

Inclusion Support Program Guidelines

Facilitating Access, Participation and Support

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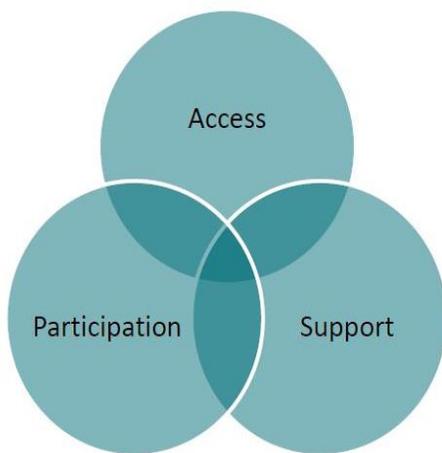
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New Brunswick Inclusion Support Program - Facilitating Access, Participation and Support

What is Inclusion?

Inclusion means that all children are welcomed and supported to participate in every aspect of the early learning and childcare program. Inclusion requires early learning and childcare facilities to create an environment that supports meaningful connections and caring relationships with children and their families.

Inclusion is achieved when there is both a philosophy and a set of best practices that promotes every child's access, participation and support in early learning and childcare. It is based on a system of guiding principles and beliefs that are focused on the best interests of the child's well-being, sense of belonging, development, and engagement in learning.¹



Access: Children of all abilities are accepted into the program.

Participation: All activities, inside and outside of the facility are planned so that all children can attend and participate meaningfully.

Support: Families and their children are supported, and their needs recognized.

Inclusion and diversity in Early Learning and Childcare Facilities

Inclusive early learning and childcare facilities promote the access, meaningful participation, and support of all children. They are fully accessible to all children and their families regardless of their race, colour, religion, national origin, ancestry, place of origin, age, disability, marital status, real or perceived sexual orientation and/or gender identity, sex, social condition or political belief or activity.

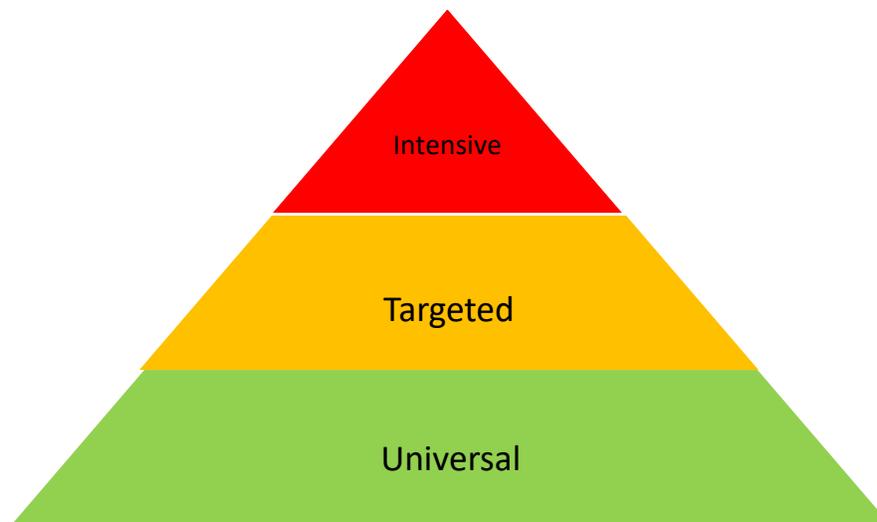
- *New Brunswick Human Rights Act, 2011*

¹ Adapted from Manitoba Child Care Program, Manitoba Government, Writing and Inclusion Policy: A Guide for Childcare Centres and Homes, 2009

Inclusion Support Program Model

The Department of Education and Early Childhood Development is responsible for the management of the Inclusion Support Program. The purpose of the Inclusion Support Program is to provide supports and resources that promote and help sustain high quality inclusive early childhood environments throughout New Brunswick. It is recognized that building capacity in early learning and childcare to include all children and to effectively implement inclusive policies and practices requires a comprehensive Inclusion Support Program Model.

