized accommodations that are required for a child to have optimal support within the program.

“ISP” means Inclusion Support Program.

“Licensed Child Care” means an agency who provides child care for one or more children and has a licence issued by the Ministry of Education under the *Child Care and Early Years Act, 2014*.

“Licensee” means The Child Care and Early Years Act, 2014 (CCEYA) requires any premises that receives more than five children under the age of 13 years for temporary care and guidance in Ontario to be licensed by the Ministry of Education, except in exempt circumstances. An individual, corporation, or First Nation who holds a licence issued under the Child Care and Early Years Act, 2014.

“Looksee Checklist” means a set of developmental checklists that provide a snapshot of how that child is developing.

“Ministry” means Ministry of Education.

“Parent” or **“Guardian”** means an adult that is responsible for raising and nurturing a child.

“Program” means EarlyON Child and Family Centre, licensed child care program or extended day program or camps & authorized recreation programs.

“Program Staff” means practitioners, registered early childhood educator, educator, cook and all supervisors and management.

“Resource Consultant” or **“RC”** means a professional who supports licensed child care programs to provide inclusive early learning and social opportunities for all children 0-12 years of age.

“Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired result of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation and supports.”

From the “Joint Position Statement of the Division of Early Childhood (DEC) and the National Association from the Education of Young Children” (2009)

PURPOSE

To support all children to achieve their full potential is a purpose that all program professionals share. All early years professional partners remain committed to creating inclusive environments where all children can grow, learn and thrive together. These environments ensure that all children and their families have access to the appropriate supports and resources that they deserve.

Inclusive opportunities benefit all children and it is through this lens that the Inclusion Support Program was developed.

MISSION STATEMENT

To provide quality services to children and their families that have unique and special needs. We are committed to our role in creating a supportive and accepting community.

DEFINITION OF A CHILD WITH SPECIAL NEEDS FOR INCLUSION SUPPORT PROGRAM ELIGIBILITY

The Child Care and Early Years Act, 2014 (CCEYA) defines a child with special needs as a child whose cognitive, physical, social, emotional or communicative needs, or whose needs relating to overall development, are of such a nature that additional supports are required for the child.

This is the definition the Inclusion Support Program uses for eligibility for program services.

WHAT IS INCLUSION?

In quality, inclusive programs the provider is responsive to the individual abilities and needs of each child. Opportunities are provided for all children to learn through play with their peers, and supported by knowledgeable staff or provider.

Inclusion means children of all abilities have equal access to and participate meaningfully in programs. All children are accorded dignity, a sense of belonging, well-being, and engagement and provided experiences where no child will be marginalized or stigmatized.

It is recognized that each child is unique with a range of abilities and a variety of needs. Each child's abilities are considered and their individual needs met ensuring every child has the opportunity to develop to their fullest potential.

Inclusion encourages the development of genuine relationships, a sense of belonging and well-being for all children promoting respect, dignity and equality. Experiences and program routines are adapted so that all children can participate actively and meaningfully. When children are together as part of the group, their development is enhanced and positive social attitudes are fostered.

The Inclusion Support Program supports all programs to offer inclusive environments where all children have the right to be cared for in settings within their own community that can meet their needs, supporting them to grow and develop naturally. Children who have special needs require child care for the same reason as all children:

- to grow, develop and learn
- friendship building and social inclusion
- parent/guardian employment, training, respite and support

BEST PRACTICES OF INCLUSIVITY

BENEFITS FOR ALL CHILDREN:

- Builds self-esteem while caring for their well-being
- All children feel a sense of belonging
- When everyone has the chance to participate, children have opportunities to be creative, resourceful and cooperative

BENEFITS FOR FAMILIES:

- More care options and choices for their child
- Increasing family participation in the community and program
- Receive appropriate supports to make informed choices and decisions since they know their child the best

BENEFITS FOR THE EARLY CHILDHOOD PROFESSIONALS:

- Opportunity for gaining new knowledge, increased experience and enhanced skills that benefit all children
- Encourages sharing resources that will benefit all professionals, children and families
- Inspires rewarding experiences as children learn and grow together

BENEFITS FOR THE PROGRAMS:

- Creates a multitude of learning opportunities for all
- Setting shows flexibility, respect and an understanding that we all have unique abilities and needs
- Validates each and every child by creating an environment of acceptance

BENEFITS FOR BOARD OF DIRECTORS INCLUDE:

- Promotes and encourages fair and equitable practices
- Promotes the message that all children and families are welcomed
- Educates and coaches decision making people

BENEFITS FOR RESOURCE CONSULTANTS:

- Increase knowledge and professional development when the opportunities arise
- Develop relationships within programs with children, families and Program Staff
- Mentor, model and coach Program Staff

HOW DOES LEARNING HAPPEN?

