



Inclusion Support Program Handbook

FACILITATING ACCESS, PARTICIPATION AND SUPPORT

March 2026

Department of Education and Early Childhood Development



Contents

- What is Inclusion?.....3
 - The Principles of Inclusion3
- Inclusion Support Program Model.....4
- Intensive Inclusion Support5
 - Eligibility Criteria5
 - Support Models5
- Application Process – Individualized or Shared Support.....7
 - Operator Process.....7
 - Summer Camp Process in an Early Learning and Childcare Facility.....8
- Funding and Accountability9
 - Operators Assessment Responsibility..... 10
 - Reporting New & Inactive Inclusion Support Workers..... 10
 - Inclusion Support Program Wage Grid and Steps 10
 - Levels Mandatory Criteria 10
- Inclusion Support Worker Pay Step Eligibility 12
 - Submission Guidelines 13
- Inclusion Support Program Forms..... 14
- Inclusion Support Plans..... 14
 - Transfer of Inclusion Support Funding..... 14
 - Service Provider Letter of Support Form 15
 - Invoice Form..... 16
- Appendix A: Training & Wage 19
- Appendix B: Roles and Responsibilities 20
- Appendix C: Communicating with Parent(s)/Guardian(s)..... 24
- Appendix D: Q & A..... 25
- Appendix E: Resources and Professional Learning 28
- Appendix F: Inclusion Support Plan Sample 28
- Appendix G: Contact Information 32

What is Inclusion?

Inclusion means that all children and their parent(s)/guardian(s) are welcomed and supported to participate in every aspect of the early learning and childcare program. Inclusion requires early learning and childcare operators and the staff members 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

THE PRINCIPLES OF INCLUSION

Inclusion means that all children and families are welcomed and supported in participating meaningfully in every aspect of early learning and childcare.



Access

Every child and their family has a right to be included, accepted, and feel a sense of belonging in early learning and childcare.

Support

Families and their children receive support, with their unique needs acknowledged.

Participation

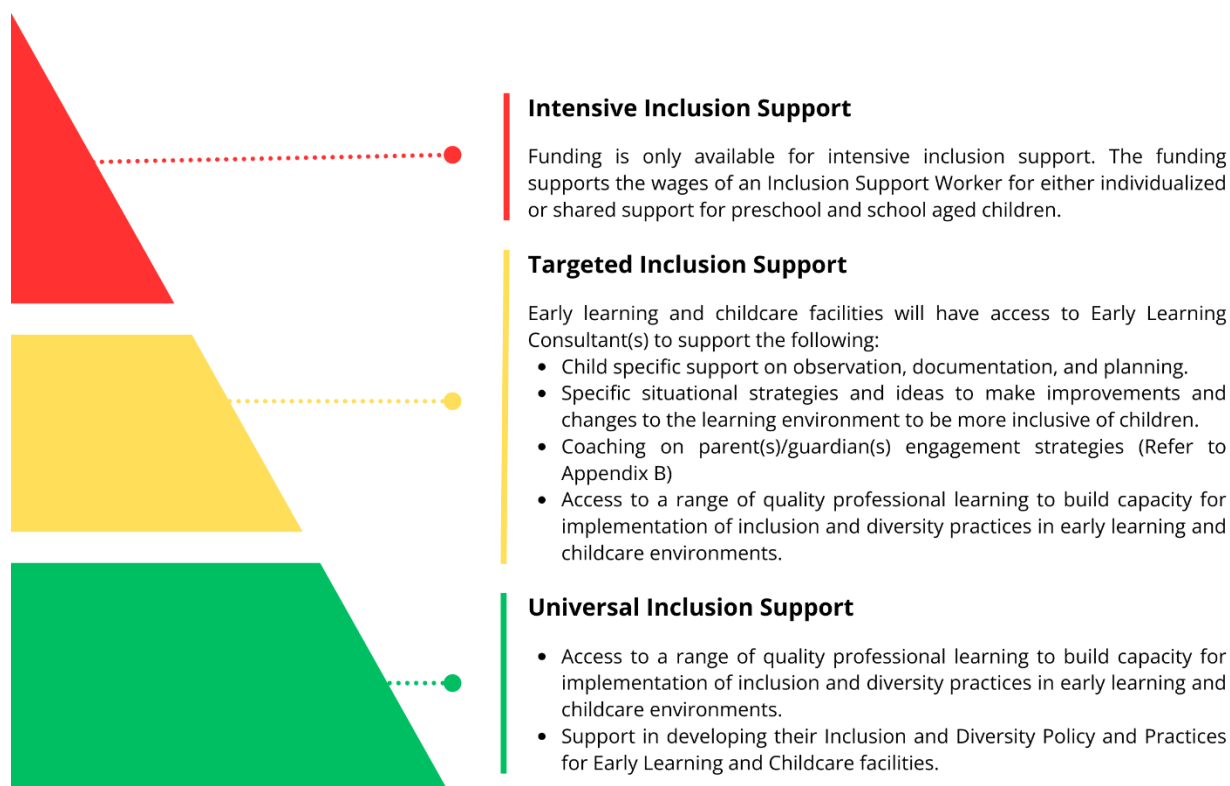
All activities inside and outside the facility are planned so that all children can attend and participate in a meaningful way.

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 provides an **Inclusion Support Program Model** which offers options to promote inclusion in early learning and childcare:



Inclusion And Diversity In Early Learning and Childcare

Inclusive early learning and childcare promotes access, support and meaningful participation for all children. They ensure full accessibility to all children and their families regardless of race, colour, religion, national origin, ancestry, place of origin, age, physical disability, marital status, real or perceived sexual orientation or gender identity, sex, social status, or political beliefs or activities.