New Brunswick is currently shifting to an Inclusion Support Program Model which will offer options to promote inclusion in early learning and childcare:



Intensive Inclusion Support:

Funding is only available for intensive inclusion support. The funding supports the wages of an Inclusion Support Worker for either individualized or shared support for preschool and school aged children.

Targeted Inclusion Support:

Early learning and childcare facilities will have access to Early Learning Consultant (s) to support the following:

- Child specific support on observation, documentation, and planning.
- Specific situational strategies and ideas to make improvements and changes to the learning environment to be more inclusive of children who may have additional needs.
- Coaching on family engagement strategies.

- Access to a range of quality professional learning to build capacity for implementation of inclusion and diversity practices in early learning and childcare environments.

Universal Inclusion Support:

- Access to a range of quality professional learning to build capacity for implementation of inclusion and diversity practices in early learning and childcare environments.
- Support in developing their Inclusion and Diversity Policy and Practices for Early Learning and Childcare facilities.

These Guidelines have been developed to provide details on the processes for Intensive Inclusion Support.

Information with respect to Targeted and Universal levels of support are currently under development as part of a program review.

Contact Early Childhood Services Early Learning Consultant in your District for updates and information about inclusion support available in your area.

Intensive Inclusion Support

Eligibility Criteria

Preschool Children

- Parent(s)/Guardian(s) works or attends school/training.
- The child is enrolled or registered (even if not attending yet) in a licensed early learning and childcare facility at the time of applying.
- Child is participating in a program that provides access to early learning and childcare (Making Friends, Learning Together – Access Project, etc.).
- The child must be a resident of New Brunswick.

School Aged Children

- Parent(s)/Guardian(s) works or attends school/training.
- The child is enrolled or registered (even if not attending yet) in a licensed early learning and childcare facility at the time of applying.
- The child is 12 years old age or under, unless turning 13 during the school year.
- The child must be a resident of New Brunswick

Types of Supports

Individualized Support

The classroom Educator/s and the Inclusion Support Worker must consider the inclusion principles of access, participation and support while assisting the child in the learning environment when needed and fostering their independence, whenever possible. The Individualized Support (one-on-one) is in place and reserved to support only those children with the most intensive needs (i.e., those with long-term complex conditions). This support allows for an Inclusion Support Worker to provide a more individualized plan and strategies that address a child's on-going, individualized intensive needs where extra support is required to be actively engaged and to participate in facility programs and routines.

Funding for intensive support may also be provided for a specific amount of time (3,6,12) months depending on the needs of the child/ren and the early learning and childcare facility. Providing inclusion support for a pre-determined amount of time provides more flexibility and ensures that the child/ren receive the right level of support while planning, goals and strategies are developed and put into place.

The Inclusion Support Worker observes, reflects, and plans, in partnership with families, other community partners and educators in the early learning environment. As a team they identify the child's strengths while supporting their additional needs and challenges to maximize their independence. Individualized Support provides a one-on-one level of support for a child to meaningfully participate during activities, transitions, and routines while responding to the needs of the child.

Funding:

- Preschool Children - Facilities will receive funding for a maximum of 35 hours per week.
- Preschool Children who are receiving onsite autism intervention service will receive ISP funding based on the difference between the number of hours in their service level agreement with VIVA and the total number of hours of attendance.
- School Aged Children - Facilities will receive wage funding for a maximum of 20 hours per week during school weeks and a maximum of 35 hours per week during summer, one week in December and March Break.
- Professional Development Days are eligible for funding.
- Short/Long Term Options: 3, 6, or 12 months.

New Applicant Criteria:

- All new applicants will require a referral to be considered for the funding under the Individualized Support.
- Referrals from the following service providers: pediatrician, physician, nurse practitioner, occupational therapist, speech-language pathologist, social worker, psychologist, guidance counsellor, and behaviour interventionist, Family and Early Childhood Agency, etc.
- *Please note: The early learning and childcare facility cannot make the referral. Only external referrals will be considered.*
- The documentation provided by the referral source must demonstrate the need for individualized support.
- Diagnosis or medical/health needs are not required but will be considered in the application review.
- There is an intensive need for individualized support services in at least one of the areas listed in the factors determining need and support.