RELATIONSHIP OF THE RESOURCE CONSULTANT AND PROGRAM STAFF

- To support How Does Learning Happen and incorporate the four foundations of learning: Belonging, Well-Being, Engagement & Expression (Ministry of Education, 2014) of all children attending programs.



BELONGING

GOAL: All children have an opportunity to build relationships and make connections to the world around them.

- All children will feel validated, important and supported in their environment.
- Program staff and resource consultants will support by responding to the individual needs of the children within the program alongside program staff.
- Program staff and resource consultants will support programs by providing adapted activities, routines and materials based on the needs of the children within the program.
- Program staff and all children's cultural identity is recognized as an important aspect of their environment.

WELL-BEING

GOAL: Every child is developing a sense of self, health & well-being.

- Resources consultants will complete referrals to the appropriate community partners and programs as required to support the needs of the child.
- Resource consultants will collaborate with both program staff and community partners to provide adaptive programs, activities and / or physical accommodations that will ensure the success of the child.
- The resource consultants will work along side the program staff to provide strategies that will be individualized and transferable to various environments to ensure every child's success.

ENGAGEMENT

GOAL: All children are valued as individuals with unique interests & strengths along with a right to a quality program with opportunities to develop skills and explore the world with body, mind and senses.

- Engagement is important as it is the first step to creating responsive relationships that include inclusive practices.
- Engagement is everything from taking initiative in introductions and welcoming everyone which in turn, will support building welcoming environments for all.
- The resource consultant will support program staff to provide meaningful opportunities to all, regardless of the abilities or developmental skill level of the children in their program.
- Resource consultants are committed to providing all program staff with professional learning opportunities that are specific to the supports required of the children and the groups they support.
- Resource consultant engagement is not just engaging with children but modeling as well (as it is sometimes assumed that children “know how” to engage with their peers and others in their environment).

EXPRESSION

GOAL: All children and families are capable communicators that may express themselves in many different ways and will benefit from a positive responsive partnership with the program staff.

- Resource consultants are committed to working with program staff and families by providing recommendations and strategies that will ensure the success of the child.

- There will be a sense of mutual trust, respect, honesty and open communication between the resource consultant, the program staff and families realizing that no one role is more important than another.
- Resource consultants and program staff will acknowledge that parents are experts on their own children and that all parties will collaborate to support the best interest of the child.
- Acknowledging, responding to, and supporting all forms of expressions (vocal, non-vocal, augmentative communication, PECS, pointing etc.).

COMPONENTS OF THE INCLUSION SUPPORT PROGRAM

The Inclusion Support Program provides an efficient and focused approach to delivering services and includes the following components:

- Support high quality inclusion policies and practices of the programs
- Offer professional development and core training to program staff
- Support programs through: modelling, mentoring and coaching
- Focuses on the individual strengths and skills of all team members

SUPPORTING HIGH QUALITY INCLUSION POLICIES AND PRACTICES

The Inclusion Support Program will provide support, resources and strategies to the programs to support inclusion for all children. An inclusion statement will be included in each agency's Parent/Guardian Handbook (as per licensing regulations) as well as the program policies to reflect and promote inclusive practices and environments for all children. These guidelines will aim to enhance program staff expertise by providing an opportunity to assess the needs, develop a plan, implement strategies and assess the success of the plan within the programs environments.

Access To Services

To access resource consultant support within the program, the program must have a service agreement with the District of Nipissing Social Services Administration Board.

To receive support from a resource consultant, the child must be referred to the program using the Inclusion Support Program - Referral Form and provide an updated Looksee (for children 6 years of age and under). The referral is sent to the Inclusion Support Program Manager.

Communication

Open, honest and transparent communication is essential to the success of the Inclusion Support Program and should involve all parties in deciding how it will look and how it should be documented. Each program and the resource consultant will maintain ongoing communication through regular program visits, telephone calls, face to face meetings, email and other forms of communication (drop box, communication books).

Resource consultants will complete progress notes for the child or group during each visit and a copy will be available for the educator, parent/guardian and one kept in the Inclusion Support Program files. The programs will ensure the progress note is read by each program staff, signed and then filed within the child's confidential file in the program. Copies for parents will be placed in the child's communication book or in a confidential envelope in the child's cubbie (or through an approved communication app). Group progress notes will be reviewed and filed by the program staff.