Intensive Inclusion Support

ELIGIBILITY CRITERIA

Preschool Children

- Parent(s)/Guardian(s) works or attends school/training.
- The child is registered (even if not attending) in a licensed early learning and childcare facility at the time of applying.

School Aged Children

- Parent(s)/Guardian(s) works or attends school/training.
- The child is registered (even if not attending) in a licensed early learning and childcare facility at the time of applying.
- The child is 12 years old or under, unless turning 13 prior to June 30 of the school year.

SUPPORT MODELS

Model 1: Individualized Support (one-on-one)

Funding for an individualized Inclusion Support Worker is reserved for children whose needs are intensive, long-term or complex. This level of support allows for individualized planning and strategies to help the child actively participate in daily programs, routines, and activities.

Based on the needs of the child and the Early Learning and Childcare (ELCC) the individualized support will be approved for a set period (e.g., 3, 6, 9 or 12 months). Time-limited funding supports flexibility and ensures the right level of support while goals, plans, and strategies are developed and implemented. On a case-by-case basis, and as the child's needs and independence evolve, individualized support may transition to a shared support model when appropriate.

Educators and Inclusion Support Workers work collaboratively with families, community partners, and operators to observe, reflect, and plan within the learning environment. Together, they build on the child's strengths, address identified needs, and support increasing independence.

Funding:

- Funding Options: 3, 6, 9, or 12 months.
- Preschool Children - Facilities will receive funding for a maximum of 35 hours per week.
- 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 for school closures.

- During school closures, facilities are entitled to an additional 3 hours (for a total of 7 hours/day).

Model 2: Shared Support

Shared Support allows for an Inclusion Support Worker to support multiple children (from 2 to 4 children) based on their needs for a set period of time or 3, 6, 9 or 12 months. Educators and Inclusion Support Workers work collaboratively with families, community partners, and operators to observe, reflect, and plan within the learning environment. Together, they build on the child's strengths, address identified needs, and support increasing independence.

They work with the child(ren)'s strengths while supporting their needs and challenges to maximize their independence.

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).
- 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 school closures.
- During school closures, an additional 3 hours (for a total of 8 hours per day).
- Funding Options: 3, 6, 9 or 12 months.

Application Process – Individualized or Shared Support

OPERATOR PROCESS

Step 1: Gather information

- Observations, reflections, incident reports and documentation to accurately complete the determination of needs for a child (a minimum of 2 weeks-worth of consistent detailed notes/observations).
- Family engagement and parent(s)/guardian(s) consents through ongoing communication, scheduled meetings, and involvement in the application process.
- Involve other service providers in the child's life ensuring that they are part of the application process. For example, VIVA (Preschool autism services), Speech-Language Pathology, early intervention (FAEC), etc.

Step 2: Initial observation

Contact your Early Learning Consultant to schedule the initial observation. The Early Learning Consultant will recommend onsite or funded (Individual or Shared) support.

Step 3: Application form

Complete the Application form and email it to:

- ISP@gnb.ca (Anglophone facilities)
- PAI@gnb.ca (Francophone facilities)

Please CC your Early Learning Consultant on the email.

Step 4: Approval of the request

- If the observation indicates a need for **1-1 support**, then the **service provider letter** is required within 3 months.
- Letters of support from the following service providers: pediatrician, physician, nurse practitioner, occupational therapist, speech-language pathologist, social worker, psychologist, resource teacher, behaviour interventionist, early interventionist, etc.
- A diagnosis or medical or health needs are not required but will be considered during the assessment of the application.

Please note: The early learning and childcare facility cannot write the letter of support. Only external letters of support will be considered.

Step 5: Funding

Funding is determined based on all information received, and observations. The approved funding amount and duration will be provided based on the needs of the child and the early learning and childcare facility.

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.

SUMMER CAMP PROCESS IN AN EARLY LEARNING AND CHILDCARE FACILITY

When To Submit

- All Summer Camp applications must be submitted to the Inclusion Support Program no later than **April 30th** of each year. Applications submitted after this deadline may not be approved in time for the start of Summer Camp.
- Later requests will still be reviewed, but support depends on staffing availability.
- Early submission does not guarantee support; however, it improves the ability to coordinate staffing in a timely manner.

Approved child already in the Inclusion Support Program

- No application is required for Summer Camp in current ELCC (under same licence number).
- If at the same ELCC facility, but under a different licence number, the operator must notify the Inclusion Support Program by email. Do not fill out a transfer form.
- If the child will be attending Summer Camp at a different ELCC facility, that has a different licence number, the operator must fill out the transfer form and send to the Inclusion Support Program by email.

New child participating in Summer Camp

- A request for inclusion support form needs to be filled out and indicate Summer Camp on the form.
- An observation may be required.
- A letter of support is not required for children who attend Summer Camp only.

Funding and Accountability

Who can be an Inclusion Support Worker?

- A current ECE educator that is assigned to a child or a group of children
- A new ECE educator
- A person that is hired as an Inclusion Support Worker

Note: Operators, Directors or Administrators wages cannot be paid under the Inclusion Support Program (wages or administrative costs) but are able to support.

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 EECD official approval date letter will funding be effective and 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.

The Inclusion Support Worker will be funded as follows:

Wages	Administration costs
Inclusion Support Program wage grid: <ul style="list-style-type: none"> • Entry level – 4 different steps or • Level 1 – 4 different steps 	14% for administrative costs (including EI, CPP, 4% vacation pay)
<p>The approved wage level MUST be paid in full to the Inclusion Support Worker and cannot be reduced, redirected, or supplemented for other purposes.</p>	
<p>IMPORTANT: The Inclusion Support Program Wage Grid is funded 100% by EECD under the Inclusion Support Program.</p>	
<p>Under no circumstances can the Inclusion Support Program Wage Grid pay for hours worked in an educator role.</p>	

Important: If an online course is required, the Inclusion Support Worker must register immediately upon hiring. Here is the registration link: [Introduction to ECE Online Courses Registration](#).

