

INCLUSION SUPPORT SERVICES (ISS) QUESTIONS AND ANSWERS FOR SCHOOL-AGE PROGRAMS

Changes to the School-Age Program (SAP) service delivery model

Last updated: September 2021

1. Why is Inclusion Support Services service delivery to school-age programs changing?

York Region Inclusion Support Services (ISS) has recognized that the needs of school-age children and programs differ from those of preschool programs. We heard from parents and families of school-age children currently accessing Inclusion Support Services, early interventionists, and licensed school-age providers that you need additional resources to better support children in your programs. We researched best practices in the field, reviewed our current service delivery model and collected feedback from community stakeholders such as yourselves to develop a model that will be more responsive to your needs and is sustainable for our program. These service delivery changes will begin with the reopening of school age programs in September 2021. Throughout this transition and moving forward, York Region will support you in your duty to accommodate all children by focusing on inclusive practices for the active and meaningful participation of all children.

2. How is the service delivery model to school-age programs changing?

There are several changes being made to the ISS service delivery model to school-age programs as of September 2021. These changes will include:

- Referrals will be received from after-school programs only. We will no longer receive referrals from families or community service providers for children attending school during the day and an after-school program. This will help us to direct our resources to those classrooms who really want our support. Families and community providers are encouraged to work with the after-school program.
- Support will take place in the after-school program only, as this is a time where more children are in attendance and targeted intervention is more successful
- After-school programs can easily make a classroom or child-specific consultation request at york.ca/specialneeds. If the request is for a child-specific consultation, you will need to obtain consent from the parent first
- Inclusion Support Services will focus on what your program would like to accomplish for your classroom. Our goal is to help you remove barriers that prevent the implementation of inclusive practices



- Service will be short term, with three-to-four, one-hour consultation sessions being provided. Some of these sessions may be held virtually while others can be virtual or in-person, depending on what is agreed upon by all parties and the status of the COVID-19 pandemic
- In conjunction with the early learning and child care program, the ISS Early Interventionist will help develop a classroom plan, which will come from information collected through the Capacity Building Support Identification Tool (CBSIT), and provide a guide of services and supports that will help your classroom build more inclusive practices

3. What supports are offered by Inclusion Support Services for school age programs?

Inclusion Support Services will work in partnership with school-age providers and staff to provide training, support, and resources through classroom consultations, online enhanced training modules, Positive Early Childhood Education Program (PECE) training and connections to other resources in the community. This will be a collaborative consultation to help build the capacity of educators to support the inclusion of all children in their classrooms.

4. How do I know if Inclusion Support Services is right for my classroom/program?

If you have children in your classroom with identified special needs, are having difficulty managing classroom behaviour, or require support implementing inclusive practices for all children in your program no matter the children's needs, Inclusion Support Services could be a great support for your classroom.

5. What services can I expect to receive from Inclusion Support Services?

Once you complete and submit the Inclusion Support Services School-Age Consultation Request Form found at york.ca/specialneeds, an Early Interventionist assigned to your program will review the document and contact you shortly after to make an introduction. Your Early Interventionist will then explain our services, discuss the information you submitted on the consultation request form, and develop a classroom plan together with you to ensure you have access to the appropriate resources and supports to meet the goals you have set out for your classroom.

Following this initial consultation, the Early Interventionist will offer you either ISS classroom consultation or PECE coaching. Both options will provide two-to-four, one-hour consultation sessions with you to help you achieve the goals established on the classroom plan.

Think of ISS as your partner in helping to reach your classroom goals and build inclusive programs that support all children.

6. What if I need additional support from Inclusion Support Services?

Once a consultation is initiated, you will have the opportunity to practice the skills you have learned and developed with your Early Interventionist. If you feel you require additional consultation sessions based on a new goal you have for your classroom, you can submit another Inclusion Support Services School-Age Consultation Request Form found at york.ca/specialneeds. ISS can also connect you with children's mental health resources and York Region school boards for additional support.

7. Will I always have the same Early Interventionist assigned to my program?

While we make every effort to maintain consistency in service delivery, it is not always feasible to ensure that you will continue to have the same Early Interventionist supporting your program. All of our Early Interventionists are provided with the same level of training and support and are skilled at helping educators build inclusive practices.

8. Who should I contact if I have any questions?

If you have any questions, please speak with your assigned Early Interventionist. If you are not sure who that is or do not have one assigned, please contact one of our local team supervisors based on your centre's location:

<u>Markham area</u> Sandra Cronin sandra.cronin@york.ca	<u>Vaughan area</u> Cecille Arcilla cecille.arcilla@york.ca
<u>Oak Ridges/Newmarket/Georgina</u> Carolyn James carolyn.james@york.ca	<u>Richmond Hill</u> Stacey Hodgson stacey.hodgson@york.ca