

QUALITY INCLUSION COLLABORATIVE

Service Delivery Resource Guide 2025-2028



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Who is Five Counties Children Centre?



Five Counties Children's Centre was incorporated in 1972 and opened in October 1975 in Peterborough. The Centre now has offices in Minden, Campbellford, Cobourg, Lindsay and Peterborough to serve children in the counties of Haliburton, Northumberland, Peterborough and the City of Kawartha Lakes.

For over 45 years we have provided therapy services that assist children who are delayed in their development to build the skills they need in everyday life such as walking, talking, and activities of daily living.



The City of Peterborough, as the Consolidate Municipal Service Manager (CMSM) for Child Care and Early Years contracts with Five Counties to deliver Special Needs Resources on behalf of the Ontario Ministry of Education to support the inclusion of children with special needs under 13 years of age in licensed child care settings at no cost to parents/guardians.

Ontario's Special Needs Resourcing Funding Guidelines

Ontario Ministry of Education key principles of SNR service delivery include:

- 1. Inclusion:** All children are able to actively and meaningfully participate in licensed child care and early years programs and are supported to form authentic, caring relationships with their peers and educators (e.g. a class-wide approach **which does not separate or exclude children with individualized 1:1 treatment/actions**).
- 2. Capacity Building:** Research demonstrates that supporting educator capacity to increase their skills and knowledge helps address the needs of all children in their programs and fosters effective inclusive practices .
- 3. Integrated Supports:** Children and families benefit from the intentional efforts of educators who collaborate and make relevant, timely referrals and connections to other programs and services to support their needs.
- 4. Foundational Conditions:** Ontario's pedagogy for the early years (How Does Learning Happen?) articulates a strength-based view of children, families and educators supported by four foundations that are essential for all children to grow and flourish: Belonging, Well-Being, Engagement, and Expression.

SNR funding is made available to the City of Peterborough to:

1. Hire or acquire the services of a Resource Inclusion Coach and/or supplemental staff where necessary (including salary and benefits) to support the inclusion of all children;
2. Provide professional development opportunities to support staff in licensed child care settings, (i.e., child care centres, licensed home child care, in-home services, before and after school programs, authorized recreation and skill building programs) working with children with special needs and their parents/families to support inclusion;
3. Purchase or lease specialized/adaptive equipment and supplies to support children with special needs. Specialized equipment may be specific to an individual child or may be used by more than one child and retained as a program resource.

Capacity Building



Investing in Quality Peterborough (IIQ) is the quality assurance initiative for early learning and child care professionals in our community.

Investing in Quality is guided by four strategic priorities:

- Champion Professional Learning that Influences Practice
- Enhance Learning Through Mentorship
- Meaningful Measurement for Quality Improvement
- Organizational Alignment to Support Quality Transformation

Guiding documents for this work include How Does Learning Happen, The College of ECEs Code of Ethics Standards of Practice, Investing in Quality's Standards of Quality, and Professional Learning Framework. Collaboratively, we build capacity by delivering professional learning opportunities for educators to share strengths and learn from one another with the end goal of building positive outcomes for children, families and educators.

Who is the Quality & Inclusion Collaborative ?

The Quality & Inclusion Collaborative team is an interdisciplinary team of registered Early Childhood Educators located at Five Counties Children's Centre. The purpose of this team is to deliver both Special Needs Resourcing (Resource Inclusion Coaches) and Investing in Quality initiatives (Capacity Building Coaches) in our community. The Quality Inclusion Collaborative team does not provide clinical or therapeutic service nor do we influence PT, OT, SLP intake, waitlists, or clinical pathways for clients receiving supports or services at Five Counties.

WHY? we do what we do ?

As educators, we know that strong, positive relationships contribute to healthy child development and are necessary for a child's well-being and learning.

Building and maintaining caring and responsive relationships with children, families, and colleagues is fundamental to best practice. Inclusive practice includes being attentive to the capabilities, personalities and circumstances of all children and understanding the diversity of development of all children" (Code of Ethics and Standards of Practice, 2017).

"We want to live in a world where each individual belongs, is valued, and is respected for their uniqueness."

Universal Design for Early Learning (UDEL) is a framework for inclusion that supports our vision of the world we want to live in.

The UDEL framework supports all young learners. The universal design of early learning "suggests that instead of creating a curriculum and then adapting it to meet the needs of individual children in the program, it is better to start off with a design which provides learners with a variety of ways to access and process information and demonstrate what they have learned" (Blagojevic, Twomey, & Labas 2002). This framework calls for educators to be intentional in their practice by planning learning environments, selecting materials, and providing activities based on the interests of the child= creating universally designed settings in which all children and their families can participate and learn.

Three Principles of Universal Design in the Early Years

1

Providing multiple means of engagement

2

Providing multiple means of representation

3

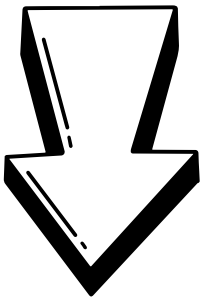
Providing multiple means of action and expression

What might these principles look like in practice?

1

Provide multiple means of **Engagement**

Build with children an on-going love for learning in different ways.



What you might notice..

Multiple invitations are offered to attract attention and engage a child's interest.

The environment equalizes accessibility by supporting children's interests/ needs.

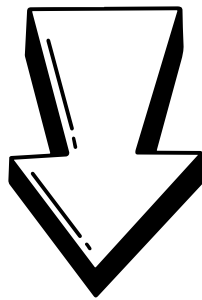
Options and opportunities for self regulation are always available.

Scaffolding skills, support, and encouragement are used to learn and practice self regulation

2

Provide multiple means of **Representation**

Offer children information in multiple ways to support understanding.



What you might notice..

Information is presented in many different ways.

Visuals, text, sign language, and spoken language.

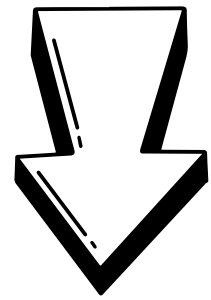
Learning is scaffolded building processing and comprehension.

Children who need more time to process are given the time they need.

3

Provide multiple means of **Action and Expression**

Offer children options and support as needed so that each child can create, learn, and share.



What you might notice..

Children express themselves and communicate in many different ways.

Opportunities to scaffold higher level executive skills and strategies so they are more effective and consistent.

Opportunities to scaffold lower level skills so that they require less executive processing.