OR

- There is an intermittent or moderate need for support in at least two of the areas listed in the determining need and support.
- Parent/guardian consent.
- An observation, meeting/consultation with the Early Learning Consultant for the Inclusion Support Program, as part of the application process.

Shared Support

Shared Support allows for an Inclusion Support Worker to support multiple children (from 2 to a maximum of 4 children) based on their individual additional needs. The Inclusion Support Worker observes, reflects, and plans, in partnership with other educators in the

early learning environment. As a team they work with the child(ren)'s strengths while supporting their additional needs and challenges to maximize their independence. Shared Support provides a balanced level of support for child(ren) to meaningfully participate during certain times, activities, transitions, and routines. The Early Childhood Educator/s and the Inclusion Support Worker must keep in mind the inclusion principles of access, participation and support while assisting the child/ren in the learning environment only when needed while promoting their independence, whenever possible.

Funding:

- Preschool Children - Facilities will receive a maximum of 40 hours per week (additional hours under shared support is provided to give flexibility and account for the additional responsibilities of supporting more than one child).
- Preschool Children who are receiving onsite autism intervention service will receive ISP funding based on the difference between the number of hours in their service level agreement with VIVA and the total number of hours of attendance.
- School aged Children - Facilities will receive a maximum of 25 hours per week during school weeks and a maximum of 40 hours per week during summer, one week in December, March Break.
- Professional Development Days are eligible for funding.
- Long/Short Term Options: 6 or 12 months

New Applicant Criteria:

All new applicants will require the following criteria to be met under the Shared Support:

- At least one other child and maximum of four children require intermittent or moderate need for support in at least two of the areas listed in the factors determining need and support.
- Parent(s)/guardian(s) consent (e.g., observations, sharing information, disclosure of personal information).
- Referrals are not required but will be considered.
- Diagnosis or health needs are not required but will be considered in the application review.
- An observation, meeting/consultation with the Early Learning Consultant with the Inclusion Support Program, as part of the application process.

Eligibility for the funding will be based on several factors: all information received, observations, support plan goals, strategies and recommendations that best meet the individual needs of the child, family and the early learning facility. The amount of funding and the duration of funding approved will be determined by Department of Education and Early Childhood Development.

Application Process – Individualized or Shared Support

How to Apply – New Applications

To prepare a new application for funding under the Inclusion Support Program an early learning facility will need to invest some time in gathering information. The application should include the following:

- Observations, reflections, and documentation to accurately complete the determination of needs for a child.
- Family engagement & parent/guardian consents through ongoing communication, scheduled meetings, and involvement in the application process.
- Gather referral documentation.
- Involve other service providers in the child's life ensuring that they are part of the application process. For example, VIVA (autism intervention services), Speech-Language Pathology, etc.
- Contact your Early Learning Consultant with the Inclusion Support Program to support the completion of the application.

Determination of Needs

The Determination of Needs section must be completed for all new applicants. This part of the application should be completed using observation, reflection, and documentation. Upon completion of the Determination of Needs section, use the information provided to identify which level of support to apply for funding under the Inclusion Support Program - Individualized or Shared Support.

The three areas to consider when completing the determination of needs include:

1. Safety of Self and Others refers to self-regulation, aggression, self-harm, flight risk, etc.
2. Essential Medical Needs: refers to visual, auditory, mobility, feeding, ongoing medical requirements, etc.
3. Cognitive and Social/Emotional Needs: refers to withdrawal, problem solving, reasoning and comprehension, receptive and expressive communication, relationships with peers/others.

Description of Terms:

None:	No additional support required for the age and developmental stages of this child. *
Intermittent:	Occasional support, guidance and/or intervention needed to actively participate in some of the activities, learning experiences and routines within the early learning and childcare centre.
Moderate:	Regular support, guidance and/or intervention required to actively participate in most of the activities, learning experiences and routines within the early learning and childcare centre.
Intensive:	High level of support, guidance and/or intervention required to actively participate in all the activities, learning experiences and routines within the early learning and childcare centre.

