

# Sample of inclusive language and expectations to be inserted into Parent Policies for early learning and care programs

## Goal Statement:

Our goal is to be inclusive in providing developmentally appropriate group experiences for all children in a secure, stimulating, and child-centred environment.

We recognize all children have specific abilities and needs, as well as a unique relationship to the world reflecting their family's background, history and culture.

We will make every effort to accommodate children with additional support needs, to give all children the opportunity to develop physically, socially, emotionally, and intellectually to their fullest potentials.

Our staff of Early Childhood Educators (ECEs) and Child Care Assistants (CCAs) is prepared to help your child in this development in cooperation with you, the parent/guardian and caregiver.

## Centre Programming:

All decisions regarding each child in our program are made using a team approach, which includes all staff, parents and any consultants or other people involved in the child's daily life.

Supports are provided to each individual child to meet his or her varying needs throughout the day.

Early learning and child care will occur within the classroom in order to teach skills and provide experiences that are relevant to children's holistic development.

Opportunities for full participation in indoor and outdoor activities every day will be provided for all children.

Developmental goals for children will be assessed and implemented based on the individual child's needs and development.

## Staff:

All child care staff will be involved and work with all children.

Consultative assistance is available if needed in order to develop goals for children's development in cooperation with families.

Goals will be shared with all staff members in order to assist staff in providing developmentally appropriate activities and curriculum.

Staff-child ratios may be enhanced based on the individual children enrolled within the program.

Staff members are trained in inclusion and additional support needs through workshops, conferences and other on-going training opportunities in addition to their ECE diploma or degree training.

### **Organization/Board of Directors:**

We promote, respect and are enriched by such diversity in our community as culture, language, religion, socioeconomic status and ability.

People from these diverse backgrounds will be welcomed into our program in varying capacities (children, staff, parents and board members).

### **Registration and Enrollment:**

Because this child care centre supports the full inclusion of all children, there will likely be adaptive equipment and ratio-enhancing staff members in the centre. If you have any questions or concerns about the furniture, toys, equipment, activities or interactions that you see in this child care centre, please speak with a Supervisor or Director.

All children and families will be welcomed into our child care centre.

We support the principle of serving children and families whose characteristics reflect the surrounding community, including a naturally occurring proportion of children with additional support needs (10-15% of the general population).

If the acquisition of training and supports are needed in order to accommodate children, we will make every effort to ensure that those supports are put into place before children begin attending our daily program.

### **Arrival and Departure:**

We support full inclusion of children throughout the day; this centre's hours of operation are in place to meet all families' needs.

The same hours of attendance are available for all children, regardless of age or ability.

Exits will be accessible and user-friendly for all children and families.

### **Field Trips:**

Field trips are a regular part of our programming; we see the value of all children attending field trips and outings.

In accordance with our beliefs regarding full participation, all children will be invited on all of the field trips designed for their peer group. Parents and

other caregivers will be informed of the outings and also invited to join us. Parental consent may be required for field trips using public transportation. Accessible transportation to and from outings will be provided by our centre.

### **Health and Safety:**

Our child care centre supports on-going staff training based on specific health needs of children.

In order to safely accommodate children with more complex medical conditions, individual health care plans are developed by an external nursing agency, which then provides training directly to our centre staff members.

In some situations, a primary caregiver may be assigned to a child, but all staff will be expected to provide care for all children.

Safety needs of all children are of utmost priority for staff members.

### **Indirect Supervision:**

There may be times and opportunities for indirect supervision throughout the day, but it will be based on the developmental capabilities of the individual child.

We support the need for children to occasionally use a small space with increased privacy for quiet play, or when feeling tired or unwell, provided that staff members are able to adequately supervise this space.

### **Physical Environment:**

All classroom and playground areas are accessible to all children and adults.

Sound and light are at appropriate levels for activity throughout the day.

A sufficient number of developmentally appropriate toys and equipment will be provided.

Some equipment and toys are adaptable to meet children's unique needs.

Rooms will be arranged in such a way that all children can move freely; and children will be encouraged to make choices according to their needs and abilities.

It is our goal that the centre environment be comfortable and home-like for all of the children in our care in order to ease the transition from home to child care and to promote continuity.

### **Activities:**

Developmental goals for children are embedded in regular daily activities and routines. All children can benefit from goal development.

Children with additional support needs are included in social free play and routines throughout the day.

### **Communication:**

Daily communication between parents and staff will be child- and family centered and focus on the child's strengths.

Communication may include verbal interactions, written journals, portfolios, "happy grams" or other written messages.

When necessary, meetings may be called between family members, centre staff and other service providers in order to establish and evaluate goals for the individual child.

Informed consent is required from families in order to share information about children with other professionals that may be asked to collaborate with staff members in developmental goal setting.

Any information concerning your child and family is kept in the strictest confidence.

### **Emergency Evacuation:**

Thorough procedures and staff responsibilities regarding emergency evacuation are in place and posted in an accessible location.

Consideration will be given to user-friendly emergency exits.

Emergency shelter will be in close proximity to centre and safe and accessible for all children.

Crisis response procedures are regularly revised and are based on the needs of the currently enrolled children.

### **Community Resources:**

Our child care program liaises with our community to support our children and families.

Our goal is to maintain strong links with community programs to access services to assist us in meeting needs of children and families using our centre.

Our management team is supportive of inclusion and is able to educate community members about the importance of inclusive child care.

### **Transitions:**

We provide extra support to families during critical transitional periods, such as times when children and families move from one program or service provider to another.

Staff actively collaborate with school staff and parents to design and implement transitional strategies for children if needed.

We provide a final report, and meet with families and school personnel to facilitate smooth changes for children.

It is our goal to do all that we can to ensure a seamless transition for your child from our child care centre to school or another program.

Communication between parents/guardians, centre staff, and other professionals will occur if a child is experiencing difficulties or at other times as needed.

All possible resources, environmental adjustments, child development considerations, and staffing compliment will be considered to assist a child within the program.

Should dismissal be deemed necessary, efforts to assist parents/guardians with alternate child care will be made.

### **Parent Involvement:**

We value and respect parental and family input; we encourage family members to participate in their child's day at the centre and share their family's culture with other children and staff.

Active participation by parents or family members by volunteering to help out on a field trip, serving on the Board of Directors, spending time in the centre with the children or in any other way that is appropriate for your family is strongly supported by our staff members.

Parents are encouraged to participate in panels, workshops, advocacy or training events that are provided for staff members.

We welcome comments and questions from parents and family members at any time.

### **Wait List:**

This child care centre maintains a list of children and families for whom there is not space at the current time. This list is consulted as spaces become available and families are contacted in order of entry on the waiting list.

As stated previously, this child care centre is committed to enrolling a natural proportion of children with additional support needs (10-15% of the general population).

Some children with additional support needs may be moved up the waiting list and admitted early in order to maintain the principle of natural proportions.

**Appeal for Denial of Space or Discharge:**

Parents reserve the right to appeal or question centre policies, procedures, or decisions.