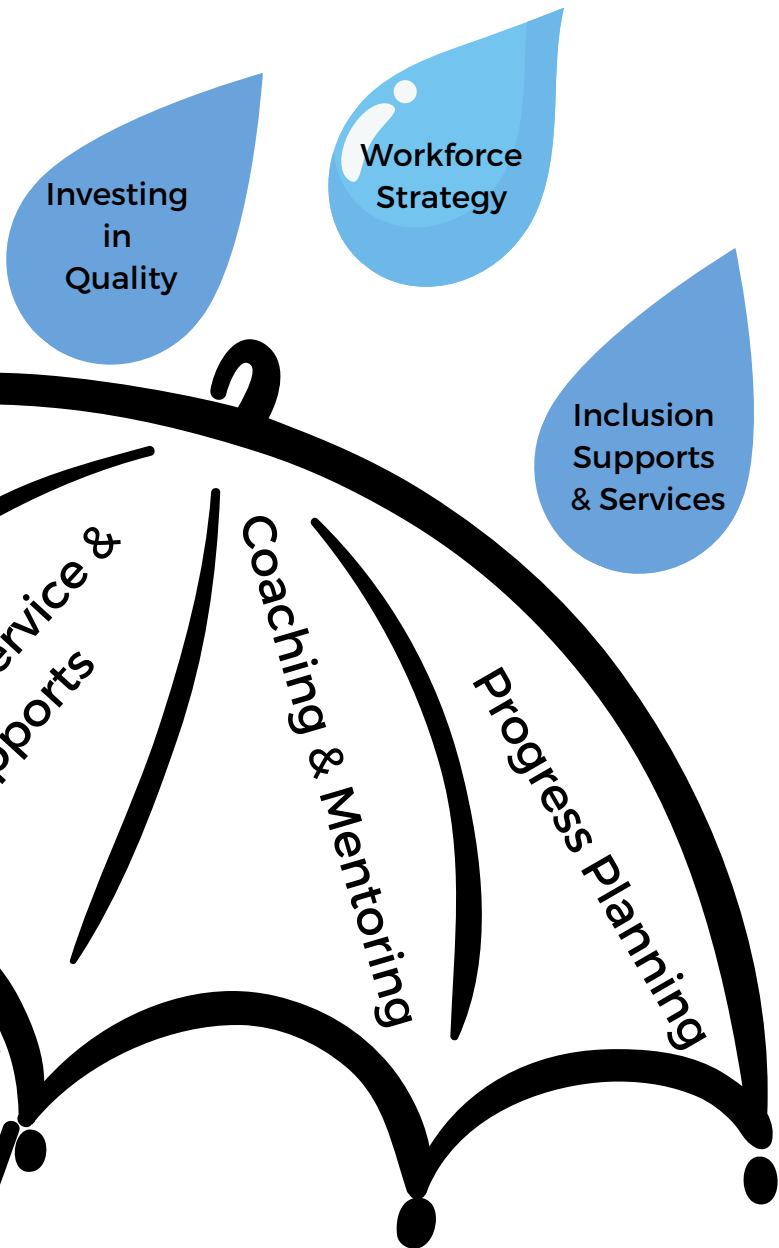
Adapted from CAST (2021)

WHAT?

do we do?

Principles of Service Delivery

1. Assessment
2. Scope of Services & Supports
3. Coaching / Mentoring
4. Progress Planning



HOW?

do we do it...

Relationship Centered

An approach to policies and practice in early years settings where all children, families, and educators are accepted and served within a program. Where each child, family, and educator experiences a sense of belonging, value, and advocacy.

collaborative "thinking" partnerships

Reflection

Coaching and Mentoring

Coaching is "a relationship-based process that is used to improve existing skills, develop new skills, and build the capacity and confidence of the child, family, or educator to build positive outcomes". Coaching is rooted in the guiding belief that children, families, and educators are capable, competent, and full of potential. (Rush & Sheldon 2020)

Five Keys to a Coaching Service Delivery Model

- Joint Planning
- Observation
- Action & Practice
- Reflection
- Collaborative Conversations



Joint Planning (may include Individual Support Plan)

Joint planning includes families, educators, Five Counties therapists, Resource Inclusion Coaches, Capacity Building Coaches, and any other agencies involved in the care of children. When developmentally appropriate, children are included in joint planning and development of an Individual Support Plan (ISP). Joint planning ensures that families, educators, and assisting agencies collectively agree and actively participate in building a path forward that supports all children in reaching their full potential.

Observation

Observation is used as a tool to look with intention at an educator and coach's practices, further developing emerging skills and new strategies. Observation is the first way that programs may have initial contact with the Quality Inclusion Collaborative. For example, requests for enhanced ratio support will include the completion of TWO consented observations being completed prior to collectively deciding the "next steps" for service delivery.

Observation is an opportunity for both the educator and the Resource Inclusion Coach/Capacity Building Coach to learn from each other by practicing along side each other. Hands on modeling is an active partner to observation and is a key component in high quality service delivery for the Quality Inclusion Collaborative.



Action & Practice (F-Words Coaching Plan)

Action is identified as a "what- based" plan for educators, families, and coaches that guides working together. Practice is a "when-based" plan that builds the necessary time needed to explore, implement, reflect, and modify an identified action goal or plan.

Reflection - Thinking to Influence Practice

Reflection is analyzing how action and practice have been delivered in programs. Through reflective practice; planned strategies and expected/ unexpected outcomes are examined building on existing capacity, while intentionally planning for the development of future skills.

Collaborative Conversations

Collaborative conversation is identified by the continuous communication loop that occurs between coach, families, and an educator(s)/program. Collaborative conversations might include observed skills, shared learning, or innovative strategies. Collaborative conversations are used to full potential when all parties are partners in listening and sharing with each other.



Community Expectations of Service Delivery = Consistent & Impactful

Consistent service delivery ensures that children, families, educators, and programs receive services that are:

- **timely** (waiting time, queuing time, referrals, processing times)
- **responsive** (requests for service, coach availability)
- **rooted in How Does Learning Happen?** (Belonging, Well-being, Expression, and Engagement)
- **integrated** (complimentary resources and services whenever possible)
- **equitable** (one size does not fit all)
- **strength-based** (what educators/children can do vs. what educators/children cannot do)

When services are consistent it is expected that positive impacts will be observed across the early years system in our community.

Integrated Collaboration

Integrated collaboration is delivered in our early years community using a "pod" approach. Each pod of the Quality Inclusion Collaborative will be comprised of (1) Capacity Building Coach, and (2) Resource Inclusion Coaches. Early learning programs in a purchase of service with the City of Peterborough will have an assigned pod. Within the assigned pod; individual programs will have access to (1) assigned Capacity Building Coach and (1) assigned Resource Inclusion Coach. The second Resource Inclusion Coach of each pod is to be seen by educators as a support/thinking partner/ substitute due to absence for the primary assigned Resource Inclusion Coach. The pod service delivery mode is intended to provide robust wrap around services that are highly responsive, effective, and efficient.

Tiered Services Approach to Service Delivery

The Quality Inclusion Collaborative works together to deliver of high quality services, supports, and resources in our community through a single organizational approach. The framework supporting this organizational approach is a "tiered services" delivery model.

WHY? this approach to service delivery?

The goal of tiered services in our community is to continue building upon the existing capacity/skills in educators while introducing "new" skills, strategies, and resource to educators that will enhance the inclusion of all children. Universal Design for Early Learning is the core principle of tiered service delivery. Each tier of inclusion support provides varying levels and types of supports that might be offered in classrooms to build a sense of belonging of all children . Tiered inclusion supports are highly dynamic and fluid in nature. This fluidity results in educators feeling more supported as they work alongside their Resource Inclusion Coach and Capacity Building Coach to further build and enhance inclusion for all children.

It is important to note here: that no tier within the service delivery model is considered to be a one to one support for any child.

WHAT? is “tiered” service delivery?

