

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

I INTRODUCTION

The employer considers itself an Equal Opportunities Employer and upholds the principle whereby employment is based on the qualifications of the applicant rather than upon sex, race, disability or other factors not related to ability or performance.

Personnel and program policies are examined and revised as needed, to ensure they reflect and respect the diversity of children, families and personnel. Personnel and program policies support provision of services in inclusive learning environments. Strategies are used to overcome challenges to inclusion.

The personnel at this centre are aware of and committed to uphold the Code of Ethics of the Manitoba Child Care Association and the Inclusion Position Statement of Division of Early Childhood (see page 22).

Program policies provide clear job descriptions and provide for personnel competencies and ongoing staff development, technical assistance, supervision, and evaluation to inform and improve the skills of practitioners and administrators.

Program policies reflect recommended practices including personnel standards, child-staff ratios, group size, case loads, safety, assistive technology, and early intervention/ early childhood special education services and practices. Incentives, training, and technical assistance (mentoring, consultation, advice) to promote the use of recommended practices are provided.

This centre honours its continued commitment to lifelong learning by requiring all staff to complete 24 hours of professional development annually as a condition of employment at this centre; we are committed to learning more about various disabilities and full inclusion as part of our annual training plan.

II. EMPLOYMENT PROCEDURES

All staff members hired under the auspice of the Children with Disabilities grant are entitled to the same benefits and have the same responsibilities as other staff members at the centre.

Inclusive Care Expectations

This centre accepts and welcomes children who are physically, socially, emotionally, cognitively, behaviourally and medically challenged. We promote full participation and friendships between children with special support needs and typically developing children by:

1. Ensuring all children, including children with disabilities, are valued, active participants in group social play, as well as in all of the centre's activities and routines.
2. Ensuring staff receive specific training in the promotion of inclusive social play.
3. Having our staff team with parents and specialists to develop, carry out and review individual plans for children with disabilities.
4. Embedding goals of children's individual plans in regular activities.
5. Demonstrating a positive attitude about making changes to accommodate all children.
6. Celebrating diversity. The staff person hired with a staffing grant under the Children with Disabilities Program supports the inclusion of the child with special support needs. If the additional staff person is not a trained early childhood educator (ECE), an ECE II or ECE III must provide direction to him/her. Staff attend an orientation about the Children with Disabilities Program and/or receive information from their area child care coordinator about the program and their important roles in working with parents and specialists to promote full inclusion.

Individual Plans (IP)

The additional employee, the child's parents, professionals and other child care staff work as a team to establish goals and to meet the needs of the child. These goals are recorded in the child's individual plan (IP), and evaluated and reviewed throughout the year. IPs are used to ensure that appropriate curriculum goals are developed and activities are used to achieve the goals.

An Individual Plan is made for each child with disabilities and builds on the child's strengths.

Individual Plans are developed together with parents, specialists and staff.

All Individual Plans are monitored and reviewed regularly to ensure goals and objectives are reflected in the centre's regular routines and activities.

Special Health Care Needs

All staff may be requested to provide support to children with a range of special needs, including behavioral interventions, health care routines and other therapeutic interventions.

The procedure to be carried out will be developed in consultation with the Director, parent (s), health care professionals, board members, staff and other professionals.

Child care programs supporting children with special health care needs may be eligible to receive support from the Unified Referral and Intake System (URIS).

URIS provides support to children who need assistance to perform special health care procedures when they are apart from their families/legal guardians.

Eligibility for URIS Support

URIS provides a standard means of classifying the complexity of a child's health care needs and establishes the qualifications required by the staff supporting the child. Children classified as **Group A** have complex medical needs which must be performed by a registered nurse. Group A procedures include the following:

- Ventilator Care
- Tracheotomy Care
- Suctioning (Tracheal/Pharyngeal)
- Nasogastric tube care and/or feeding
- Complex administration of medication [i.e., via infusion pump, nasogastric tube or injection (other than Auto-injector)]
- Central or peripheral venous line intervention
- Other clinical interventions requiring judgments and decision making by a medical or nursing professional

Children with **Group B** health care needs can be safely supported by child care staff providing that a registered nurse has developed an Individual Health Care Plan and trained the staff that will be supporting the child. Group B health care routines include:

- Life-threatening allergy (administration of adrenaline auto-injector i.e. Epi-pen)
- Asthma (administration of medication by inhalation)
- Seizure Disorders
- Diabetes (responding to low blood sugar emergencies; assistance with blood glucose monitoring)
- Cardiac Conditions where the child requires a specialized emergency response
- Bleeding Disorders
- Steroid Dependent Conditions
- Gastrostomy Feeding Care
- Ostomy care
- Clean Intermittent Catheterization
- Pre-set Oxygen
- Suctioning (oral and/or nasal)

For children with **Group B** health care needs, URIS provides support for a registered nurse to undertake the following activities:

- Develop and maintain a written Individual Health Care Plan (IHCP) for the child with a Group B health care need.

