

Bridgewater Day Care Centre Inclusion Policy

Policy : Bridgewater Day Care will provide a high quality, positive early learning program in line with the Quality Matters and Early Learning Curriculum framework for all children. All children will be welcomed here regardless of ability, need, background, religion, gender, or economic circumstances.

Procedure :

For Administration -

- Annually the Provincial Inclusion Support Grant (ISG) will be applied for and final report submitted.
- Provincial funding will be utilized with the continued employment of a Resource Teacher. This position will be under the direct supervision of the Director and Assistant Director.
- Yearly, approved work plans will be communicated to child care staff, board of directors and parent committee through meetings and written correspondence (ie. Notices, newsletters, minutes).
- A copy of the ISG workplan will be kept with the Quality Investment Grant (QIG) binder documents.
- ISG workplan strategies will be reviewed monthly to ensure time line strategies are being met.

For Employees -

- Bridgewater Day Care Staff are aware of the Centre's inclusion policy upon hiring. Our inclusion policy is an important aspect of the recruitment of staff for our Centre community. Applicants will not be excluded based upon gender, background, culture, religion or economic circumstances. Positions will be offered based on competency, qualification, and enthusiasm for the position.
- The Resource Teacher position will be used to lower classroom ratios, facilitate classroom interactions and activities, provide assistance wherever needed, and prepare materials for individualized program goals. This position does not support continuous, one-on-one care for children.
- The Resource Teacher will be a support for Parents, Early Childhood Educators, and Centre Director. A separate job description and duty list will be made available for this position.
- Professional Development opportunities that support the Quality Matters and the Early Learning Curriculum framework, will be supported for all employees, permanent volunteers and board members.

For Parents/Families -

- Admissions are accepted on a first come first serve basis, with the exception of priority of space being allocated to employees of Bridgewater Day Care and current families. A confidential waitlist will be maintained by the Director and Assistant Director.
- Bridgewater Day Care Centre follows the 6 Principles of Inclusion (see table A) as the basis of this Inclusion Policy.
- The Centre does maintain it's right to deny/withdraw care for the following reasons: 1) failure to pay child care fees 2) the Centre is unable to meet a child's needs 3) the Centre is unable to accommodate a child's needs 4) a family member poses a direct threat to Centre staff or children.
- Bridgewater Day Care Parents will be made aware of the Centre's inclusion policy upon initial orientation with the Centre's Director. A statement on Inclusion will be included in the Parent Handbook.

- Children will be included in a chronologically appropriate environment with their peers.
- Communication with all parents will be ongoing. This can be person to person, phone calls, communication note books, email, fax. Parental communication is to be through the Centre, not with individual employees (home phone, email, texting, etc.). Communication regarding children and the Bridgewater Day Care Centre staff via social network sites is not advised.
- Children may be identified initially upon enrollment of requiring an adapted program.
- Should a child require additional developmental and/or behavioural supports, the need for an Individual Family Support Plan (IFSP) will be addressed by staff in consultation with the family and, where appropriate, other early years professionals.
- Children who are not initially identified upon enrollment as requiring supports will be assessed upon parental consultation and review of Early Childhood Educators observations, recordings and recommendations.
- Supports for children can include but not limited to physical modifications, adapted routines, developmentally appropriate expectations, external referrals, visual schedules and prompts and modified menus.
- Parental direction/input is recognized by the Bridgewater Day Care Centre as the best source of knowledge for their child. Observations on behaviours, routines, likes and dislikes are valuable information to share between parents and staff.
- At any/all stage of a child's enrollment, pre-enrollment, or post-enrollment, confidentiality of a child/family information is adhered to. Privacy for a family is respected and supported. The only exception is in regards to suspected child abuse. Any exchange of information or on-site interaction with external resources can only occur with prior parental written permission. This exchange of information, verbal or written will be treated with the same level of confidentiality.
- The length of a child's day will not be limited by the Centre, in order to allow children to be included in all aspects of the regular daily program to the best of their abilities.