**Age and developmental stages are the typical assistance and/or supervision required for the age and development of the child. For example, it is age and developmentally appropriate for an infant to require a high-level of one-on-one feeding by a caregiver. Therefore, there would be, "No additional support required for the age and developmental stage of this child."*

Funding and Accountability

All approvals for funding under the Inclusion Support Program will be notified in writing and will include supporting documents for your records and monthly submissions. Only with official approval will funding be disbursed to the licensed early learning and childcare facility. If an Inclusion Support Worker is hired prior to receiving official approval, funding will not be reimbursed. Funding is effective as of approval date on notification.

The Inclusion Support Worker will be funded at \$25.35 per hour (Level 1) and \$18.54 per hour (entry level) plus 14% for administrative costs (EI, CPP, vacation pay), effective April 1, 2024.

Training and Wage Levels

Level 1: \$25.35/hr

- Certificate or Diploma in Early Childhood Education
- Related Degree in Education or Early Childhood Development
- Unrelated Degree

Entry Level: \$18.54/hr

- Introduction to Early Childhood Education (90 hr Online Course (Which includes the 60-hour course: *Orientation to Early Learning and Childcare* and the 30-hour course: *Introduction to Early Learning and Childcare*. Educators who required the course must register immediately upon hiring.
- Inclusion Support Workers for school age children are exempt from curriculum training. *

** Coursework specific to Afterschool Childcare is in development and will become a requirement once available*

Mandatory requirements under both Level 1 and Entry Level:

- Tools for Inclusion Webinars (available through [Inclusion NB](#)) – 3 months from employment start date to complete the webinar series:
 - *Creating and Implementing a Plan for Children with Additional Support Needs*
 - *Benefits of Inclusion in Early Childhood Environments*
 - *Best Practices for Supporting Transitions in Early Childhood Environments*
- New Brunswick Curriculum Framework for Early Learning and Childcare (30 hr),

NOTE: Inclusion Support Workers are NOT eligible for WSP-ECE funding top up.

As a reminder, Inclusion Support Workers are considered an integral part of the early learning and childcare staff team, and in accordance with the Early Learning and Childhood Services Act, staff members are required to have upon hiring:

- Criminal Record Check (current requirement)
- Vulnerable Sector Check (current Requirement)
- Social development (SD) check (current requirement)

Within 3 months of hiring and prior to being left alone with any children - First Aid and CPR. This is a new requirement and shall be completed by the end September 2023 for all currently employed ISP Workers.

Invoice Form

For salary reimbursement, a billing form describing the actual hours worked by the Inclusion Support Worker must be submitted.

- The invoice form must be submitted according to the schedule on the form. Any invoices received after the date indicated will not be processed until the next payment is made (fiscal year calendar April to March).

- The following information must be included: child's name, support model, inclusion support worker's name, level of training and number of hours worked during the pay period indicated.
- There is a maximum number of hours that can be claimed for each support model - the same number of hours as indicated in the guidelines.
- Professional development days for School Aged Children are able to be claimed in addition to regular hours.

Check-Ins:

Periodic check-ins will be completed by the Early Childhood Services Early Learning Consultant within each school district to observe, discuss potential challenges and success, as well as re-evaluate the child/family and facility participation in the Inclusion Support Program.

Ineligible expenses:

- The Inclusion Support Worker is not considered in child/educator ratio while being paid by the Inclusion Support Program.
- Funding cannot be transferred from one child to another.
- Under no circumstances can an operator/director/administrator receive the wage reimbursement under the Inclusion Support Program.
- Funding cannot be used for equipment, renovations, or materials.

Recording Hours:

If a child/ren are absent for unplanned or unforeseen circumstances (e.g., sickness, medical/other appointments, etc.), the Inclusion Support Worker will be eligible to continue working and be paid for their regularly scheduled hours as long as they are working. Inclusion Support Worker must use this time to support inclusion in the facility by:

- Participate in professional development and continued learning (inclusion webinars, training, and other professional learning).
- Document, plan and reflect on inclusive practices and strategies that support the child/ren.
- Work with other educators and assist with learning environment redesign that support inclusion.
- Do other relevant inclusion work (parent engagement, child support plans, reflections, etc.).