- Train child care personnel to carry out the health care procedure. Training sessions may be child specific (applies to one child) or group (applies to more than one child).
- Monitor child care personnel as required, to ensure that competencies required to accomplish the health care routine is maintained.

The URIS Group A and Group B application forms are available at:
www.edu.gov.mb.ca/ks4/specedu/forms.html

Process for obtaining URIS support

Under URIS policy, the child care program is responsible for identifying children's health care needs, and applying for URIS support. The child care program is responsible for establishing processes/mechanisms to identify child specific health care needs and to ensure that there is informed consent from parents/legal guardians to exchange and release their child's health information with URIS.

Qualifications

The Director and program supervisors/team leaders have training in early childhood education and inclusion, mentoring and supervision. As appropriate, the ECE III specialist (special needs/inclusion) supports staff comfort and competency in their work including children with special needs.

Recruitment and Selection

Generally, candidates will be invited to apply and to be screened solely on their qualifications for the vacant position. Such qualifications include among other things: past work experience, academic credentials, appropriate talents and skills, commitment to inclusion, and a proven interest in the type of work to be performed.

Orientation

The centre has an established orientation process for new staff that addresses the unique aspects of working in an inclusive classroom.

Staff receives written information on unique aspects of working in an inclusive program during the interview and orientation process.

All new employees participate in a formal orientation program that includes classroom observation and reflection with supervisor and/or peers.

All new employees are assigned a peer mentor, who is not a supervisor, who will guide them through their orientation process.

New staff members identify additional support on resources needed to be effective in inclusive settings.

Professional Development

The centre encourages all staff to participate in professional development and ensures the program philosophy, goals and programming reflect evidence based research and inclusiveness in early childhood education.

The centre encourages all staff to participate in professional development and ensures the program philosophy, goals, and programming reflect current research and inclusiveness in early childhood education.

Inclusion Training

All ECEs and CCAs will each have annual training on aspects of inclusive child care.

The centre will identify and use local resources including parents for training on inclusive child care issues.

As available, the centre invites therapists who serve enrolled children to provide training to ECEs and CCAs.

Programs provide an orientation on the educational curriculum and inclusive approach of the centre specifically for therapists who serve the enrolled children. ECEs and CCAs have the opportunity to identify and receive additional training on areas relevant to current needs.

Incentives, training and technical assistance to promote the use of recommended practices in all settings are provided.

Educational Fees

With respect to our centre's policy of inclusion, the centre has a specific line within its staff development budget that encourages paid time off and training for all staff in courses or workshops on specific special needs and/or inclusion.

III. INCLUSIVE WORKPLACES

Respectful behavior

With respect to gossip, bullying, harassment and positive communication:
We expect all adults and children in our centre to be treated with respect and to treat one another in a respectful manner.

The centre commits to consideration of change to organizational structures (staffing, schedules, learning) to be responsive to individual needs.
The centre is also committed to complying fully with applicable disability discrimination laws and ensuring that equal opportunity in employment exists for all qualified persons with disabilities. All employment practices and activities are conducted on a non-discriminatory basis.
Reasonable accommodations will be available to all qualified disabled employees, upon request, so long as the potential accommodation does not create an undue hardship. Employees who believe that they may require accommodation should discuss these needs with the Director.

Confidentiality

Confidentiality at this centre applies to all verbal and written information about potential, enrolling and previously enrolled children and their families.

All staff will be briefed on privacy legislation (insert language here or put this section wherever you plan to cover this off) and will be expected to fulfill their obligation to respect the protection of privacy.

No information will be released about a child and the parent/legal guardian during enrolment or transition to another receiving program or school without first receiving the informed consent and the written permission of the parent/guardian. This excludes the responsibility held by early childhood educators as outlined in legislation about child protection and/or when information is subpoenaed by the court.

For more on the privacy principles of PIPEDA, an understanding of the personal information you collect and control, and the steps you must take to comply with PIPEDA see MCCA's *Privacy Policy Resources For Child Care Facilities* <http://www.mccahouse.org/resources.html> .

Informed consent means in plain language or in the family's first language so that full understanding of implications of information sharing are realized.