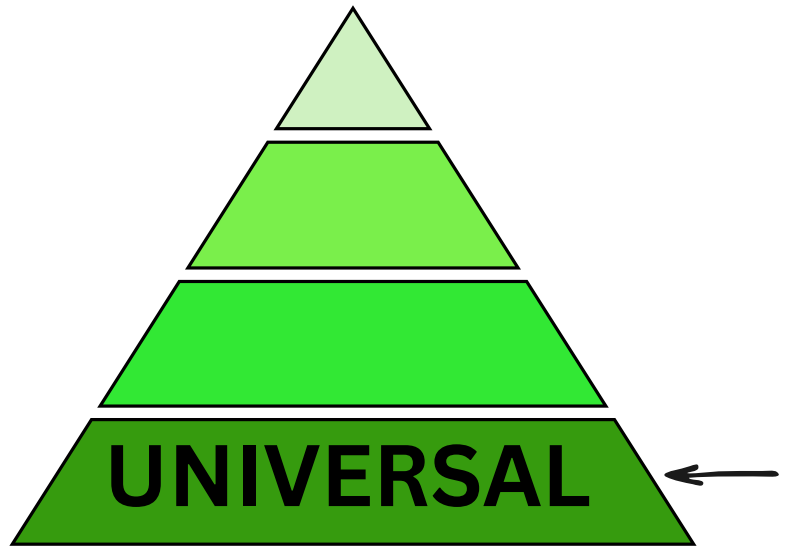
Our community tiered model of inclusion support is a **four tier** system of supports, services, and resources in which each tier represents a higher intensity of services/supports/ resources. Observation, environmental scan, and Educator Interaction Tool data are collected by the Resource Inclusion Coach to determine alongside families (when applicable) and program educators the appropriate tier of service delivery needed to benefit the inclusion of all children.

NEW WHAT? are the **FOUR** tiers of service delivery...





1. Universal Supports



In this base foundational tier, the focus is building on the existing capacity of educators, continuing to build strength-based relationships with educators, and collaborating on general strategies and resources.

This tier is seen as “proactive” and DOES NOT include a request for an inclusion support educator.

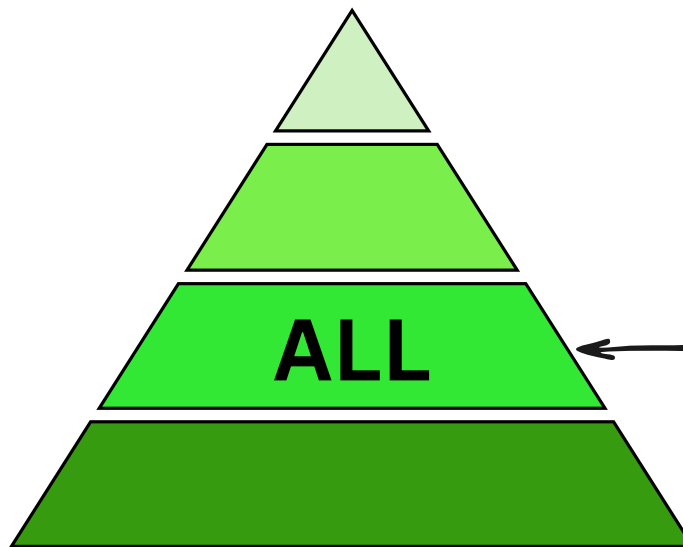
The Resource Inclusion Coach will support **ALL** program classrooms in a specific site using a proactive coaching approach. The Capacity Building Coach will also support this tier by facilitating professional development that continues to build on the existing capacity of Program Supervisors and their educator team. We know that supported Program Supervisors are crucial to nurturing the growth of all educators which in turn, positively impacts the quality of early learning environments delivering service to children, families, and our community.

Considerations:

- All children in the program are supported by the service, training, and/or resources provided. General strategies and resources for all children are offered.
- No child is intentionally observed in general classroom observations.
- UDEL (Universal Design for Early Learning) strategies and resources rooted in "How Does Learning Happen?" are used to enhance quality early learning environments for all children, families, and educators in our community.
- Formal and informal professional development opportunities are planned for and delivered for program educators, program supervisors, and families with the goal of continuing to build capacity.

- **Long-term proactive support** - no other tier of service delivery is required or needed to access - Automatically provided to all community program sites.
- **Capacity Building Support Identification Tool (CBSIT) not required** as an inclusion support educator is not requested by the program
- **4 Hours of Inclusion Support Planning time provided for the program site each month. This is a base support and will be provided regardless of the tier of service delivery requested by the program.** This time is to be used by the Program Supervisor to build inclusion supports in all classrooms as they see fit.

<p>Universal Inclusion Supports</p>	<p>The focus of “Universal Community Supports” is building on the existing capacity of educators, continuing to build strength-based relationships and collaborating on general strategies and resources. Services support the classroom, or program as a whole, rather than an individual child or specific group of children.</p>
<p>What’s Included?</p>	<p>What this looks like in our community...</p>
<p>Access to Services, Supports, and Resources</p>	<ul style="list-style-type: none"> • Programs are NOT required to identify any need for supports/ services. • Access to services, supports, and resources are automatic for all licensed sites currently in a Purchase of Service Agreement with the City of Peterborough. <p>Resource Inclusion Coach will connect in-person with all community early learning and child care sites at a minimum of six times per year.</p> <p>Resource Inclusion Coach will connect by phone, email, or virtually with all community early learning and child care sites at a minimum of six times per year.</p> <p>Supports, Services, and Resources are considered to be pro-active and preventative in this tier of inclusion support..</p>
<p>Quality Inclusion Planning Time</p>	<ul style="list-style-type: none"> • Early learning and child care sites will be provided with 4 (four) hours of paid Quality Inclusion Planning Time monthly. • Annually this will total = 48 hours. • Quality Inclusion Funding Planning Time will be funded based on the January 1st wage each year of the highest paid front-line educator (in direct ratio) on site. This funding will include both wage and benefits. • Annual funding payments (48 hours x rate of educator wage + benefits) will be paid in February of the each year. <p>Program Supervisors/ Managers/ Administrators can choose to use this funding as they see fit as long as it is directed to supporting front-line educators plan for, implement, and reflect on the provision of inclusive care for all children. e.g. CBSIT scoring, F-Words Coaching Plan development/ review.</p>



2. Service for ALL

In this tier, the focus is again on building the existing capacity of educators, continuing to build strength-based relationships with educators, and collaborating on general strategies and resources.

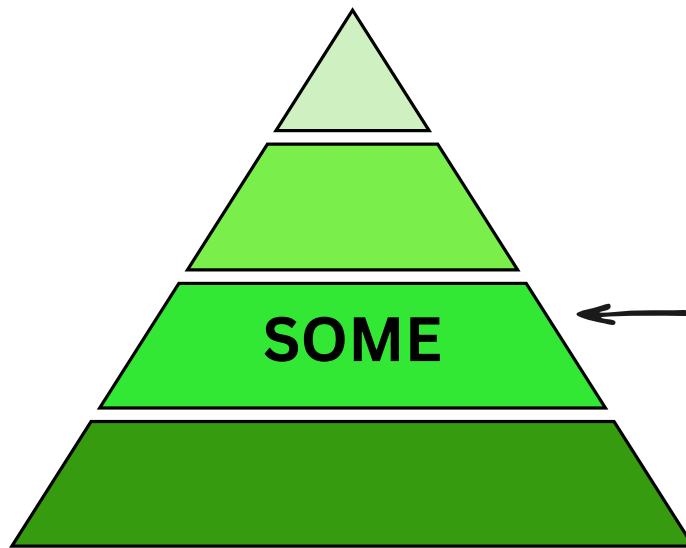
This tier is seen as support for a specific classroom AND INCLUDES a request for an inclusion support educator.