The Inclusion Support Worker **will start at Step 1 until the online course is completed.** They will then be able to move to the appropriated step (submit [Inclusion Support Worker Enrollment & Attestation Form](#) to change step).

OPERATORS ASSESSMENT RESPONSIBILITY

The Inclusion Support Program is subject to audit and verification by the Inclusion Support Program team on a case-by-case basis. ELCC operators must provide all relevant documentation requested by Education and Early Childhood Development.

REPORTING NEW & INACTIVE INCLUSION SUPPORT WORKERS

All operators must complete the [Inclusion Support Worker Enrollment & Attestation Form](#) for all new and inactive Inclusion Support Workers.

INCLUSION SUPPORT PROGRAM WAGE GRID AND STEPS

Inclusion Support Worker Wage Grid and Steps					Inclusion Support Worker Wage Grid and Steps including 14% admin fees			
	Step 1	Step 2	Step 3	Step 4	Step 1	Step 2	Step 3	Step 4
Level 1	\$23.69	\$24.99	\$26.35	\$27.79	\$27.01	\$28.49	\$30.04	\$31.68
Entry Level	\$17.12	\$18.16	\$19.27	\$20.42	\$19.52	\$20.70	\$21.97	\$23.28

Note: Administrative fees cover employer remittances and vacation as per employment standards.

LEVELS MANDATORY CRITERIA

Level 1 and Entry Level:

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 the following completed upon hiring:

- Criminal Record Check
- Vulnerable Sector Check (Social Development)
- First aid & CPR Level C – Inclusion Support Workers will not be left alone with the child until certification is completed.

Exceptions

- Students under 18 years of age.
The requirement for a criminal record check, vulnerable sector check, first aid certificate and cardiopulmonary resuscitation may be waived.
- Students under 18 years of age can never be left alone with children and are not counted in the ratio.

- Inclusion Support Workers working **only with school-age children** are **not required** to complete curriculum training.

Benefits of Inclusion Webinars ([Benefits of Inclusion Webinar Series | ICI](#)) must be completed 3 months from employment start date.

Module topics:

- Benefits of inclusive practices in early learning environments.
- Strategies to support children during daily transitions.
- Pedagogical leadership.
- Practical tools for creating and implementing effective plans for children with additional support needs.

Note: Inclusion Support Workers are NOT eligible for the Wage Support Program for Early Childhood Educators (WSP-ECE) and are not part of the WSP-ECE wage grid at this time.

Level 1, Step 1, 2, 3, 4

Inclusion Support Workers qualify for Level 1 if they hold any of the following:

- **ECE Certificate/Diploma**
 - If from outside New Brunswick - Must take *Introduction to Early Learning and Childcare* (formerly “30-hour course”) (See Appendix A for more info).
- **Bachelor of Education**
 - Must take *Introduction to Early Learning and Childcare* (formerly “30-hour course”)
- **WES or Approved Training Exception (depending on decision)**
- **Unrelated Degree**
 - Must take *Introduction to Early Childhood Education* (formerly “90-hour online course”).

All newly hired Inclusion Support Worker’s will remain at Step 1 of their approved level, regardless of their years of experience, until they have completed the following mandatory training requirements for Level 1 and Entry Level: Inclusion Support Worker Wage Grid Handbook:

- Introduction to Early Childhood Education OR
- Introduction to Early Learning and Childcare

When mandatory training requirements have been met, the operator will reassess the step the educator qualifies for based on their relevant years of experience at that funding Level.

Entry Level, Step 1, 2, 3, 4

Inclusion Support Workers qualify for Entry Level if they have:

- **Introduction to Early Childhood Education** (formerly “90-hour online course”) Includes:
 - *Orientation to Early Learning and Childcare* (formerly “60-hour online course”).
 - *Introduction to Early Learning and Childcare* (formerly “30-hour course”).

Recommended Training for Both Levels

Registration for Professional Learning - Duty to Accommodate

- A one-hour webinar on the topic: *Duty to Provide Reasonable Accommodation* can be accessed on the online platform (see Appendix E).

Inclusion Support Worker Pay Step Eligibility

Determination of Wage Level

- ELCC operators will be required to provide proof of eligibility documents, including certificates, diplomas, degrees, or letters of completion if the original cannot be provided.
- Based on the proof of eligibility, EECD will approve the wage level (entry level or level 1).

Document Requirements

- All qualifying training documents must be issued by a recognized Canadian post-secondary institution.
- International credentials must include an international credential assessment from a recognized agency. A list of agencies is available at: www.CICIC.ca.
- The Inclusion Support Program is not responsible for expenses related to credential assessments and does not guarantee program enrolment if the assessment does not confirm eligibility.

Proof of Completion for Inclusion Support Program Funding Levels

- **Accepted proof:** certificates, diplomas, degrees, or a letter of completion (if the original cannot be provided).
- **Not accepted:** transcripts, certifications from other jurisdictions.

Determination of Step

- An Inclusion Support Worker will remain at step 1 until requirements are met for moving to the next step on the Inclusion Support Program Wage Grid. Please see the table on the next page.
- The [Inclusion Support Worker Enrollment & Attestation Form](#) is required when an Inclusion Support Worker becomes eligible to advance to step 2, step 3, and step 4.
- Only one (1) step increase will be approved within a 12-month period after a step assignment has been approved.

- A step increase can be requested after a 12-month calendar year, provided that a minimum of 750 hours of relevant work experience has been completed in the role of Early Childhood Educator and/or Inclusion Support Worker at one or more ELCCs in New Brunswick.
- Funding at the new step will begin upon approval by EECD.