A monthly calendar will be available for each program to know when the resource consultant is supporting the program. Resource consultants will notify programs when changes are made to their calendars. Should support be required between scheduled program visits, the program staff are responsible to contact (via phone or email) the resource consultant to discuss their concerns.

Files – All Documentation

All programs must ensure that the child's pertinent information is filed according to the requirements of the Child Care and Early Years Act. It is recommended that each program establish a file within a file system that differentiates plans for special needs and appropriate consents from regular routine procedures and events as per legislation Reg 52 Individualized Support Program (please refer to the next section for specifics).

Program Transfers Between West Nipissing Child Care Corporation (Stepping Stones Program) And Community Living North Bay (Inclusion Support Program)

When a child transfers between Inclusion Support Programs, the file will **not** be transferred. The Resource consultant will assist the new program in accessing current information required from the parent/guardian and specialized services using the Exchange of Information form. The parent/guardian can request and consent in writing for all copies and transfer of information between programs.

Communication With Parent/Guardians

Open, honest and transparent communication with parent/guardians should always include program staff and supervisors. Communication between resource consultant and parents/guardians will be maintained on a monthly basis to ensure ongoing information sharing and relationship building. When a child begins to receive the support of a resource consultant, a meeting will be planned to discuss the supports the child will receive. Families will receive updated written/verbal communication from the resource consultant.

“I wouldn’t change you for the world, but I would change the world for you.”

Joanie, Parent

HOW TO RECEIVE SUPPORT FROM THE INCLUSION SUPPORT PROGRAM

When a program has a concern about a child or group, an educator/program manager will discuss their concern with the resource consultant that supports the program. From this discussion it will be decided what type of service is required:

SERVICE SUPPORT

Resource consultants provide supports for all EarlyON Child and Family Centres, licensed child cares and approved recreation programs by working alongside the EarlyON practitioner and educators. Program staff and resource consultants will communicate (documented on Program Communication Form) how the resource consultant can best support the program. These supports are mutually agreed upon and shared with the Program Manager. Supports will vary depending on the specific needs of the program. Supports include but are not limited to: case management for children/family/guardian, Looksee Checklists, offering unique learning opportunities.

All children in EarlyON Child and Family Centres and licensed child care must have the **Consent for Program Consultation Form** (as shown in Appendix B) signed by the parents/guardians to ensure the resource consultant has the parents/guardian permission to provide individual supports and begin any case management services.

VISITS FROM RESOURCE CONSULTANTS

Resource Consultants will be visiting EarlyON Child and Family Centres and licensed child care programs utilizing different measures in order to accommodate the needs of the children, program and/or resource consultant. These can range from in person on site to virtual or even through telephone

sessions. Considerations for visits will be dependent on any public health restrictions, availability of technology, requirement of additional consent forms and extenuating circumstances that may hinder any of the measures mentioned.

GROUP CONSULTATION

1. Concerns within a group are brought forward to the resource consultant by the program staff, supervisors, parent or guardian.
2. Resource consultant will request to see a copy of the children's Looksee and/or the ASQ that has been completed by the program staff .
3. Resource consultant works alongside the educator and observe the child/group to get a good understanding of the presenting concern.
4. Resource consultant completes a **Consultation Summary Form** for each visit concerning the child/group (a copy is left at child care and will be filed).
5. If consultation is needed to continue after three program visits, and a child has specific concern that requires more supports, the resource consultant will recommend the child be referred to the Inclusion Support Program using the **Inclusion Support Program – Referral Form**.
6. The resource consultant will discuss her concerns with the supervisor and the educator and explain the next steps.
7. Program staff will discuss the concerns they have with the child's parents/guardian.

“One of my greatest talents is recognizing talent in others and giving them the forum to shine.”

Tory Burch

FULL SERVICE

If the child has been referred to the Inclusion Support Program by a community agency, the resource consultant will contact the referral source and request any pertinent information (*Begin at Step 2*).

1. Educator discusses their concerns with the child's parents/guardians and completes the **Inclusion Support Program – Referral Form** with parents/guardians signature. Resource consultant can assist with this as well.
2. Resource consultant and educator will contact parents and set up a face to face meeting to fill out program forms and **Welcome Package** (intake checklist, child information form) this may take more than one meeting.
3. Resource consultant will provide supports for the child and complete **Progress Notes** at each program visit (copy left at Child Care and filed).