The Resource Inclusion Coach will continue to support **all** program classrooms using proactive coaching however **specific attention will be given to the classroom requesting an inclusion support educator as a first priority.** The Capacity Building Coach may support this tier by facilitating professional development that continues to build on the existing capacity of Program Supervisors and their educator team. We know that supported Program Supervisors are crucial to nurturing the growth of all educators which in turn, positively impacts the quality of early learning environments delivering service to children, families, and our community.

Considerations:

- All children in the room/program are supported by the service, training, and/or resources provided. General strategies and resources for all children are offered.
- No child is intentionally observed in general classroom observations.
- UDEL (Universal Design for Early Learning) strategies and resources rooted in "How Does Learning Happen?" are used to enhance quality early learning environments for all children, families, and educators in our community.
- Formal and informal professional development opportunities are planned for and delivered for program educators, program supervisors, and families with the goal of continuing to build capacity.

- **Short-term support; with the possibility of extension based on CBSIT score**
- **Capacity Building Support Identification Tool (CBSIT) is required** as well as Resource Inclusion Coach observations (2), environmental scan, and recently completed educator interaction tool for all educators in the grouping requesting inclusion support. Please refer to QIC Service Delivery Process Map for further details.
- **4 Hours Base Inclusion Support Planning Time** is used by the grouping with inclusion support funding to provide paid educator time for collaborative conversations with the Resource Inclusion Coach/ Capacity Building Coach and may also be used to complete interaction tools, environmental scans, and F-Words Coaching Plans.



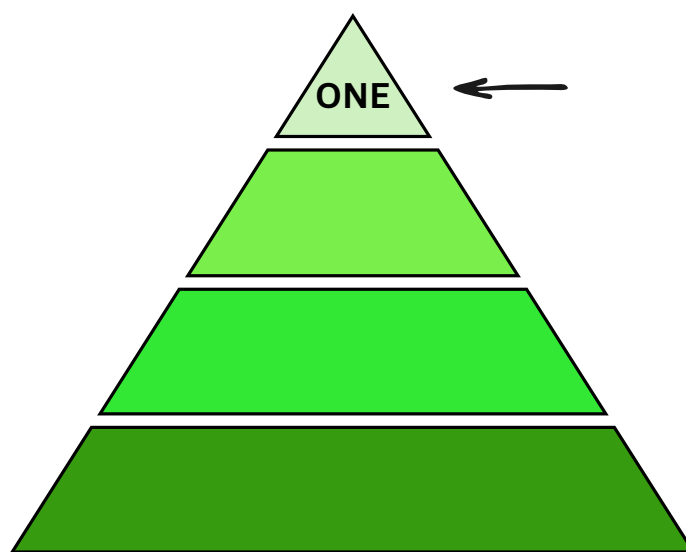
3. Service for **SOME**

Service happens in a group setting and may use specific resources and screening tools to determine whether a child requires more individual assessment. With short-term collaboration, the aim is the achievement of goals within a specific timeframe, using general strategies that are for **some children but are implemented for all children**.

Considerations:

- **Family consent is required.**
- Typically involves a small group of children with 1-2 areas of concern.
- Strategies and resources designed to support specific children within a group.
- **F-Words Coaching Plan** is required to be completed.
- **Individual Support Plans (ISPs)** is required to be completed.
- **Short-term support; with the possibility of extension based on initial CBSIT score.**

- **Capacity Building Support Identification Tool (CBSIT) is required in addition to;** Resource Inclusion Coach observations x (2), educator selected and completed environmental scan, and current educator interaction tool for all educators in the grouping requesting inclusion support. Please refer to QIC Service Delivery Process Map for further details.
- **4 Hours Base Inclusion Support Planning Time** is used by the grouping with inclusion support funding to provide paid educator time for collaborative conversations with the Resource Inclusion Coach/ Capacity Building Coach and may also be used to complete interaction tools, environmental scans, and F-Words Coaching Plans.



4. Service for ONE

In this tier, service is provided to an individual child within a group whose needs surpass Service for All and Service for Some considerations. Services involve team-based collaboration with the child's support team which includes the child where developmentally appropriate, the child's family / decision-maker, educators, medical / therapeutic professionals, and Resource Inclusion Coaches. Working together as a team is essential in successfully supporting the child within their grouping.

Service for One must not be understood as one to one support (aide) but rather an additional educator to support the entire grouping.

Considerations:

- **Family consent is required.**
- Areas of specific need or long-term need **impact the child's participation** in the program.
- Typically, a child with multiple areas of development affected or with very significant long-term needs.

- **F-Words Coaching Plan** is required
- **Individual Support Plan (ISP)** is required
- **Medical Plan** may be needed
- **Safety Plan** may be needed
- **Long-term inclusion** support and resources are needed
- **Annual Funding Contract**
- **Capacity Building Support Identification Tool (CBSIT)** is required annually in addition to; as Resource Inclusion Coach observations x (2), educator selected and completed environmental scan, and current educator interaction tool for all educators in the grouping requesting inclusion support.
- **4 Hours Base Inclusion Support Planning Time** is used by the grouping with inclusion support funding to provide paid educator time for collaborative conversations with the Resource Inclusion Coach/ Capacity Building Coach and may also be used to complete interaction tools, environmental scans, and F-Words Coaching Plans.





How to access any of our services and supports ?

All services/supports other than Universal Supports; must be requested using a Request for Services Form. This form is located on the main page of the Five Counties website - www.fivecounties.on.ca. When requesting supports be sure to indicate the level of tiered inclusion support you are requesting (i.e. Service for All, Service for Some, or Service for One).

Quality Inclusion Support Application

- The request for Quality Inclusion Collaborative support can be made by the child's family, the program supervisor, or the child's educator. The Quality Inclusion Collaborative requests that **program supervisors are made aware of and agree** with a request being submitted by an educator; as the program supervisor is the designated individual responsible for representing the needs all children in the program.
- Quality Inclusion Support will be approved based on the community tiered model of service delivery and available community funding.
- The "Service for Some" and "Service for One" tiers of inclusion support will require that "specific" child/children are identified, consent of the family / decision- maker in on file and on a Resource Inclusion Coach's caseload to be eligible for supports.
- Programs requesting from the Quality Inclusion Collaborative should be prepared to joint plan and implement an F-Words Coaching Plan, Individual Support Plan (ISP) , and a Medical Plan, and /or a Safety Plan (as needed).
- "Joint planning" will include all stakeholders, including the child when developmentally appropriate, and the child's family.
- Joint Planning Meetings will include completing a Capacity Building Support Identification Tool (CBSIT) with the Resource Inclusion Coach, the Capacity Building Coach (when needed), and the educator team requesting supports.
- It is the responsibility of the educator team requesting supports to have **completed** the Educator Interaction Tool and an environmental assessment of their choosing **prior to Joint Planning Meeting 1**.
- Please consult the Service Delivery Process Maps for details regarding applications, timing, and approvals.

Quality Inclusion Collaborative Support Application Timeframes

- Applications are **open at any time** September through June.
- July and August are funded separately for summer camp supports

When might reapplication for inclusion supports be required in a current funding block?

Re-application may be required anytime there is a change in a supported grouping's composition which is defined as:

1. the addition of "new" primary educator(s) to a grouping of children currently receiving inclusion supports through Service for Some, or Service for One.
2. the of movement of a child/ children currently on a Resource Inclusion Coach's caseload to a new grouping of children.