If a child/ren is absent for preplanned or predetermined circumstances (vacations, temporary facility closure), the hours are not eligible to be claimed on the invoice.

Accountability

It is the responsibility of the educational childcare facility to submit invoice on time and to include the following:

- All relevant information related to the Inclusion Support Worker, as well as indicating any support worker changes.
- A brief explanation of any additional hours being claimed above the hours in which the child is approved for per week (example: PD days and snow days).
- All invoices must be completed on a computer as the invoice has formulas embedded to calculate payment amounts. Handwritten invoices will not be accepted.

Please note: ANY invoices received after the deadline indicated on the invoice form will NOT be processed until the following invoicing period.

Leaves and Termination

If a child is no longer attending, the operator must notify the Inclusion Support Program within two working days so that funding can be terminated and/or adjusted accordingly. If a parent/guardian is no longer working or attending school or training, funding from the Inclusion Support Program will be terminated.

Maternity/Paternity Leave

The funding for individualized or shared support will continue even when the parent(s) or guardian(s) go on parental or maternity leave as they are still technically employed and are eligible to receive benefits as long as the child continues to attend.

Transfer of Funding

For the Individualized Support, the funding for the wage reimbursement will follow the child to the next Early Learning and Childcare facility. The new facility will fill out the Renewal Application Form with updated information.

Program on-pause

If the child has longer than a six-month break in Early Learning and Childcare, but then re-enrolls, a new application will have to be completed. The Inclusion Support Program will take into consideration past applications and the inclusion support previously provided.

Collaborative Approach

VIVA Autism Intervention Services (AIS) and Inclusion Support Program

- Preschool Children who are already receiving onsite autism intervention services through VIVA will receive funding based on the number of hours in their service level agreement. Combined funding will not exceed 40 hours per week/per child (e.g., If VIVA (autism intervention services) is providing 12 hrs/week of support, the Inclusion Support Program will provide a maximum of 28 hrs/week to meet the full-time required hours).
- Provide details on the number of hours a preschool child is receiving from VIVA (autism intervention services) on the application form.
- In the situation where VIVA (autism intervention services) is not present for a period of time; the early learning and childcare facility operator should contact the Early Learning Consultant at the District Office. In some situations, funding for the Inclusion Support Worker will be extended in order to meet the needs of the child, family and early learning and childcare facility.

Appendix A: Roles and Responsibilities

Families

Family engagement is an important part of the Inclusion Support Program. The parent/s or guardian/s are the first and most influential educator of the child and they have a lot to contribute to supporting the inclusion of their child in an early learning environment.

During the application process, the parent(s)/guardian(s) role is to collaborate with the operator/educators of the early learning and childcare facility to develop a plan that outlines their child's strengths and needs which will help determine the level of supports that will be required for meaningful participation. Before making an application to the Inclusion Support Program make sure parent/s or guardian/s are fully engaged and informed.

Parent/s or guardian/s must participate and contribute to the application process by:

- Providing their signed consent and agreement before proceeding with Inclusion Support Program application.
- Provide any required referrals or documentation that support the application.
- Being informed of the status and result of the application.
- Being informed and contribute to the proposed plans that support their child's participation and access to early learning and childcare.

Operator/Facility

The Operator/Facility is responsible to:

- Ensure that there is an Inclusion Policy and practices in place.
- Play a key role in planning and coordinating a child and family centered approach to inclusion of all children.
- Build a collaborative relationship with families, and to work together in identifying how best to support child/ren's inclusion in the early learning and childcare facility.
- Oversees and approves the completion and submission of the application.
- Gathers and submits all supporting documentation required, including signed consent by the parent(s)/guardian(s).
- Collaborate with other professionals and service providers involved with the child to create and get their contributions to a Child Support Plan.
- With parent/guardian consent, support school-aged children through collaboration with school services/supports (Educational Assistant, resource team) to contribute to planning or transition to school.
- Responsible for communicating the application status/outcome to the parent(s)/guardian(s).
- Hires Inclusion Support Workers and ensures that they are an integral part of the team.