4. A plan for the child will be developed with the program staff by the resource consultant working alongside the educator and the child. This plan will be shared with the parents/guardian on a regular basis
5. A copy of all the child's information is maintained at Inclusion Support Program office in the confidential files.
6. Resource consultant provides mentoring, modelling and coaching alongside the educator.
7. Resource consultant will be the child's case manager (unless it has been determined another agency is, this will be in writing in the child's file):
 - Meet regularly with the child's parents/guardians.
 - Case conferences are held annually with parents and all team members.
 - Program/team meetings every 3 months for the child for any updates and check-ins with other professionals involved.
 - Transition to school plans begin in the fall prior to the child entering school (follow Nipissing Transition to School process).
 - One Page Profiles are completed for all children referred to respite and when entering school.

ROLE OF THE RESOURCE CONSULTANT

Modelling:

- Engage with the children during play (inside and outside).
- Utilize the program environment and available materials.
- Support children to meet their developmental goals.
- Demonstrating guidance techniques and strategies to all program staff.
- Introducing, demonstrating and applying strategies to guide program staff when working with children.
- Providing up to date resources and the best available knowledge to ensure positive results for all children.

Mentoring:

- Is a reciprocal process and we are all co- learners.
- Empowering the program staff by building upon existing skills and introducing them to new approaches.
- Working towards improvement without judgement and providing support.
- Not to be mistaken for supervision, rather it is supportive coaching.
- Hands on support to address practical issues that occur in daily routines.

“Mentoring is a reciprocal process and we’re all learners.”

Program Director of Texas Early Learning Council

Coaching:

- Focused observation on the targeted behaviours/concerns shared outlined by program staff.
- Providing recommendations, feedback and problem solving with program staff which includes reflective conversations (documented on progress notes).
- Collaborate with program staff on possible strategies to best suit the program and children’s concerns.
- Once strategy has been applied, providing constructive feedback to program staff with positive and reflective conversation.
- Negotiate the level of support needed for each program.
- Schedule meetings as required to support open communication..

PROGRAM

The resource consultant will use observations, discussions and reflective practice questions with program staff to assist in planning for a successful program for each child. The observations will include the environment and interactions with/between program staff & children during the program. The resource consultant can use the information collected from the observations to support program staff in determining areas in which the group dynamics or a specific child may require support. This is where reflective thinking questions will lead to open and honest conversations to best support all children.

Information collected will also serve the purpose of providing program staff with enhanced resources, screening tools, program suggestions/strategies and recommendations to support the child’s learning.

PROGRAM SUPPORTS

All consultations with children or group of children will be from a strength based approach that outlines a plan for the program, defines objectives and makes recommendations for success. The plan will include specific strategies to meet the needs of the children supported; curriculum/activity planning and play area arrangements. Strategies as well as individual roles, responsibilities, training and resources that are required will be discussed and will be reviewed at a consultation follow up visit by the resource consultant. Information is documented on program progress notes. During the case conference, the team will outline objectives and strategies and the expectations for monitoring events and progress. As well, roles and responsibilities and timelines will be agreed upon by the parent/guardian, program staff, supervisor/lead, and the resource consultant.

“Tell me and I forget, teach me and I may remember, involve me and I learn.”

Benjamin Franklin

INDIVIDUAL SUPPORT PLANS

Individualized Support Plans will be developed by the program staff in licensed child care in consultation with the parents/guardian , and include information from resource consultants and other professionals that support the child and family.

The information regarding the Individualized Support plans and Inclusive Programming can be found in the Child Care Licensing Manual (Ministry of Education, 2019, p.101-103).

- 52 (1) *Every licensee shall ensure that an up-to-date individualized support plan is in place for each child with special needs who receives child care at a child care centre it operates or premises where it oversees the provision of home child care, and that the plan includes,*
- (a) *A description of how the child care centre or the home child care provider will support the child to function and participate in a meaningful and purposeful manner while the child is in the care of the centre or provider;*
 - (b) *A description of any support or aids, or adaptations or other modifications to the physical, social and learning environment that are necessary to achieve clause (a); and*
 - (c) *Instructions relation to the child’s use of the supports or aids referred to in clause (b) or, if necessary, the child’s use of or interaction with the adapted or modified environment.*

- (2) The plan referred to in subsection (1) must be developed in consultation with a parent of the child, the child (if appropriate for the child's age) and any regulated health professional or other person who works with the child in a capacity that would the person to help inform the plan.
- (3) Every licensee of an integrated child care centre shall ensure that the program of the child care centre is so structures that,
 - (a) It will accommodate the individualized support plan of each child with special needs referred to in subsection (1)
 - (b) The program is appropriate for the ages and developmental levels of the children with special needs receiving child care in the child care centre; and
 - (c) The program is inclusive of all children.