Quality Inclusion Support Contracts

Quality Inclusion contracts will be signed annually for Service for One supports. Service for Some and Service for All will be supported by 12 week contracts as per the Capacity Building Support Identification Tool (CBSIT). Exceptions may be made for children who have long-term medical conditions that are being supported in the Service for Some tier; these contracts may be extended to six or twelve months based on the on-going consistent needs of the child.

Quality Inclusion Support Payments

Five Counties will forward a lump sum payment basis on approved block funding to the program by Electronic Fund Transfer.

Quality Inclusion Support Funding Reconciliation

All Quality Inclusion support funding provided by Five Counties will require end of contract reconciliation. Failure to provide reconciliation support documents may see enhanced funding suspended until all outstanding reconciliation is provided to Five Counties.

All unused funding is to be returned to Five Counties. Programs receiving Quality Inclusion Support may be audited by Five Counties at anytime regarding the use of this funding and/or related staffing. Funding audits will be conducted annually with funded programs being selected randomly by the Quality Inclusion Collaborative at Five Counties.



Future Audit Process Support Considerations

To support a funding audit the following processes may be considered by operators:

- Educators who are providing Quality Inclusion Supports are signing in and out for the designated hours provided through the Quality Inclusion Support funding EACH DAY. Should the same educator also be employed by the program as a float educator, relief/supply educator, or in another room or program these hours should be shown separately.
- Children's attendance records are available and accurate upon request.

Other Quality Inclusion Funding FAQs

- Ministry of Education Funding Guidelines state: "All service providers and licensed child care programs involved in the provision of Special Needs Resourcing services must comply with CCEYA legislative and regulatory guidelines for the provision of services, obtaining parental consent for service, and the exchange of information for any purposes (e.g., referrals)."
- Funded childcare programs are the employer and as result are required to ensure that all childcare policies and practices are followed in relation to the hiring, performance, and supervision of the Quality Inclusion Support Educators.
- Quality Inclusion Support funding is specific to each application. As a result, it cannot be transferred to another child or group at anytime.
- Extended absences or situations of over staffing should be discussed with the assigned Resource Inclusion Coach as soon as possible.
- Five Counties will fund hours of inclusion support based on the score of the Capacity Building Support Identification Tool (CBSIT).



Increased Quality Inclusion Planning Time

Beginning in January of 2025; Four (4) hours of Inclusion Support Planning time will be provided per month to all licensed early learning and child care programs in a Purchase of Service Agreement with the City of Peterborough.

This funding is intended to support:

- front line educators with time outside of ratio to plan for inclusive child care for all children.
- Joint Planning Meetings with Resource Inclusion Coaches. Capacity Building Coaches, educators and families to complete together CBSITs, F-Words coaching plans, Individual Support Plans (ISP), and Safety Plans (if needed).
- promoting opportunities for educators to use reflective practice as an agent for change.



Annual Funding Payment of Quality Inclusion Planning Time

Funding of planning time will occur each January and will include all 12 twelve months (total of 48 hours) in advance for Supervisors to use as they see fit to support the above noted purposes.

The annual payment will be calculated as follows:

- 12 months x the hourly wage (including benefits) of the site’s highest paid educator included in ratio full-time x four hours/ monthly

$$48 \text{ hours} \times 35.50 = \$1,704.00$$

Important Information for Quality Inclusion Support Educators

- Quality Inclusion Support educators take all direction from the Site Supervisor.
- The Resource Inclusion Coach/ Capacity Building Coach will provide training, coaching and resources for all program educators as requested by the program.
- Quality Inclusion Support educators are expected to follow the policies, procedures, and protocols of the employer.
- Quality Inclusion Support funding is provided to cover educator wages and benefits (including payment for stat holidays if it is the program's normal practice).
- When applicable, Quality Inclusion Support educators will have a notice period within their employment contract. Notice may be given when a family leaves the program, the child's need for Quality Inclusion Support funding is reduced / eliminated and/or at the end of each contracted funding period.
- Quality Inclusion Support educators share in room responsibilities as a valued team member.

- **Quality Inclusion Support educators funded through Quality Inclusion Support (SNR) as per Ministry regulations and funding guidelines are not be counted in childcare program staffing ratios.**

- **Quality Inclusion Support educators in programs support ALL children.**



Glossary of Terms

Capacity Building

Educators “understand that strong, positive relationships contribute to healthy child development and are necessary for children’s well-being and learning. Building and maintaining caring and responsive relationships with children, families and colleagues is fundamental to practice.”

[CECE Code of Ethics and Standards of Practice for RECEs in Ontario \(college-ece.ca\)](http://college-ece.ca)

Capacity Building Coach (CBC)

A member of the Quality Inclusion Collaborative team at Five Counties. The primary role of a Capacity Building Coach is to deliver supports, services, and resources to early learning and care professionals that:

- Support professional learning that influences best practice
- Enhance professional learning through coaching and mentorship
- Support meaningful measurement for quality improvement
- Engage community and provincial representatives to cultivate and enhance promising practices and evidence-based research

Capacity Building Information Support Tool (CBSIT)

The CBSIT is a community designed tool that brings transparency, equity, and consistency to the determination of Resource Inclusion Support and funding a program may need to further build educator capacity supporting the inclusion of all children in early years and childcare programs. The CBSIT is completed collaboratively with the primary Resource Inclusion Coach, Capacity Building Coach (where needed) and program educators. This tool is available on the Investing in Quality website.



F-Words Coaching Plan

The F-Words Coaching Plan is a document co-designed by all individuals involved in the care and development of children in early years and childcare programs. The focus of the Coaching Plan is to articulate goals that support the inclusion of all children. Highlighted in the strength-based coaching plan are FUN, FITNESS, FAMILY, FUNCTION, FUTURE, and FRIENDS. The Coaching Plan is a living document that is used to celebrate successes and plan for future inclusion development.

Glossary of Terms

Educator

We have used the term “educator” throughout this document to refer to all who work with children and families in licensed early years programs (e.g., centre and homebased child care, child and family programs, before and after school programs).

Inclusion/ Inclusive

An approach to policies and practice in early years settings where all children and families are accepted and served within a program and where each child and family experiences a sense of belonging and is supported to participate fully in all aspects of the program or service, Inclusive practice includes being attentive to the capabilities, personalities, and circumstances of all children, and understanding the diversity of development of all children (Code of Ethics and Standards of Practice, 2017).

Individual Support Plan (ISP)

Ministry of Education required document that must be created collaboratively by the team for each child with special needs who attends a licensed child care centre and/or home child care.

An ISP identifies the specific services/supports received by the individual, the expected outcomes and should be based on the principles of Belonging, Engagement, Expression and Wellbeing from How Does Learning Happen?

Pedagogy

Pedagogy is “the understanding of how learning takes place and the philosophy and practice that support that understanding of learning”.

Relationship Centered

Educators “understand that strong, positive relationships contribute to healthy child development and are necessary for children’s well-being and learning. Building and maintaining caring and responsive relationships with children, families and colleagues is fundamental to practice.