- Involves the Inclusion Support Worker in creating the support plan for the child/ren and monitor the progress of the support plan.
- Ensures that the Inclusion Support Worker/s participates in required professional learning and staff team meetings.
- Communicates with Early Childhood Services and the Department of Education and Early Childhood Development on the status of child(ren)'s needs, changes to support requirements and submit monthly invoice.

Inclusion Support Worker

Inclusion Support Worker (individualized support and shared support) are responsible to:

- Complete the Inclusion Support webinars, the 90-hour Introduction to Early Childhood Education course or the 30-hour course: Introduction to Early Learning and Childcare (as per the wage guidelines) and other relevant training.
- Collaborate with other educators and the operator in the learning environment to:
- Observe, document, and reflect on the individual needs of child/ren they are supporting.
- Engage and involve families in the plan to support the child/ren in the program.
- Collaborate with professionals and service providers to create and contribute to a plan to support child/ren.
- Collaborate with school services/supports (Educational Assistant, resource team) and contribute to planning whenever possible.
- Use strategies and make adaptations/accommodations to help set the child(ren) up for success.
- Provide a “just right” level of support to allow the child(ren) to fully participate in the same activities and routines as their peers by knowing the child(ren)'s support needs.
- Take the child(ren)'s strengths and interests into consideration.
- Provide opportunities to work towards independence whenever possible by decreasing support as skills improve.
- Seek opportunities for the child/ren to develop friendships with peers and relationships with others.
- Allow opportunities to practice regulation of emotions (when applicable).
- Guide the child(ren) in how to follow directions, ask questions and make requests.

Early Childhood Educators

Early childhood educator/s who have a child participating in the Inclusion Support Program (individualized or shared support) are responsible to:

- Collaborate with the Inclusion Support Worker and the operator to:
- Observe, document, and reflect on the individual needs of child/ren.
- Engage and involve families in the plan to support the child/ren in the program.
- Regularly communicate and update the parent(s)/guardian(s) about their child.

- Collaborate with professionals and service providers to create and contribute to a plan to support child/ren (with consent from parent(s)/guardian(s)).
- Collaborate with school services/supports (Educational Assistant, resource team) and contribute to planning whenever possible (with consent from parent(s)/guardian(s)).
- Use strategies and make adaptations/accommodations to help set up the learning environment so that all child(ren) can participate and have access to meaningful learning opportunities.
- Take all child(ren)'s strengths and interests into consideration in planning learning activities and experiences.
- Understand the facilities Inclusion Policy and lead inclusionary practices throughout the learning environment.
- It is highly recommended that all educators complete the Inclusion Support webinars and other relevant training.

Department of Education and Early Childhood Development & District Early Childhood Services

- The Department, in collaboration with early childhood services within each school district, is responsible for reviewing all applications/supporting documentation, providing status updates on all applications, and collaborating with operators.
- The Early Learning Consultant working for Early Childhood Services within each school district will conduct onsite observations at the early learning and childcare facilities to make recommendations and support a plan that best meets the inclusion needs of the child/ren.
- The Early Learning Consultant will also be able to provide:
 - Consultations and information about the Inclusion Support Program.
 - Access to relevant professional learning.
 - Child specific support on observation, documentation, and planning.
 - Educator support and development around targeted social & emotional and behavioural strategies.
- Specific situational strategies and ideas to make improvements and changes to the learning environment to be more inclusive of children who may have additional needs.
- Coaching on family engagement strategies.
- Support the development of a support plan for children.
- The Department in collaboration with early childhood services within each school district will monitor ongoing changes to child(ren)'s support needs and manage the administration including payment to facilities.

Appendix B: Helpful Strategies to Engage Families, Parent(s)/Guardian(s)

When engaging families, parent(s)/guardian(s) consider the following:

- The discussion should always be centred around the best interest of their child and that you are expressing concerns because you care about their child.
- Discuss and share with the parent(s)/guardian(s) that you want to work with them to help their child fully participate and you want to support their child's learning and development.
- Inform the parent(s)/guardian(s) about what is happening in the learning environment, but only after the parent understands that you are concerned about the child, not judging, or blaming the family.
- Assure the parent that your goal is to help the child.
- Ask the parent(s)/guardian(s) if he or she has experienced similar situations with their child.
- Emphasize that your focus will be to help the child develop the skills needed to be successful in the early learning and childcare.
- Explain that their child may need extra support to be fully included and that you are asking their permission to apply to the Inclusion Support Program.
- Inform them that you need their consent to request support for their child.
- Ask for their help in gathering documentation and involve them in the application process.
- Keep them informed about the status of the application and results.
- Stress that if you work together, you are more likely to be successful in helping their child.
- Offer to work with the parent in the development of a support plan that can be used at home and in the learning environment.
- Let them know you care and assure them that they will be kept informed. ²

² Adapted from: 3/17 Pyramid Model Consortium www.pyramidmodel.org (Observation Documentation)

Appendix C: Consent & Privacy

Informed Parental Consent for the Collection and Use of Personal Information

The personal information requested on this form is collected under the authority of, and will be used for the purpose of administering, the New Brunswick *Early Childhood Services Act*. The Department of Education and Early Childhood Development collects, uses, retains, discloses and disposes of personal information in accordance with the *Right to Information and Protection of Privacy Act* (RTIPPA), and all other applicable legislation, regulation and policy.

All information collected is to determine eligibility and level of support required for the Inclusion Support Program.

Information Collected	Reasons:
<p>Parent(s)/guardian(s) name and contact information; name and date of birth of child; level of intervention required, support needs and over all progress and information of the child who is enrolled in the Inclusion Support Program.</p> <p>To ensure your child receives appropriate support, department staff will observe your child at their early learning and childcare facility and document recommendations.</p>	<p>To help address your child’s needs in an early learning and childcare facility.</p>

Signature of Parent(s)/Guardian(s)	Print Name:	Date:

Appendix D: Sample Child Support Plan³

Child Support Plan		
Date:		Scheduled Review Date:
Child's Name:		Age:
Strengths		
Interests		
Challenges		
Goal 1		
Strategies		
Goal 2		
Strategies		
Educator:		
Inclusion Support Worker:		
Operator:		
Other Service Provider/s:		
Other Service Provider/s:		
Parent(s)/Guardian(s):		

³ Adapted from New Brunswick Association of Community Living, Tools for Inclusion Webinar Series, 2021.

Appendix E: Frequently Asked Questions

What happens to the ISP funding when the child leaves the early learning and childcare facility?

The funding for the individualized support follows the child to the next early learning and childcare facility. If the child is not attending an early learning and childcare facility the funding is terminated. If the child has longer than a six-month break in early learning and childcare, but then re-enrolls, a new application will be required. Please be assured, that the Inclusion Support Program will take into consideration past applications and inclusion support provided.

What happens to the funding under the shared support when one of the child/ren leave the early learning and childcare facility?

It is not automatic that the funding under a shared model follows a child to the next early learning and childcare facility.

If the funding was approved based on a shared model of inclusion support, the decision whether the funding will continue will be done on a case-by-case basis. Operators must inform the Inclusion Support Program and the Early Learning Consultant to assess the needs of the facility and child/ren who was part of the shared model.

What happens to the individualized or shared funding when one or both parents or guardian(s) go on parental or maternity leave?

The funding for individualized or shared will continue even when the parent(s) or guardian(s) go on parental or maternity leave as they are still technically employed and are eligible to receive benefits as long as the child continues to attend.

What if we have applied for the Inclusion Support Program and we did not receive approval for funding, but the child/ren still need support?

All approvals are based on many factors including: Determination of needs identified, referral letter, recommendations based on the child's needs, conversations with operators and educators, onsite observations on how well the child is fully participating in the early learning environment.

It is important to remember that not all children require intensive support (individualized or shared) to fully participate in the early learning environment. The Early Learning Consultant in each school district is there to support inclusive practices for all children and will provide other resources to early learning and childcare that support inclusion of this child.

What happens when the Interventionist with VIVA Autism Intervention Services (AIS) is not present for a period of time?

In the situation where VIVA (autism intervention services) is not present for a period of time; the early learning and childcare facility operator should contact the Early Learning Consultant at the District Office. In these situations, funding for the Inclusion Support Worker may be extended in order to meet the needs of the child, family and early learning and childcare facility.