For placement or movement of a step, a newly hired Inclusion Support Worker must have:

	Step 1	Step 2	Step 3	Step 4
Level 1	All New Hires	<ul style="list-style-type: none"> • 12 months and • 750 hours worked as an Inclusion Support Worker or ECE. 	<ul style="list-style-type: none"> • Step 2 completed • 12 months and • 750 hours worked as an Inclusion Support Worker or ECE. 	<ul style="list-style-type: none"> • Step 3 completed • 12 months and • 750 hours worked as an Inclusion Support Worker or ECE.
Entry Level	All New Hires	<ul style="list-style-type: none"> • 12 months and • 750 hours worked as an Inclusion Support Worker or ECE. 	<ul style="list-style-type: none"> • Step 2 completed • 12 months and • 750 hours worked as an Inclusion Support Worker or ECE. 	<ul style="list-style-type: none"> • Step 3 completed • 12 months and • 750 hours worked as an Inclusion Support Worker or ECE.

EECD Review Process:

- Once the [Inclusion Support Worker Enrollment & Attestation Form](#) is submitted, EECD will provide approval and an effective date by email directly to the operator.

Submission Timelines

- For eligible step 1 Inclusion Support Workers who will meet eligibility requirements to advance a step, operators must submit the [Inclusion Support Worker Enrollment & Attestation Form](#).
- Retroactive wage increases will not be issued. It is the responsibility of the operator to submit timely [Inclusion Support Worker Enrollment & Attestation Form](#), and the Inclusion Support Worker to monitor their eligibility.

SUBMISSION GUIDELINES

- Send documents by email to ISP@gnb.ca (Anglophone) or pai@gnb.ca (Francophone).
- Please make sure the documents are easy to read, clean, and high-quality, with all four corners visible.
- Submit the entire document (all pages).
- EECD may request resubmission if the documents are incomplete or of poor quality.

Inclusion Support Program Forms

To access the following Inclusion Support Program forms below, see link [Operator Resources and Support](#).

Inclusion Support Plans

Inclusion Support Plans are important for all children in the Inclusion Support Program. An example of an Inclusion Support Plan (see Appendix F). You can arrange support in creating these plans through your Early Learning Consultant. A signed copy is to be returned to your Early Learning Consultant within **60 days** of the child starting in the Inclusion Support Program. ***Timeline subject to change based on approval period***

Why Create an Inclusion Support Plan?

- The aim of the Inclusion Support Program is for children to have the right amount of support for the right amount of time.
- Creating an Inclusion Support Plan provides the opportunity for support team members to co-create a shared understanding of the strategies, goals, and the role they can play in supporting the implementation of a plan to support the child's inclusion, independence, and development.

TRANSFER OF INCLUSION SUPPORT FUNDING

Inclusion Support funding follows the child when they transition to a new Early Learning and Childcare facility.

When a child moves to a new facility:

- The receiving facility must complete the Transfer Form.
- The completed Transfer Form must be emailed to the Inclusion Support Program.
- The Transfer Form must be submitted within the first week of the child's start date at the new facility.
- The child's start date must be included on the form.
- The facility the child is leaving must notify the Inclusion Support Program of the child's last day of attendance.

If a child moves to a different licence number within the same organization:

- The facility must email the Inclusion Support Program to notify of:
 - The licence number change.
 - The effective date of the change.

Support Model	Current ELCC	New ELCC
Share to Share	40hrs/week	40hrs/week
Share to Individual	40hrs/week	20 - 35hrs/week
Individual to Individual	35hrs/week	35hrs/week

SERVICE PROVIDER LETTER OF SUPPORT FORM

A standardized Service Provider Letter of Support template has been introduced and is the **preferred form** for Inclusion Support Program applications.

Referrals and other professional documentation will continue to be accepted. However, all documentation must clearly outline the child’s **functional needs within the early learning and childcare environment**, including how those needs impact participation in a group setting.

The purpose of the standardized template is to ensure that:

- Information provided is specific to the childcare context.
- Functional strengths and needs are clearly described.
- Recommended accommodations are detailed and relevant to participation in early learning.
- Any recommendation for one-to-one support is supported by clear, observable information related to the childcare setting.

While service providers may include recommendations, approval of support levels including one-to-one funding is determined by the Inclusion Support Program based on program criteria and the child’s demonstrated needs within the early learning environment.

Using the standardized template supports consistent, informed decision-making and promotes equitable and appropriate allocation of inclusion resources across all facilities.

This form is **required for all individual support approvals** and must be submitted within **three (3) months of the child’s start date**.

INVOICE FORM

The Inclusion Support Program will only reimburse the approved hours.

For wage reimbursement, an invoice form describing the actual hours worked by the Inclusion Support Worker must be submitted monthly. EECD will not process incomplete invoices.

Refer to the reporting period on the invoice form for the billing period dates.

Any invoices received after the 5th day of the following month (April invoice would be due by May 5) will not be processed until the next month. The following information must be included:

- Child's first and last name.
- Inclusion support worker's first and last name.
- Entry or Level 1.
- # of hours required due to VIVA absence.
- Total monthly approved Inclusion Support Program hours.

Inclusion Support Worker could have two different wages in a one-month period. Please follow this process:

1. Add the Inclusion Support Worker's name using two rows for the same child:
 - April 1 - April 17 – Inclusion Support Worker wage level at Step 3.
 - April 20 – May 1 – Inclusion Support Worker wage level Step 4 or a new approved level or step.
2. Enter each Inclusion Support Worker wage level and the hours that were worked under each step.
3. Fill in the full name of the child and the Inclusion Support Worker.
4. Verify that the child's hours do not exceed the Inclusion Support Program approved hours.

See an example below.