Special Instructions

When developing an individualized support plan, the parent of the child, the child (if appropriate) and any regulated health professional or other person who works with the child in a capacity that would allow the person to help inform the plan must be consulted. If one of these individuals or the licensee identifies the child as a child with special needs then an individualized support plan should be developed. If a child is not identified as a child with special needs an individualized support plan would not be needed.

Licensees are required to maintain the confidentiality of a child's medical history including diagnosis. Sensitive or confidential medical information and detailed reports from medical professionals should not be included in the plan unless consent, in writing, has been given by the parent. Licensees must develop an individualized support plan that contains the following information:

- How the child care centre will support the child to function and participate while in the care of the centre;
- Any supports or aids, or adaptations or other modifications to the physical, social and learning environment that are necessary to achieve clause (a), where applicable; and
- Instructions relating to the child's use of the supports or aids referred to in clause (b) or, if necessary, the child's use of or interaction with the adapted or modified environment, where applicable.

ENHANCED FUNDING TO SUPPORT LICENSED CHILD CARE & APPROVED RECREATION PROGRAMS

When faced with a situation where barriers to inclusion exist and temporary supports are required to meet the unique needs of the children participating in the program, funding to support enhanced staffing for the transition period may be available from the Inclusion Support Program.

Under the direction of the administrator/supervisor and in collaboration with the resource consultant funding may be available to hire an additional educator to support a group of children within a centre. An additional educator is hired to replace the registered early childhood educator, it is the RECE that is responsible to work alongside the resource consultant and implement the strategies to support the group. The additional educator replaces the RECE and completes the program expectations. Each request for funding is unique and will vary depending on the concerns of the program.

The funding may be available for short term additional support within the program for the whole group. The registered early childhood educator's role may be individualized based on the needs and supports needed within the program.

The two main priorities are:

1. To work as part of the team and is intended to support the whole program and not a specific child (they are not considered a part of ratio and are not to be solely responsible for a specific child).
2. Use a team approach to assist in supporting the implementation of goals/strategies/rewards or incentive programs, the resource consultant and program staff have previously agreed upon.

“I may not have gone where I intended to go, but I think I have ended up where I need to be .”

Douglas Adams

DEVELOPMENTAL ASSESSMENT, SCREENINGS & CHECKLISTS

Every child that attends a licenced child care or approved recreation program will have an updated Looksee screening tool done at the age requirements. For EarlyON Child and Family Centres this will be completed at the discretion of the parent/guardian.

Screening Tools are completed to:

- Increase a child's opportunity for success as programming and activities are based on the strengths and interests of the child and the program.
- Enhance the capacity of program staff knowledge in child development and positive child guidance strategies.
- Increase the opportunity for a collaborative team approach.
- Assist with the early identification of children who may be at risk or may have other conditions that may require further investigation/referrals.
- Provide effective tools for identifying goals and strategies.
- Recognize the importance of a child's social emotional well-being and lifelong competencies for healthy interpersonal relationships.

DEVELOPMENTAL SCREENING TOOLS

Program staff are required to attend training to ensure they remain current with updated screening tools. Program staff will build an understanding of why we complete the **Looksee Checklist** and **Ages and Stages Questionnaire - ASQ**, how they are completed, what to do after the screening is completed and what are the next steps for the children.

Looksee Checklist

- Resource consultants will demonstrate how to use the Looksee Checklist with the children. This tool is available on line at www.lookseechecklist.com
- The Looksee is a set of developmental checklists that provide a snapshot of how that child is developing. Each checklist consists of a list of yes/no questions that parents/guardians and caregivers answer to build an understanding of how a child is gaining new skills.

Ages And Stages Questionnaire – ASQ and ASQ Social Emotional

- Program staff receive training so they are able to complete the ASQ-3 with children (1 month to 5 ½ years of age).
- The information from the ASQ will support the next steps for children and provide a basis for individual support plans. Resource consultants complete ASQ Social Emotional when required and this information is shared with parents/guardians and the program staff.
- The ASQ-3 is a set of questionnaires about children's development. It looks at how children are doing in important areas of development such as speech, physical ability, social skills, and

problem-solving skills. The ASQ-3 can help identify the child's strengths as well as any areas where the child may need support.

