



INCLUSION, ACCESS AND EQUITY POLICY AND PROCEDURE

Rev 04.18

The mandate of the program offered by the Whitney Child Centre is to provide a warm, loving and secure environment in which all aspects of a child's development — social, emotional, physical and cognitive — can flourish.

Group interaction plays a key role in this by encouraging self-confidence and developing mutual respect and a sense of sharing. A part of this involves coming to terms with what is socially acceptable to both learning and life.

Guiding Principles:

The Whitney Child Centre believes that:

- inclusive programs are quality programs;
- we must be responsive to community needs;
- our programming must be reflective of the various needs of our students;
- all children are welcome and bring value to our program;
- parents are integral to a successful inclusion process;
- every child is an individual and is unique;
- everyone has the right to respect, dignity and privacy;
- children learn best when they participate with others;
- children and their families have different goals, abilities and needs; and
- good programming requires dedicated staff who are flexible in their approach.

At Whitney Child Centre:

- all children are welcome;
- we support all children to reach their full potential;
- we aim to include all children in our program;
- we work with families to meet the educational and developmental needs of all of our children;
- all children are treated with equal respect as essential members of our community;
- we ensure that all possible modifications are made to promote the full participation of all children; and
- we ensure inclusion is supported through the fair application of our admissions policy.

Specialized Support

Teachers observe children's developmental progress throughout the course of their enrolment at the Centre. In the event a teacher has a concern regarding any aspect of a child's development or behaviour they will notify the Supervisor. After observation and consultation with staff, the Supervisor will contact the parent to discuss the concern. At this point the Supervisor will direct the parent to suggested services, i.e. speech therapist, pediatrician. The Centre also has access to various consultants who can come into the Centre to observe and suggest strategies for staff and/or parents. This consultant may also develop an individual support plan in consultation with our staff, or recommend further follow up by other professionals. The parent is required to sign a permission form before a consultant or other professional is permitted to come in and observe the child.

Individual Support Plans will be developed for every child identified with special needs. Information regarding this plan will be gathered from the staff, family, Supervisor and any other professional involved with the child. The plan will be kept in both the child's class and office file. Staff will ensure the plan is updated as appropriate and strategies are kept current and relevant. The parent will sign off on the plan each time it is revised.

We welcome input from other professionals regarding a child's needs, and wherever possible, staff are willing to incorporate strategies for individual needs into the program. If however, a child is deemed to need one on one support to enable them to remain in the Centre, the child's parents will be required to pay the full cost of that support. If a child is enrolled in the public school and has been assessed as requiring a one on one aide to ensure safety, or to have developmental needs met, it is expected that the family will provide the one on one aide if the child is enrolled in the Centre. The TDSB may provide the funding for the aide whilst the child is enrolled in the public school, but the Centre is unable to provide funding for this support.

Families with children enrolled in both the Centre and Whitney Public School are requested to sign a permission form to allow us to share information relevant to the well being of the child. This form is included in your child's registration package.

If a child is enrolled in the Whitney Public School and has a one-on-one aide the Centre may request that the parent provide a one-on-one support person to accompany the child when in the child centre to ensure consistency in care and to ensure the child's safety and success. The Centre is unable to provide funding for such one-on-one support, but may access funding through government sources for specified periods of time.

The Whitney Child Centre will not supervise any transition between the Centre and transportation services.

Behaviour Guidance Plan

The Centre makes every effort to serve all children. Occasionally, an unusual situation may arise where the regular program cannot meet the needs of an exceptional child. In this case (in consultation with the Supervisor over a reasonable amount of time) the Board of Directors reserves the right to determine that the child be withdrawn. This action will be taken as a last resort and is driven by the interests of the child and the safety of the child and others at the Centre. For the benefit of all concerned, we will follow these steps:

1. Documentation

At the onset of the problem, any staff directly involved with the child will record the behaviour in question. Specific incidents, as well as responsive actions taken by the staff to manage the behaviour, will be included.

The Supervisor and the staff will meet to develop a common strategy to help assist with the child.

2. Parental Notification

Parents will be immediately apprised of any behaviour in question and informed of the actions that the staff has taken to date.

Parental insight into any specific behavioural issues will be sought.

3. Development of a Behaviour Guidance Plan

A meeting will be held between parents, staff, the Supervisor and a special needs child care consultant to identify and agree upon key issues. If the child also attends Whitney Public School, an administrator or other school professional will also be present, if the parent so consents. This group will be referred to as the Centre's Planning Team.

A Behaviour Guidance Plan will be developed. Clearly measurable goals accompanied by specific timelines for these goals will be established.

Responsibility for carrying out the various components of the plan will be assigned.

The Centre's Planning Team will decide if a more appropriate goal for the child would be possible part-time placement or a reduction of time spent at the Centre.

Parents unwilling to cooperate with the adoption of a Behaviour Guidance Plan may be at risk of having to withdraw their child from the Centre after a reasonable amount of time, if the child's behaviour does not improve.

4. **Assessment of Results**

If the Behaviour Guidance Plan is unsuccessful, and it is determined that the child requires a different or more specialized placement, the Board of Directors has the authority to conclude that the child should be withdrawn. Parents will be informed of this decision in writing and assisted by professionals to make alternate arrangements. An appropriate time period will be established in order to secure the best possible placement for the child. Advisors for Toronto Children's Services, from the Province and, if appropriate, the Toronto District School Board, must be informed if a child is withdrawn.

** It should be noted that in extreme circumstances, a child may be, at the discretion of the Board and Supervisor, immediately withdrawn from the program if the child poses a clear and present danger to the safety of him or herself, or anyone at the Centre.**

5. **Re-entry Meeting**

In the case of a temporary withdrawal, a meeting will be scheduled on the day the child returns to the Centre. It will involve parents/guardians and the Centre's Planning Team. The meeting will establish responsibility for development of a long-term plan of action and monitoring of future behaviour.

Fees

Fees will not be reimbursed for a temporary withdrawal. If a decision to permanently withdraw a child is made by the Board of Directors the fees will be refunded to the parent effective the first day of the month immediately following the withdrawal, or at the discretion of the Board of Directors.