Inclusion Support Program (ISP) / Programme d'appui à l'inclusion (PAI) Invoice Form / Formulaire de remboursement



Reporting Period / Période de référence	Due date / Date d'échéance
September 1-26, 2025 / 1-26 septembre 2025	5th day of the following month (i.e. April invoice is due May 5th). / 5e jour du mois suivant (c.-à-d. la facture d'avril est due le 5 mai).
Early Learning and Childcare Facility Name / Nom de la garderie éducative	Facility Licence # / No du permis d'exploitation
School District / District scolaire	Form Filled by (print) / Formulaire rempli par (en caractère d'imprimerie)
Anglophone School District West	

Child's Name / Nom de l'enfant	ISW Name / Nom du TAI	ISW Wage Level / Niveau salarial du TAI	VIVA*	Hours Worked/ Heures travaillées**	Total Payment / Versement total
Child Name	John Smith	Entry Level, Step 3 / Niveau d'entrée, Ech 3		35	\$ 756.00
Child Name	John Smith	Entry Level, Step 4 / Niveau d'entrée, Ech 4		35	\$ 801.15

Ineligible expenses:

- The Inclusion Support Worker is not considered in child/educator ratio while being paid by the Inclusion Support Program.
- Under no circumstances can an operator/director/administrator receive the wage reimbursement under the Inclusion Support Program.
- Funding cannot be transferred from one child to another.
- Funding cannot be used for equipment, renovations, or materials.
- If a child(ren) is absent for preplanned or predetermined circumstances (vacations, medical surgery/appointment or temporary facility closure), the hours are not eligible to be claimed on the invoice.
- Inclusion Support Workers cannot be paid in an unlicensed facility.

Unforeseen Circumstances:

- If a child is absent for unplanned or unforeseen circumstances (sickness, medical/other appointments), or the operator was not aware of the planned absence (vacation):
 - The operator may pay the Inclusion Support Worker for five consecutive days within the fiscal year.
 - The Inclusion Support Worker can work as an Educator but will not be funded under the Inclusion Support Program.
- If a child leaves the ELCC without a 2-week notice, the ELCC will follow the Employment Standards Act in accordance with the table below:

Period of employment	Layoff or termination
Less than 6 months	No notice required
More than 6 months, less than five years	2 weeks notice in writing, or 2 weeks pay
5 years or more	4 weeks notice in writing, or 4 weeks pay

Use of Hours During Child Absence:

The Inclusion Support Worker must use this time out of ratio, to support inclusion in the facility to:

- Participate in professional development and continued learning (inclusion webinars, training, and other professional learning at Appendix E).
- 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.

- Engage in other relevant inclusion work, such as parent engagement, inclusion support plans, and reflective practice.
- Conduct observations and create documentation to support colleagues.
- Create visuals, schedules, and other materials to enhance the learning environment.
- Adapt materials and equipment as needed.
- Develop a resource library (visuals, social stories, communication boards, etc.).
- Update plans and documentation.
- Participate in multi-disciplinary meetings or professional learning opportunities.
- Consult with the early learning consultant and/or other professionals.

Appendix A: Training & Wage

Operators can claim hours for paid public holidays as stipulated by New Brunswick's Employment Standards:

The eight paid public holidays in New Brunswick are:

Paid Public Holidays New Brunswick

- New Year's Day
- Family Day
- Good Friday
- Canada Day
- New Brunswick Day
- Labour Day
- Remembrance Day
- Christmas Day

ECE certificates and diplomas completed in or after June 2009, at the following New Brunswick post-secondary institutions included curriculum training as part of their ECE course:

- NBCC (*certificates from before June 2009 will be required to complete the Introduction to Early Learning and Childcare (previously known as the 30-hr course).*)
- CCNB (*certificates from before June 2009 will be required to complete the Introduction to Early Learning and Childcare (previously known as the 30-hr course).*)
- Eastern College (eligible from December 2023)
- Academy of Learning (date not available)
- Atlantic Business College (eligible from April 2009)
- Oulton College (eligible from April 2009)
- The New Brunswick Indigenous Community College (formerly, The Union of New Brunswick Indian Training Institute) (date not available)
- Horizon College (Closed September 2009)

International credentials must be accompanied by an international assessment of credentials provided by a recognized assessment agency. The following website has a list a recognized agency: www.CICIC.ca

"The Inclusion Support Program is not responsible for the expenses incurred in obtaining the international assessment of credentials and does not guarantee enrolment for the Level 1 wage" (Wage Support Program for Early Childhood Educators (WSP-ECE) April 2024 pg. 9-10).

Appendix B: Roles and Responsibilities

FAMILIES

Family engagement is an important part of the Inclusion Support Program. The parent(s)/guardian(s) are the first and most influential educator(s) 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 to develop to their full potential. **Before making an application to the Inclusion Support Program make sure parent(s)/guardian(s) are fully engaged and informed.**

Parent(s)/Guardian(s) **must** participate and contribute to the application process by:

- Providing their informed consent before proceeding with Inclusion Support Program application.
- Providing any required referrals or documentation that supports the application.
- Inquiring about the status and results of the application through their early learning and childcare facility.
- Being informed and contribute to the proposed plans that support their child's participation and access to early learning and childcare.
- Informing facility of any planned absences at least 2 weeks in advance.

OPERATOR/FACILITY

The operator/facility is responsible to:

- Ensure inclusion policies and practices are implemented.
- Play a key role in planning and coordinating a child and family centered approach to the 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.
- Oversee and approve the completion and submission of the application.
- Gather and submit 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 an Inclusion Support Plan.
- Contribute to transition to school planning with school services/supports (Educational Assistant, resource team), with parent/guardian consent.
- Communicating the application status/outcome to the parent(s)/guardian(s).
- Hire Inclusion Support Workers and ensure that they are an integral part of the team.
- Involve the Inclusion Support Worker in creating the inclusion support plan for the child/ren and monitor the progress.