- Resource consultants complete the ASQ: Social Emotional with children (1 month to 6 years of age).
- The ASQ: Social-Emotional, Second Edition, is a series of nine questionnaires developed for screening children to assist with monitoring their social-emotional development and identifying potential social-emotional issues.
- This screening tool helps identify the need for further social-emotional behavioural assessment in children.

PROFESSIONAL LEARNING & MANDATORY CORE TRAINING

The Inclusion Support Program will develop a comprehensive plan to deliver professional learning to all program staff through a variety of venues. An updated professional learning calendar will be available on the DNSSAB website. Posters will be forwarded to all programs with pertinent information: date, time and how to register.

HANDLE WITH CARE

A set of interactive strategies to assist program staff to promote the mental health of young children they work with. Professional learning is consistent of four different building blocks (learning modules) that promote key messages to support positive mental health practices that are occurring consistently and effectively. Handle with Care promotes best practices through interactive hands on learning experiences.

There are 4 Blocks of Handle With Care:

- Block 1 = Building Trust and Attachment
- Block 2 = Promoting and Enhancing Self-Esteem
- Block 3 = Expressing Emotions
- Block 4 = Relationships with Others

Each building block is weaved with the philosophy of *How Does Learning Happen?*.

Program staff will receive a certificate that list the blocks attended. Please refer to the chart following the training descriptions for initial training and follow up recertification timelines.

BEHAVIOUR MANAGEMENT SYSTEM TRAINING (BMST)

A course developed to ensure a respectful learning environment in all programs. It provides training and support systems for enhancing desirable behaviour and for understanding, preventing, and coping with undesirable behaviour. It emphasizes prevention of inappropriate and disruptive behaviour through awareness of factors affecting behaviour, recognition of early warning signs, and the use of calming / de-escalation techniques, but also teaches personal safety techniques for the rare instances when they are required. This workshop is facilitated by a professional trained to provide BMST.

Name of Training	Length	Initial Training	Recertification/Refresher
Handle With Care	4 blocks	All 4 blocks	Refresher-Annually
Looksee/ASQ	2 hours	2 hours	Recertification-Annually
BMST	Full Day	Full Day	Full Day for first time and recertification alternate years

*Mandatory Training is offered by Inclusion Support Program or by other professionals.

The Inclusion Support Program will assist in coordinating program specific training to support a child's needs / diagnosis or program requirements. These will be developed after consultation with the resource consultant assigned to support the program.

Examples include:

- Challenging behaviour
- How to use specialized equipment
- How to best support a particular child, and environmental considerations
- Correcting, Directing, Connecting
- Triple P
- Tucker Turtle
- Individual Support Plans (ISP)

CASE MANAGEMENT (BY THE RESOURCE CONSULTANT)

Case management is the coordination of community services for children. All resource consultants will use the Case Management Guide.

EXPECTATIONS

- Informs parent/guardians of discussions regarding their child and involves them in all aspects of case management.
- Schedule and coordinate case conferences and team meetings.
- Case conferences are an opportunity for all partners (parent/guardians, school staff, child care program staff and community agencies) to discuss the child's progress.
- Gather information from involved community partners.
- Information sharing
- Transition to school
- Being the liaison for community partners including making referrals.
- Providing support to families for financial applications – special services at home; assistance for children with severe disabilities; etc.

“Once you learn to appreciate the small victories there is no need for a finish line.”

Jessica, Parent

TRANSITION TO SCHOOL

Resource consultants assist the family/guardian to have a successful transition to school and work with the Special Education Coordinator/School Principal when required. The level of support will be determined at the child's Team Meeting. A plan is developed based on unique needs of the child and the parent/guardian requests. All this information is documented.

CONCERN/COMPLAINT

If a program has a concern or a complaint about the Inclusion Support Program they must contact the Inclusion Support Program Manager to discuss the presenting issue. Community Living North Bay and West Nipissing Child Care Corporation each have their own policy and process's to handle all concerns/complaints.

If the resource consultant or the Inclusion Support Program Manager has a complaint about a program the following process will be followed:

Resource consultant discusses the concern/complaint with the Inclusion Support Program Manager. The Inclusion Support Program Manager will contact the program manager from licensed child care or EarlyON. This information is documented on the Concern/Complaint Form.