For Board Members -

- Board members will be made aware of the Centre's inclusion policy upon membership.

Valuing Diversity in Families -

- Staff, parents, and children work together to ensure food served in our Centre meets the medical, cultural, and dietary needs of each child.
- Parents and children are encouraged to contribute various aspects of our Centre community by providing information of resources illustrating aspects of their lives, culture, or community.
- The curriculum, activities, books, materials and environment are used to reflect the diversity of all children, families and the wider community. When possible these will be adapted as necessary to facilitate the inclusion of all children within our daily routine and activities.
- Staff actively discourages stereotyping of gender, culture, background, or ability by facilitating non stereotypical play, and through the use of non stereotypical resources and images.
- We strive to provide learning experiences that are meaningful to every child which reflect their diverse learning styles and abilities.
- Bridgewater Day Care Centre recognizes that inclusive practices require continuous evaluation. This can be done using resources such as the ECERS, ITERS, SACERS, FCCERS, and/or SpecialLink Early Childhood Inclusion Quality Scale. Centre goals will be recognized and a plan developed for overall inclusive practice improvements.
- Bi-annual learning environment evaluation is conducted, on classroom displays, equipment, props, books, music, to ensure that diversity, abilities, cultural awareness, family traditions are present, appreciated and celebrated. Ensuring program content is void of stereotypical male/female role modelling or expectations.

-Bridgewater Day Care Centre recognizes it's physical limitations of not being wheel chair accessible on it's second floor. A separate policy on transporting/lifting children/wheelchairs up and down the stairs is available.

Individualized Family Support Plans (IFSP) -

- IFSP planning for children will be conducted through a team approach.

- Team members include all external and internal resources involved with a child and family.

The purpose of this team is for everyone to work consistently and cooperatively towards achieving preset goals.

-Minutes will be recorded for all IFSP meetings. The Resource Teacher may be the recorder for the meetings. The recorder will be responsible for typing notes and circulating them to all members.

- Parents are an essential part of the IFSP planing team. Parents are encouraged to lead the planning meetings, and giving overall direction to the team for individual goals.

- IFSP meetings are to be conducted at least, every three months, at a mutually agreed upon date, time and location.

-Prior to children enrolling in Elementary or Pre-Primary school, contact with the school board is encouraged, to map out a transition plan to the new program.

-On site collaboration with external resources are encouraged and supported if requested by the parents, (Child Abuse Registry and Vulnerable Sector Police Checks may be required in certain circumstances prior to this collaboration).

- Resource teacher is responsible for ensuring that classroom staff are aware of each child's IFSP plan and goals. These goals will be routine based.

Table A - SpecialLink Inclusion Principles Scale

1.	The principle of “zero reject”	No <i>a priori</i> limits are set that would exclude children with particular levels or types of disabilities.
2.	The principle of natural proportions	The centre enrolls roughly 10 - 15 % of children with special needs, in “natural proportion” to their occurrence within the community.
3.	Same hours/days of attendance available to all children	Children with special needs are not limited in attendance options (eg., part time or fewer days per week) compared to typically developing children.
4.	Full participation	The centre is committed to enabling the full participation of children with special needs within regular group activities and routines through accommodations, modifications and extra support where necessary. Pull out time is limited or avoided when interventions can be done in the room and can involve other children.
5.	Maximum feasible parent participation at the parent’s comfort level	The centre makes concrete efforts to encourage parents’ participation at Individual Program Planning (IPP) meetings, committee meetings, training sessions and parent networking events. It also involves families to the maximum extent feasible, providing child care, transportation, flexible meeting hours, translation, etc. as necessary. “Maximum feasible participation” does not force family participation as a requirement of enrolment, but it demonstrates that every effort is made to make families feel welcomed and valued.
6.	Leadership, pro-active strategies and advocacy for high quality, inclusive child care.	The director, staff and board actively promote inclusion both in the centre and through public activities designed to effect policy change and ensure adequate support for high quality, inclusive programs.

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