- Ensure that Inclusion Support Worker(s) participate in required professional learning and staff team meetings.
- Communicate 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 invoices.

INCLUSION SUPPORT WORKER

The Inclusion Support Worker is not considered in child/educator ratio.

Under the Act: "staff member" means a person who is employed in a facility, and includes an administrator and a volunteer.

9 (3) For the purposes of subsection (1), any member of staff may replace the educator during meals and breaks.

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

- Complete the following Inclusion training (Benefits of Inclusion and Duty to Accommodate).
- 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 with consent from parent(s)/guardian(s).
- 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 meaningfully 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 fading support as capacity increases.
- Create opportunities for the child(ren) to develop friendships with peers and relationships with others.
- Practice co-regulation of emotions (when applicable) through modeling and providing supportive materials.
- 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.
- Have open communication with the parent(s)/guardian(s) about their child.
- Collaborate with professionals and service providers to create and implement an inclusion support plan (with consent from parent(s)/guardian(s)).
- Collaborate with school services/supports (Educational Assistant, resource team) to ensure consistent strategies and holistic support for the child whenever possible (with consent from parent(s)/guardian(s)).
- Use strategies and make adaptations/accommodations to create a learning environment where all child(ren) can participate and have access to meaningful learning opportunities.
- Take all child(ren)'s strengths and interests into consideration when providing purposefully planned learning experiences.
- Ensure your practices and provisions are aligned with the ELCC Inclusion Policy.
- Complete Inclusion training (Benefits of Inclusion and Duty to Accommodate).

DEPARTMENT OF EDUCATION AND EARLY CHILDHOOD DEVELOPMENT

Education and Early Childhood Development, in collaboration with early childhood services within each School District, is responsible for:

- Reviewing all applications/supporting documentation.
- Providing status updates on all applications.
- Communicating with operators.
- Overseeing adherence and accountability.
- Monitoring data and the ongoing trends to inclusion and diversity needs.
- Managing and administering the Inclusion Support Program, including payments to facilities.

EARLY CHILDHOOD SERVICES (SCHOOL DISTRICT)

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 on participation in the Inclusion Support Program.

The Early Learning Consultant will also be able to provide:

- Consultations and information about the Inclusion Support Program.
- Access to relevant professional learning.
- Educator support and development around targeted social and emotional and behavioural strategies.
- Specific situational strategies and ideas to make improvements and changes to the learning environment to be more inclusive and to support the meaningful participation of all children.
- Coaching on family engagement strategies.
- Child specific support on observation, documentation, and planning.
- Support in the development of an Inclusion Support Plan for children.

EARLY CHILDHOOD LICENSING TEAM

The licensing team provides advice and support to operators to ensure compliance with the *Early Childhood Services Act*. Regarding Inclusion, they:

- Review general information about inclusion and diversity with the operator/administrator and staff members.
- Ensure the implementation of inclusive practices in the Early Learning Childcare facility, in accordance with the *Early Childhood Services Act*.

Review of the Inclusion Policy to:

- Verify that the inclusion policy is included in the parent/guardian handbook and the staff handbook.
- Ensure that other policies or practices contained in the parent/guardian guide are inclusive, in accordance with the *Early Childhood Services Act*.
- Act as a resource person for operators, referring them to resources, programs and services as required.
- Verify compliance with the *Early Childhood Services Act* with respect to Inclusion.

Appendix C: Communicating with Parent(s)/Guardian(s)

When engaging with 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.
- Ask the parent(s)/guardian(s) if he or she has experienced similar situations with their child.
- Emphasize that your focus will be to support their child's participation as needed to be successful in the early learning and childcare facility.
- 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.

Appendix D: Q & A

What are the requirements to qualify for each wage step?

Like the Wage Support Program, placement on the wage grid is based on both calendar years and hours of work experience. Operators are required to review eligibility requirements and complete the [Inclusion Support Worker Enrollment & Attestation Form](#).

If an Inclusion Support Worker has already completed the *Tools for Inclusion* webinar, do they still need to complete the *Benefits of Inclusion* webinar?

No. Completion of the *Tools for Inclusion* webinar meets this requirement. However, it is highly recommended that all Inclusion Support Workers complete the updated webinars, as it will support their role.

Do I need to send in an Inclusion Support Worker Enrollment & Attestation Form for all Inclusion Support Workers?

No, not for all employees. Operators must submit an [Inclusion Support Worker Enrollment & Attestation Form](#) (see Appendix A) only if:

1. The Inclusion Support Worker has completed a full work year and 750 hours at step 3 and is eligible to move to Step 4; or
2. The Inclusion Support Worker is newly hired and requires placement on the new wage grid. In this case, the [Inclusion Support Worker Enrollment & Attestation Form](#) must be submitted along with proof of qualifications to receive Level 1 wages.

Where do I send the [Inclusion Support Worker Enrollment & Attestation Form](#)?

The Attestation Form is a Microsoft form. Once it is filled out and it will be sent automatically to the Inclusion Support Program, who will review and approve or deny the step increase.

What happens when an Inclusion Support Worker has returned from maternity and/or paternity leave to their step progression?

Maternity and/or paternity leave benefits have no impact on eligibility for a step increase. If it has been 12 months or more since the last step increase, they are still eligible for an increase.

Where do I send proof of qualifications?

Send all documents to the ISP@gnb.ca email.

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

If a child is no longer attending the childcare facility, funding is terminated, and the operator must notify the Inclusion Support Program **within two working days**.

If the child transfers to a new early learning and childcare facility the funding will follow the child, and a transfer form is required to be filled out.

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.

What happens when a Parent(s)/Guardian(s) employment changes?

If a parent(s)/guardian(s) is no longer working or attending school or training, funding from the Inclusion Support Program will be terminated.