The District of Nipissing Social Services Administration Board Children's Services Department will only be contacted for guidance if the two programs cannot come to a positive resolution. A collaborative approach between all parties would then be taken in order to reach consensus amongst those in attendance by referring to legislation, policies, agreements and guidelines.

MEMORANDUM OF UNDERSTANDING

All programs will complete a **Memorandum of Understanding** (as presented in Appendix A) with the Inclusion Support Program Manager.

The Memorandum of Understanding will outline the practices and principles of inclusion, roles and responsibilities of all service providers, to provide inclusive services and act in accordance with all policies related to the implementation of the District of Nipissing Inclusion Support Programs and conflict resolution. Support may also be provided to the program to create a program inclusion policy as part of the programs policies and placed in the Parent/Guardian Handbook.

The Memorandum of Understanding will be reviewed and signed, annually.



MEMORANDUM OF UNDERSTANDING – APPENDIX A

This MEMORANDUM OF UNDERSTANDING is effective the 1st day of _____, 20__

BETWEEN:

EARLYON, LICENSED CHILD CARE/APPROVED RECREATION PROGRAMS

- AND -

INCLUSION SUPPORT PROGRAM

ADMINISTERED JOINTLY BY COMMUNITY LIVING NORTH BAY AND
WEST NIPISSING CHILD CARE CORPORATION

1.0 Purpose and Scope

This agreement shall provide a framework of guidelines and responsibilities to support the relationship between programs and the Inclusion Support Program.

2.0 Terms

1. All programs and ISP will work together as per the components of the Inclusion Support Program Guidelines, the Child Care and Early Years Act 2014, and program's responsibilities under their service agreement with DNSSAB.
2. All programs will develop an inclusion policy and incorporate a statement of Inclusion within their parent/guardian handbook and provide a copy of said policy to the Inclusion Support Service Provider.
3. The programs will engage all program staff, in professional learning opportunities and mandatory core training provided by Inclusion Support Program. See ISP Guidelines for more details.



4. The Inclusion Support Program will provide program resources and program equipment (lending library) as required and when available.
5. The resource consultant will work in collaboration with the program staff to ensure responsive parent/guardian relationships are supported and respected at all times and that open, honest and transparent communication is an essential component to the success of working together.
6. Maintain confidentiality standards and practices as per Child Care Early Years Act (2014).

3.0 Conditions

1. The Program understands that in order to effectively work together, the performance by the RC is dependent on the program providing all necessary information regarding the child as well as what the child's family can provide.
2. In the event that the program is unwilling to implement the resource consultant's recommendations/strategies and all reasonable efforts have been made by the resource consultant to facilitate inclusion, it may be deemed necessary to re-evaluate the level of support offered by the RC. This re-evaluation is coordinated amongst programs' administrator/supervisor, Nipissing Inclusion Support Program Supervisors/Manager and may include District Nipissing Social Services Administrative Board Children's Services, Supervisor/Director.

4.0 Responsibilities and Expectations

The following section provides further clarification around the responsibilities and expectations of the programs and the Inclusion Support Program – resource consultants.

The Programs will:

1. Provide inclusive programs and supports for all children.



2. Inform parent/guardians by including information on Inclusion Support Program services in Parent/Guardian Handbook and ensuring all parent/guardians sign Consent form Program Consultation.
3. As part of each child's registration process, the Looksee Checklist will be completed for all children. The child care educators will also complete Looksee Checklist at each age interval and at transition times.
4. Take responsibility for communication with children's parent/guardians, in collaboration with the resource consultants and involved community partners.
5. Maintain secured child specific files as per the Child Care and Early Years Act 2014 and allow access for the resource consultant.
6. Ensure data collection and analysis occurs in consultation with the resource consultant.
7. Ensure all program staff to work alongside the resource consultants and implement recommendations and strategies for the children to provide inclusive programs and services.
8. Develop Individual Support Plans for children that require any program modifications or supports in consultation with the child's parent/guardian and involve the resource consultant and community partners when necessary (all participants must sign the Individual Support Plan).
9. Identify when resources and/or training in the program is required and then communicate to the resource consultant.
10. Ensure all program staff participate in mandatory core training.
11. Ensure participation with the Inclusion Support team by ensuring program staff availability for meetings, annual case conferences.



12. Ensure bi-annual partnership meetings are held to review communication and expectations between programs child care program managers and resource consultant/program manager.
13. Annually review the Inclusion Support Program Manual Program Guidelines with all program staff and have them sign off.