[CECE Code of Ethics and Standards of Practice for RECEs in Ontario \(college-ece.ca\)](http://college-ece.ca)

Glossary of Terms

Resource Inclusion Coach (RIC)

A member of the Quality Inclusion Collaborative team at Five Counties. The primary role of a Resource Inclusion Coach is to utilize a family-centred approach to provide supports to children and their families in childcare programs or other community settings through:

- Provide supports to childcare programs for the inclusion of children with special needs
- Consult with parents, childcare providers, community and Centre service providers with respect to goals identified in the Individualized Support Plan/Coaching Plan
- Provide appropriate supports as identified by the childcare programs' needs through in service, information provision and training

Strength-based Framework

A strengths-based approach is capacity-building and supports greater accessibility, inclusivity, diversity, and equity of children and families. By learning to identify and honour the 'individual strengths, aspirations, and capacities' of the child, strategies can be developed and implemented to better support learning and holistic development. This approach is a paradigm shift from the more traditional, deficits-based approach.

Universal Design for Learning (UDEl)

A framework for supporting all young learners is universal design. The universal design of early learning "suggests that instead of creating a curriculum and then adapting it to meet the needs of individual children in the program, it is better to start off with an instructional design which provides learners with a variety of ways to access and process information and demonstrate what they have learned" (Blagojevic, Twomey, & Labas 2002).

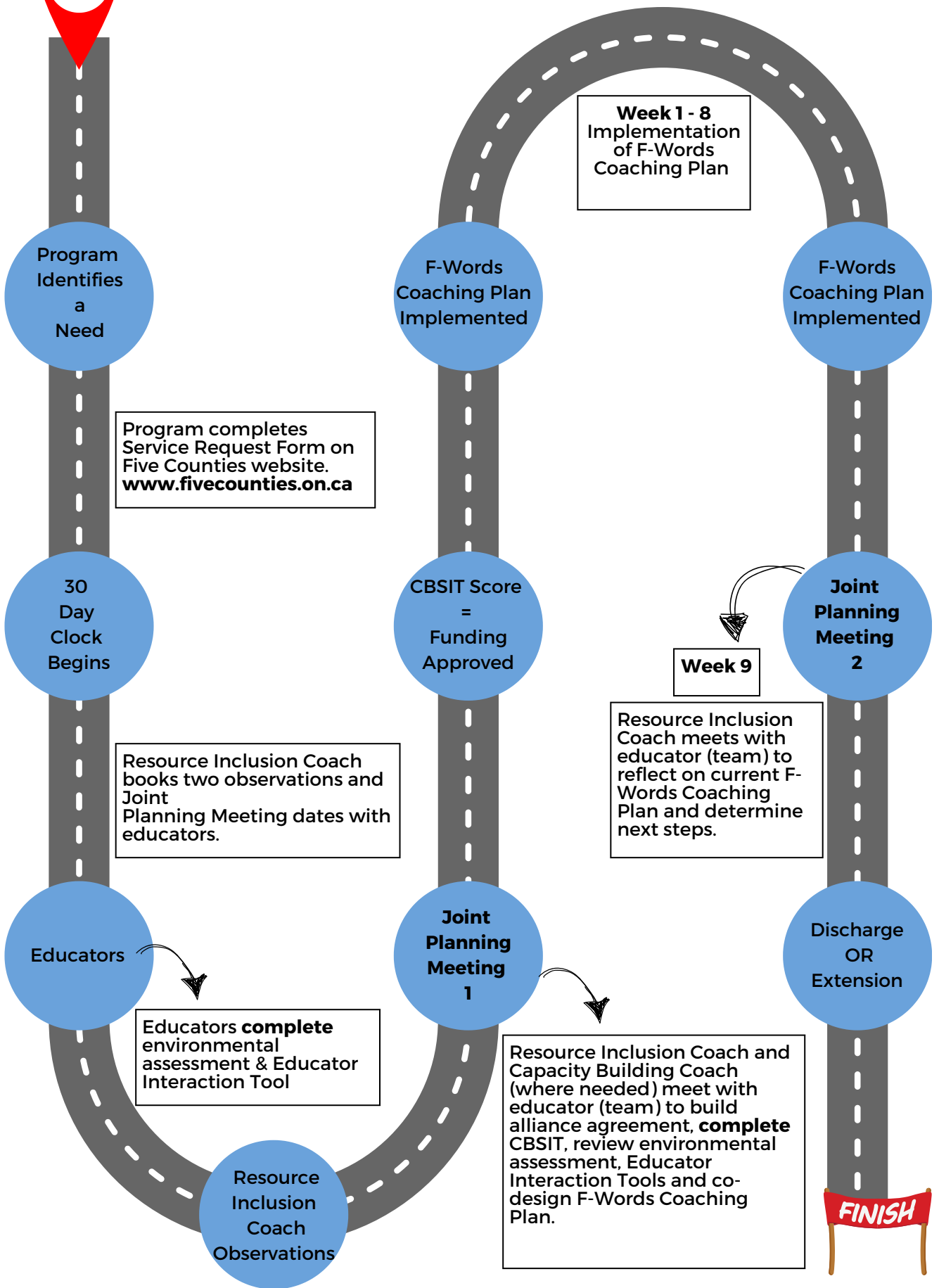
This framework calls for early educators to value, from the beginning, the importance of planning learning environments and activities for a diverse population—creating universally designed settings in which all children and their families can participate and learn.

Service for ALL		The Service for All tier of inclusion support is focused on building the existing capacity of educators, continuing to build strength-based relationships with all children and collaborating on general strategies and resources that will benefit the entire grouping rather than an individual child or specific group of children.
Step	Timing	Process
1		Program identifies need – entire classroom (All).
2		Program completes Service Request Form on Five Counties website.
3		Administrative Assistant notifies QIC POD of "new" request - 30 day clock begins - during first 30 days program will receive 4 hours of paid Quality Inclusion Planning time to review CBSIT Tool, complete both the Educator Interaction Tool, and a Environmental Assessment of their choosing for the physical space.
4	within 3 business of request received	Resource Inclusion Coach books two observations and Joint Planning Meeting dates with room educators.
5	within 3 weeks of request received	Program room educators review Capacity Building Support Identification Tool(CBSIT), and complete an environmental assessment of their choice and Educator Interaction Tool for all educators within the group requesting inclusion support.
6	within 30 days of request received	Resource Inclusion Coach completes two observations.
7	within 30 days of request received	Joint Planning Meeting 1 Resource Inclusion Coach and Capacity Building Coach (where needed) meet with educator (team) to an build alliance agreement, complete CBSIT, review environmental assessment, and Educator Interaction Tools completed by educators. Co-design F-Words Coaching Plan.
8	within 30 days of request received	Quality Inclusion Support funding instantly approved based on CBSIT score for eligible funding blocks. See CBSIT funding formula for specific details.
9	week 1 - week 8 of service block	F-Words Coaching Plan Implemented
10	week 9 of service block	Joint Planning Meeting 2 Resource Inclusion Coach and Capacity Building Coach (where needed) meet with educator (team) to discuss progress and plan for next steps using existing F-Words Coaching Plan and/or eligible Quality Inclusion Support extension based on initial CBSIT score.
11	Reflective Next Steps	Consensus built decision to discharge from service or re-entry to process map at Step 9. F-Words Coaching Plan revisited and modified to support additional blocks of Quality Inclusion Support funding as based on the initial CBSIT score.
12	Extended Funding Blocks 4 - 6	Extensions and wait periods are defined by initial CBSIT score. See further details in CBSIT.