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, letter of support, 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 the early learning and childcare that supports inclusion of this child.

What happens when the Interventionist with VIVA Therapeutic Services is not present for a period of time?

We acknowledge that there are times when VIVA interventionists are not available or may be absent during the scheduled times.

Hours under the Inclusion Support Program may be extended to accommodate the child so that they may remain in attendance at the facility with no disruption for the family.

Example:

The intent is that combined funding with the Inclusion Support Program cannot exceed 40 hours per week/per child (e.g., If VIVA is providing 12hrs/week of support, the Inclusion Support Program will provide a maximum of 28hrs/week to meet maximum allowable full-time hours).

Maternity/Paternity Leave

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

What happens when my child is turning 13 years old?

You will need to contact your licensing team from your Region to ask for approval to extend their stay at the facility (contacts in Appendix G).

Appendix E: Resources and Professional Learning

<p>New Brunswick Curriculum Framework for Early Learning and Child Care</p> 	<p>Inclusion Support Worker Enrollment & Attestation Form</p> 
<p>Introduction to ECE Online Courses Registration</p> 	<p>Registration for Professional Learning</p> 
<p>Benefits of Inclusion NB Webinar</p> 	<p>How to Write an Inclusion and Diversity Policy</p> 

Appendix F: Inclusion Support Plan Sample



Inclusion Support Program (ISP) Child Support Plan

Date:	Scheduled Review Date:	Phase Out Date (if applicable):
April 10th, 2023	10/10/2023	N/A
Child's Name: NAME		Age: 3
Strengths	-Affectionate -Happy -Energetic	-Family very supportive and open to services to support development -Recently connected with Talk with Me (SLP name)
	-Physical strength and stamina -Happy to be around peers, comfortable with others in space -Loves outside time	-Much easier drop off over past few weeks -Developing relationships with educators - lights up when greeting
Interests	-Crashing and tumbling input (blocks, balls, variety of objects) -Large body movements (climbing, hanging, swinging, bouncing, throwing, running, jumping) -Vehicles, Animals (holding, looking, putting in/out)	
	-Books, rocking/swinging, music seems calming -Mom to send a list of calming Nigerian songs -Mom rocks him to sleep at home, gets hot easily, does not like to be wrapped tightly -Likes crunchy foods: veggies straws, crackers, goldfish, carrots, apples (no skin)	
Support Needs	-communicating wants and needs (has some meaningful vocalizations - ex high pitch scream> usually excitement, "ah,ah" usually displeasure) -choosing appropriate source of tumbling input -regulating -bringing energy back down after exciting/physical activities -awareness of body in space and safety of himself or others -impulse control, transitions -functional play, attending to a task	
Goal 1	Obi will choose an appropriate source of tumbling input when provided with multiple opportunities.	
Strategies	-Have a designated construction area and a separate "demolition zone" meant for tumbling input -Demolition zone: Include foam bricks, magnetiles, variety size cardboard boxes, cut up pool noodles, solo cups, waterbottles, balls, beanbags. -Develop an indoor area to help meet possible proprioceptive/vestibular needs: large mat, cushions, obstacle course material-support /guide Obi and peers in how to use materials safely -Guide to loft area when needing to de-escalate or during waiting/ transition times -provide materials for calming music, books, and opportunities for rocking (hammock, balance board, half ball) -Family to request OT visit the ELC to offer suggestions	
Notes	This section could be used for tips, relevant information about the child, reflection, or documenting progress.	

Goal 2	With prompting and support Obi will navigate to preferred objects and places in a safe manner.
Strategies	<ul style="list-style-type: none"> -When you notice something catch his interest- use shared language of "Stop and Look" along with hand signs. -Verbal prompts, gestures, and physical guidance (holding hand/guiding body) to narrate and guide how to navigate to the object safely (use preposition words, point out peers and obstacles) -Practice skill by setting up obstacle courses, pointing out an object of interest and supporting navigating to it, search&find/ action games/ songs -Encourage and reinforce waiting and giving space (use stop sign) when needed ex. leave a safe distance between peers and Obi when going down stairs.
Notes	This section could be used for tips, relevant information about the child, reflection, or documenting progress.

Note: Please no electronic signatures.

Educator:	Print Name	Signature
Inclusion Support Worker:	Print Name	Signature
Operator:	Print Name	Signature
Other Service Provider/s:	Print Name	Signature
Other Service Provider/s:	Print Name	Signature
Parent(s)/ Guardian(s):	Print Name	Signature
Date:		

Best Practices:

- Invite the child's support team to a Support Plan Meeting where you can gather feedback from the family and the child's outside service providers.
- When possible, it is beneficial to have Leadership, an Educator, and the Inclusion Support Worker present. They all play a valuable role in supporting the child.
- First identify the child's strengths, interests, and recent progress.
- When discussing the child's support needs be mindful to frame behaviors by considering the support needed rather than simply listing challenging behaviors.
- Consider each person's perspective in prioritizing two goals to target. Strive to make goals complementary to other services providers.
- Consider how you can build on the child's strengths and interests when deciding on strategies. With consent, consult with the child's service providers for support with strategies when it is their area of expertise.
- Ensure that all strategies chosen are in line with NB Curriculum, Regulations, and inclusion best practices.
- Discuss what materials and resources are needed to implement the plan and ensure that all supporting members understand their role in implementing the plan.
- A member of leadership, an Educator, or Inclusion Support Worker may write the final plan and request signatures from those involved. Ensure the plan is accessible for future reference as needed.
- Email the signed plan to your Early Learning Consultant who supports Inclusion and Diversity so that they can provide relevant follow-up support as needed.
- Revisit the plan every 6 months or sooner if the goals have been accomplished.