The Inclusion Support Program will:

1. Maintain current professional learning and core training opportunities to all the Programs.
2. Ensure consistent and thorough communication with all programs, program staff and administrators/supervisors that includes reflective conversations and documentation.
3. Provide progress notes after each program visit, these notes are completed on the day of the program visit.
4. Provide funding when available for enhanced supports for programs.
5. Attend program staff meetings annually.
6. Provide a monthly calendar/schedule of program support visits by the resource consultant.
7. Notify the program staff when a change in schedule occurs and date when the visit will be rescheduled.
8. Support the implementation of quality programs in collaboration with District Nipissing Social Services Administrative Board, DNSSAB Quality Achievement Program (QA) and Ministry of Education, through reflective conversations.



1.1 Commitment to Partnership

We, the undersigned have read and agree with this Memorandum of Understanding. Further, we have reviewed the Inclusion Support Program Service Delivery model and agree to work within its guidelines.

On behalf of EarlyON Child and Family Centre, licensed child care & approved recreation programs:

Signature

Title

On Behalf of Inclusion Support Program:

Signature

Title



CONSENT FOR PROGRAM CONSULTATION – APPENDIX B

Licensed Child Care/EarlyON: _____

Resource consultants will provide modeling, consultation, and mentoring and to EarlyON, Licensed Child Care and Approved Recreation Program Staff, and to support full participation of all children within the program.

*Program Staff include: Educators/Practitioners/Program Staff/ Managers

Resource consultant's role:

- Provide regular program visits in person, virtually or via telephone
- Provide observation and discussion with Program Staff to address group and/or individual concerns
- Provide recommendations and strategies
- Provide modeling, consulting and mentoring within each program
- Support Educators/Practitioners to complete developmental screenings for all children
- Provide support for developing Individual Support Plan (strengths, strategies)
- Provide Case Management services
- Share information and resources (inclusive practices, child developmental milestones)
- Assist the program in connecting with other specialized services and agencies
- Provide support for children that are transitioning to school, other programs

Virtual or telephone program visits will take place when appropriate. Virtual visits will be over virtual plat forms and are not recorded. Permission for virtual services is required.

I give consent to virtual visits

Should you require additional information on the services offered by the Inclusion Support Program, please do not hesitate to discuss any questions/concerns with the program Supervisors, Educators or Resource Consultant.

Child's Name: _____ Date of Birth: _____

Parent/Guardian Signature: _____

Program Supervisor: _____

Date: _____

*Note: Valid while the child is in EarlyON, Licensed Child Care and Approved Recreation.



CONSENT FORM TO RELEASE OR OBTAIN INFORMATION – APPENDIX C

I, _____
(parent/ guardian)

of _____
(address)

hereby consent to obtain and/or release relevant information concerning

(child's name) (date of birth)

• Children's Aid Society – District of Nipissing & Parry Sound	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Initial _____
• Community Action Program for Children	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Initial _____
• Community Counselling Centre	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Initial _____
• Community Living Mattawa/ West Nipissing	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Initial _____
• District of Nipissing Social Services Administration Board (<i>subsidy</i>)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Initial _____
• Hands: TheFamilyHelpNetwork.ca	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Initial _____
• Infant & Child Development Program	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Initial _____
• Licensed Child Care/EarlyON: <i>Click or tap here to enter text.</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Initial _____
• Ministry of Children, Community and Social Services	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Initial _____
• One Kids Place <i>Click or tap here to enter text.</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Initial _____
• Pediatrician	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Initial _____
• Physician	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Initial _____
• School /Board: <i>Click or tap here to enter text.</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Initial _____
• Other: <i>Click or tap here to enter text.</i> (CHEO, SickKids, Easter Seals, Autism Ontario)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Initial _____



Consent Form to Release or Obtain Information

I understand

- 2) who wants the data and for what purpose
- 3) what data is to be disclosed and obtained
- 4) that the data released or obtained will not be passed on to another third party without consent
- 5) West Nipissing Child Care Corporation and Community Living North Bay Resource Consultants work in collaboration and may consult regarding your child's needs

It is understood that all information and correspondence will be treated in a confidential and professional manner.

This consent expires upon termination of service or when the client specifies in writing they wish to revoke consent.

Print Name	Signature of Parent/Guardian	Date
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Print Name	Signature of Resource Consultant	Date
------------	----------------------------------	------

If Guardian is signing, please specify relationship here: _____

This consent will expire as of: _____
(MM/DD/YYYY)

Consent is to be completed on an annual basis



CONTACT US

Inclusion Support Program

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