Service for ALL Process Map

The **Service for All** tier of inclusion support is focused on building the existing capacity of educators, continuing to build strength-based relationships with all children and collaborating on general strategies and resources that will benefit the entire grouping rather than an individual child or specific group of children.

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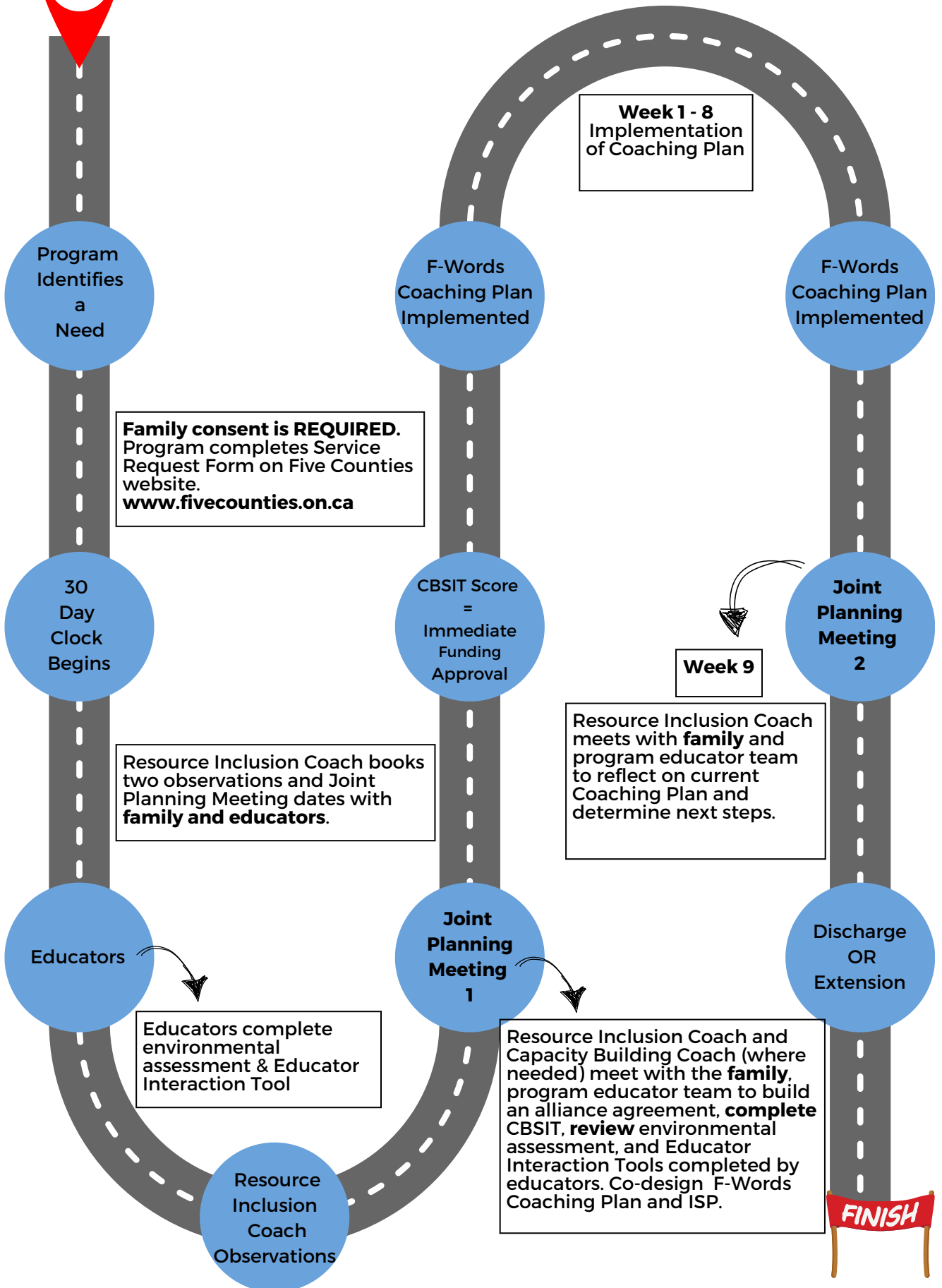
FINISH

Service for SOME		The Service for Some tier of inclusion support is to provide services that will take place within a group setting. Specific resources and strategies are embedded to better support some children in the group who may have or will have a F-Words Coaching Plan and ISP. These source documents provides educators with detailed information about how to best support all children in the grouping. The intention of the implemented coaching plan and ISP is to see movement toward the achievement of goals within a specific short-term timeframe.
Step	Timing	Process
1		Program identifies a need for Service for SOME as defined above
2		Family consent is required to move any further in process map. Program completes and submits Service Request Form on Five Counties website.
3		Administrative Assistant notifies QIC POD of "new" request - 30 day clock begins - during first 30 days program will receive 4 hours of paid Quality Inclusion Planning time to review CBSIT Tool, complete both the Educator Interaction Tool, and a Environmental Assessment of their choosing for the physical space.
4	within 3 business days of Request for Services Form	Resource Inclusion Coach contacts consenting family (see above) - introduces themselves, services@ Five Counties, and Quality Inclusion Collaborative - schedules with family observation dates (2) and Joint Planning Meeting 1 date.
4a	within 3 business days of Request for Services Form	Resource Inclusion Coach contacts program and provides observation dates and joint planning date.
5	within 30 days of request received	Primary Resource Inclusion Coach completes two observations
6	within 30 days of request received	Joint Planning Meeting 1 Resource Inclusion Coach and Capacity Building Coach (where needed) meet with the family and educator(team) to build alliance agreement, complete CBSIT, co-design F-Words Coaching Plan and ISP , review environmental assessment, and Educator Interaction Tools and any other support plans related to the child. Develop together Coaching Plan.
7	within 30 days of request received	Quality Inclusion Support funding instantly approved based on CBSIT score for eligible funding blocks. See CBSIT funding formula for specific details.
8	week 1 - week 8 of service block	Implementation of Coaching Plan and all others that are applicable; Medical Plan, Safety Plan, ISP, and Coaching Plan.
9	week 9 of service block	Joint Planning Meeting 2 Resource Inclusion Coach and Capacity Building Coach (where needed) meet with the family and the program educator team to discuss progress and plan for next steps using existing Coaching Plan and/or eligible Quality Inclusion Support extension based on initial CBSIT score.
10	Reflective Next Steps	Consensus built decision to discharge from service or re-entry to process map at Step 9. F-Words Coaching Plan revisited and modified to support additional blocks of Quality Inclusion Support funding as based on the initial CBSIT score.
11	Extended Funding Blocks 4 - 6	Extensions and wait periods are defined by initial CBSIT score. See further details in CBSIT.

Service for SOME Process Map

The Service for Some tier of inclusion support is to provide services that will take place within a group setting. Specific resources and strategies are embedded to better support some children in the group who may have or will have a F-Words Coaching Plan and ISP. These source documents provides educators with detailed information about how to best support all children in the grouping. The intention of the implemented coaching plan and ISP is to see movement toward the achievement of goals within a specific short-term timeframe.