Appendix G: Contact Information

For further information about the Inclusion Support Program or the Inclusion Support Worker Wage Grid, please contact the Department of Education and Early Childhood Development by phone at 1-(833)-453-6645 or by e-mail at: ISP@gnb.ca (anglophone sector) or PAI@gnb.ca (francophone sector).

INCLUSION SUPPORT PROGRAM COMMUNICATION

The purpose is to establish a clear communication pathway for resolving concerns related to the Inclusion Support Program. This ensures that issues are addressed at the appropriate level, relationships are supported, and administrative questions are directed correctly.

The Inclusion Support Program recognizes that the primary relationship between parents and operators is the first and most important step in resolving concerns. Issues should be resolved at the facility level whenever possible.

If additional support is required, operators may connect with District Early Learning Consultants for guidance and resources. Matters related to program administration, invoicing, or funding are to be directed to Central Office.

Scope:

This applies to:

- Parents and guardians of children enrolled in the Inclusion Support Program
- Childcare operators and educators
- Inclusion Support Workers
- District Early Learning Consultants
- Central Office staff

Communication Pathway

Step 1-Parent and Operator

All concerns begin with direct communication between parent/guardian and operator. Typical issues resolved at this level include:

- Daily routines, transitions, and scheduling
- Child guidance strategies and role of Inclusion Support Workers
- Absences, pick-up/drop-off, or day-to-day logistics
- Communication misunderstandings or relationship concerns

Step 2- Operator and District Early Learning Consultant

If concerns cannot be resolved at the facility level, the operator may consult with the District Early Learning Consultant. The consultant may provide:

- Problem-solving strategies and inclusion resources
- Coaching for operators, educators, and Inclusion Support Workers
- Guidance on reviewing or adjusting Inclusion Support Plans
- Referrals to community resources for complex needs

Step 3- Parent and Operator to Central Office

For questions about administration, including invoicing, the Inclusion Support Program handbook, program policies and procedures, or funding, parents and operators should contact the central office.

ANGLOPHONE SCHOOL DISTRICTS CONTACT INFORMATION



Anglophone School District West

Telephone: (506) 453-3408

Anglophone School District South

Telephone: (506) 658-5300

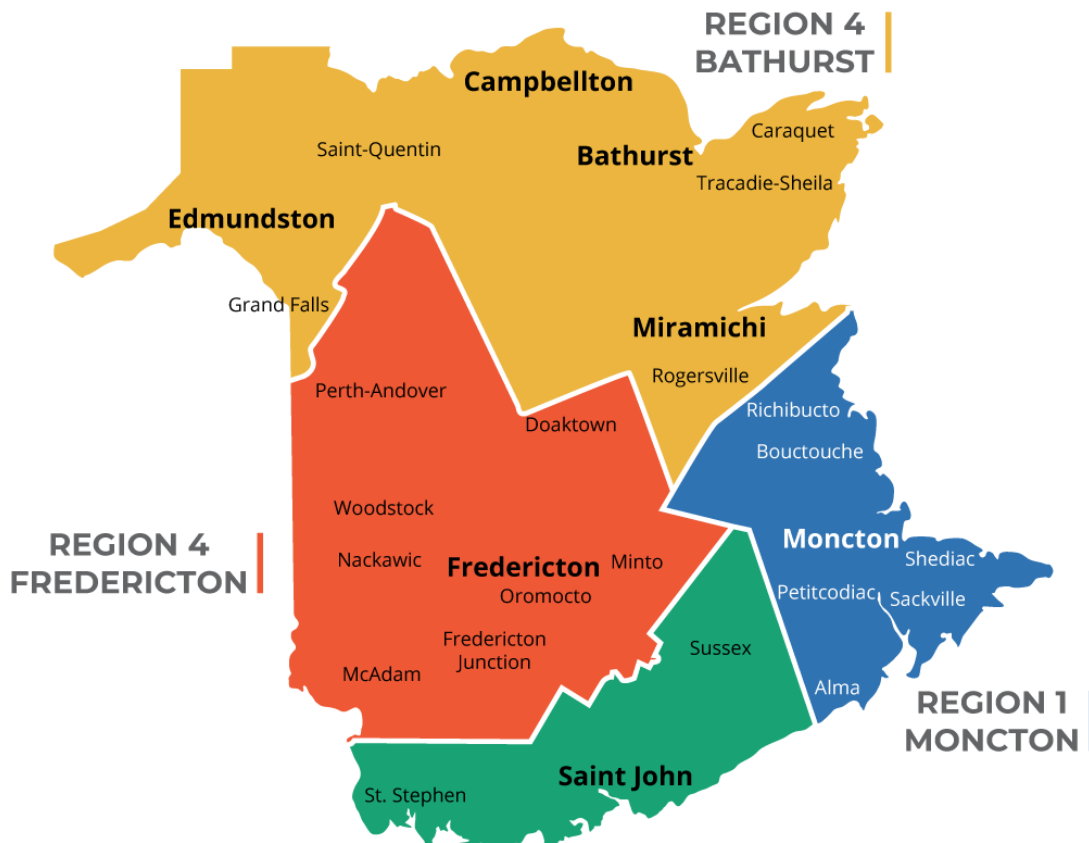
Anglophone School District North

Telephone: (506) 778-6075

Anglophone School District East

Telephone: (506) 856-3222

LICENSING TEAM CONTACT INFORMATION



Region 1 - Moncton

Telephone: (506) 533-3712

Email: ELC-SGERegion1@gnb.ca

Region 2 - Saint John

Telephone: (506) 658-2604

Email: ELC-SGERegion2@gnb.ca

Region 3 - Fredericton

Telephone: (506) 453-3005

Email: ELC-SGERegion3@gnb.ca

Region 4 - Bathurst

Telephone: (506) 394-4696

Email: ELC-SGERegion4@gnb.ca