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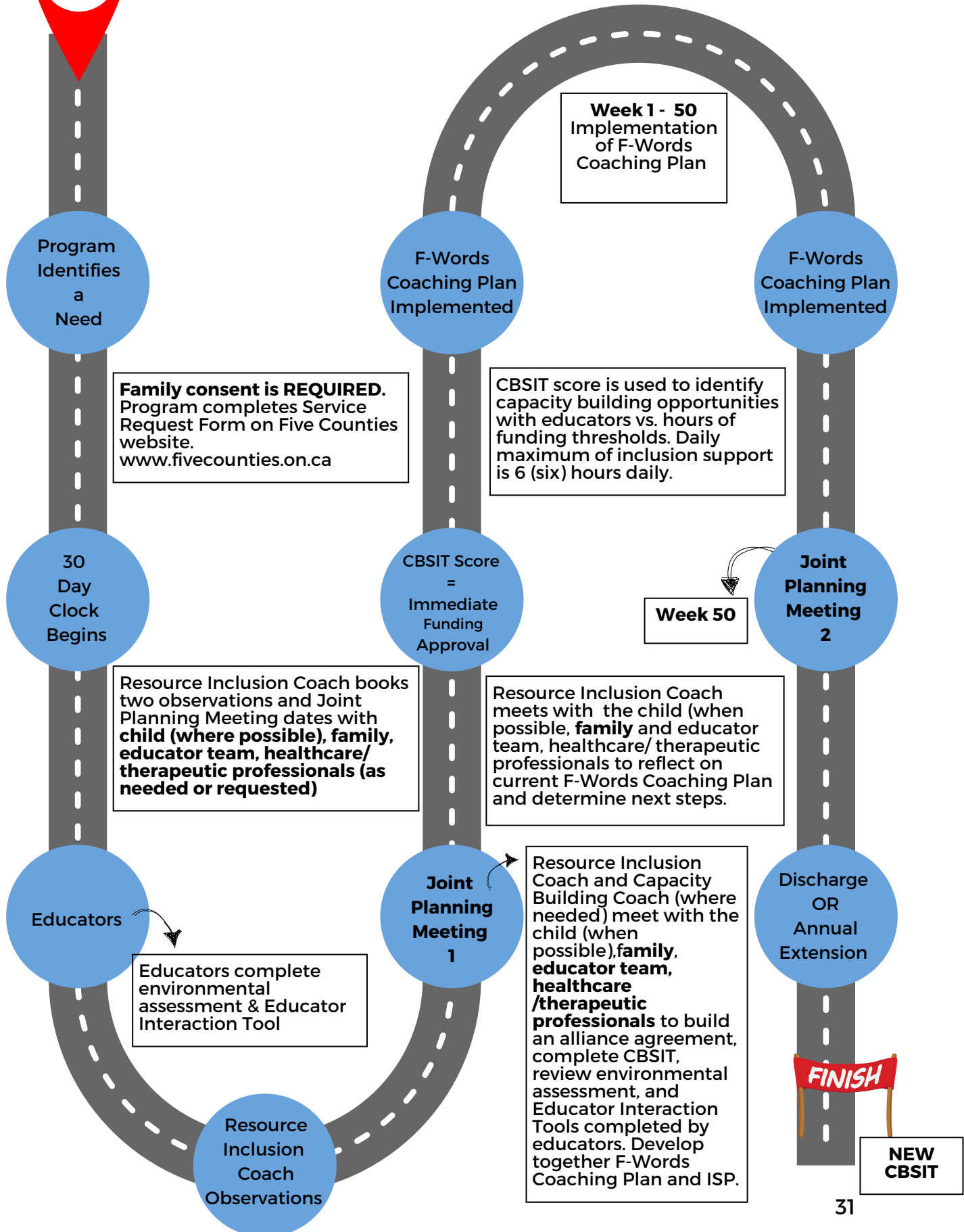
Service for ONE		The Service for One tier of inclusion support is provided to a specific grouping that has within it individual needs that surpass Service for All and Service for Some considerations. Collaboration of support team members including the child, the child's family, healthcare, and therapeutic support professionals is characteristic of this tier of inclusion. An F-Words Coaching Plan and ISP are key components to long-term supports and services benefiting the inclusion and opportunity of all children. Service for One is not to be misinterpreted as a one to one support model of delivery.
Step	Timing	Process
1		Program identifies a need for Service for ONE as defined above
2		Family consent is required to move any further in process map. Program completes and submits Service Request Form on Five Counties website.
3		Administrative Assistant notifies QIC POD of "new" request - 30 day clock begins - during first 30 days program will receive 4 hours of paid Quality Inclusion Planning time to review CBSIT Tool, complete both the Educator Interaction Tool, and a Environmental Assessment of their choosing for the physical space.
4	within 3 business days of Request Form AND Application received	Resource Inclusion Coach contacts consenting family - introduction of self, services@ Five Counties, and QIC services- schedules with family observation dates (2) and joint planning date.
4a	within 3 business days of Request Form AND Application received	Resource Inclusion Coach contacts program and provides observation dates and joint planning date
5	within 5 business days of Request Form AND Application received	Service for One Approved for 12 month maximum
6	within 10 business days	Resource Inclusion Coach completes two observations
7	within 2 weeks of APPROVAL provided to program	Joint Planning Meeting 1 Resource Inclusion Coach and Capacity Building Coach (where needed) educator (team), family, and when age appropriate the child to build an alliance agreement, complete CBSIT, co-design ISP, Safety Plan (if needed) and review Medical Plan (if needed). Review completed environmental assessment and Educator Interaction Tools. Co-design F-Words Coaching Plan.
8	month 1 to month 11 of contract	Implementation of F-Words Coaching Plan and all others that are applicable; Medical Plan, Safety Plan, ISP, and Coaching Plan.
9	Week 50	Discharge if child no longer requires supports /child no longer attends program. or Re-entry to process map at Step 1- if at any time the child's needs change, child's attendance changes, or approval expires.

Service for ONE Process Map

The Service for One tier of inclusion support is provided to a specific grouping that has within it individual needs that surpass Service for All and Service for Some considerations. Collaboration of support team members including the child, the child's family, healthcare, and therapeutic support professionals is characteristic of this tier of inclusion. An F-Words Coaching Plan and ISP are key components to long-term supports and services benefiting the inclusion and opportunity of all children.

Service for One is not to be misinterpreted as a one to one support model of delivery.









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Resources

Resource Title

Scannable UR Code

<p>Anti-Bias Education for Young Children & Ourselves 2nd Edition (Louise Derman-Sparks, Julie Olsen Edwards, Catherine M. Goins) 2020</p>	 <p>This resource is available in the Investing in Quality Library</p>
<p>Capacity Building Support Identification Tool</p>	
<p>Creating a Culture of Reflective Practice The Role of Pedagogical Leadership in Early Childhood Programs" (Anne Marie Coughlin, Lorrie McGee Baird) 2021</p>	 <p>This resource is available in the Investing in Quality Library</p>
<p>How Does Learning Happen</p>	
<p>Inclusion Support Request for Services</p>	 <p>This resource is located on the Five Counties website: www.fivecounties.on.ca</p>
<p>The Early Childhood Coaching Handbook 2nd Edition (Dathan D. Rush, M'Lisa L. Shelden) 2020</p>	 <p>This resource is available in the Investing in Quality Library</p>
<p>The Ontario College of Early Childhood Educators Code of Ethics</p>	
<p>The Universal Design of Early Education Moving Forward for All Children (Michael Conn-Powers, Alice Frazier Cross, Elizabeth Krider Taub, Louis Hutter Pishgahi) 2006</p>	
<p>Investing in Quality Tools</p>	
<p>Quality Inclusion Collaborative</p>	