

Accessibility of childcare services in Canada for children aged 0 to 5 with disabilities: Environmental scan of current laws and regulations

Research report
November 2023



Cirris
Centre interdisciplinaire
de recherche en réadaptation
et intégration sociale



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Accessibility of childcare services in Canada for children aged 0 to 5 with disabilities: Environmental scan of current laws and regulations

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Acknowledgements

We acknowledge the financial support of



Accessibility Standards
Canada

Canada

Suggested citation

Routhier, F., Lettre, J., Lemieux, M., Desmarais, C., Grandisson, M., Morales, E., Lamontagne, M.-E., Julien-Gauthier, F., Mortenson, W. B., Field, D., Zwicker, J. G., Campbell, W., Phoenix, M., Belleau, M.-C., Tellier, F., Lamothe, S., Gordon, J., Edgington, K., Gagnon, G., Goulet, M., Guillot, A.-M., Taylor, B., Wan, M. (2023). *Accessibility of childcare services in Canada for children aged 0 to 5 with disabilities: Environmental scan of current laws and regulations*. 83 pages.

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Executive summary

The Government of Canada committed in 2021 to establish, in the coming years, a learning and childcare system aimed at providing families across the country with access to high-quality, affordable, and inclusive childcare services. These childcare services will also be tailored to the specific and unique needs of young children with disabilities. Although grey and scientific literature documents the contribution of certain factors to promote the accessibility of childcare services for these children, there is no overview of the current situation of childcare services in Canada, which fall under the jurisdiction of each province and territory. It is in this context that the current research project aims to provide scientific evidence regarding the accessibility of childcare services in Canada for children aged 0 to 5 with disabilities. More precisely, this project is intended to meet three specific objectives, namely: 1) identify the laws and regulations currently in force in each province and territory of Canada that pertain to the accessibility of childcare services for these children, 2) identify solutions that may promote accessibility of childcare services for young children with disabilities, and 3) describe the experiences in childcare services in Canada from the perspective of workers and parents. This research report is dedicated to the first specific objective.

To address this objective, an environmental scan was conducted on various websites (i.e., websites of ministries, of government agencies, and of governments, and Google) using appropriate keyword combinations. At the end of the selection process, 28 documents specific to young children with disabilities who attend a childcare service were retained. None of these documents contain legally binding content that requires childcare services and their providers to adjust their offerings for children with disabilities. It also appears that there is no uniformity across the country regarding regulations in place or the provision of services for young children with disabilities in childcare services. Nevertheless, the retained documents present solutions related to individualized services offered to these children, as well as various funding programs in place. This information should be highlighted so that Canadian provinces and territories can draw inspiration from each other in the development of policies or regulations. During the selection process, it was observed that many documents could also apply to our target population even though they were not specifically directed towards our target population. In total, an additional 137 documents were retained for analysis. Some information related to the inclusion and participation of all children may inform how governments and childcare facilities can increase accessibility for children with disabilities aged 0 to 5 in childcare services. In this regard, knowledge of what exists or applies to more general population categories can be very useful for the development of new standards or guidelines specific to young children with disabilities attending childcare services.

This research project will be continued until the end of July 2024. Ultimately, this project will support the development of the next generation of Canadian standards for childcare accessibility. Indeed, the project will provide a better understanding of the situation in Canada and provide essential evidence for establishing useful and realistic standards.

Background

In 2021, the Government of Canada committed to creating, in the coming years, a learning and childcare system aimed at providing families across the country with access to high-quality, affordable, and inclusive childcare services that are also tailored to the specific and unique needs of young children with disabilities, regardless of where they are located in the country (Department of Finance Canada, 2021). This initiative aligns with the goals of *Canada's Disability Inclusion Action Plan*, especially concerning the creation of inclusive spaces for individuals with disabilities (Employment and Social Development Canada, 2022d). It is now well known that access to quality educational childcare services supports and promotes the cognitive, physical, emotional, and social development of all children, and this is even more pronounced for children with disabilities or special needs (Bouchard and Châles, 2010; Employment and Social Development Canada, 2022b; Organisation for Economic Co-operation and Development, s.d.). In particular, an inclusive childcare environment where educators promote the participation of all children in activities and interactions among themselves is key to optimal development (Thiemann-Bourque et al., 2012). In other words, a childcare environment where services are tailored to each child contributes to unlocking their full potential (Lalumière et Cantin, 2016).

Several factors shape the extent to which childcare environments are inclusive and accessible. Educator training is an essential lever to support all children in an approach that recognizes their individual needs and accompanies them in their development (Julien-Gauthier et al., 2015). Leadership from management and access to a variety of supports represent other key factors (Barton et Smith, 2015; Guralnick et Bruder, 2016; Weglarz-Ward et al., 2019). These supports are examples of characteristics within the social environment that can optimize the accessibility of childcare services for young children with disabilities. On a different note, certain features of the physical environment may enhance the accessibility of childcare services for young children with disabilities, but to our knowledge, very few scientific writings specifically address this aspect. We can, however, think about acoustics, room dimensions, space organization, as well as available games or toys, among other considerations.

In Canada, childcare services fall under the jurisdiction of each province and territory. They are responsible for the development of laws and regulations related to childcare services, and consequently, for the design and delivery of programs and services offered to young children, including children with disabilities (Employment and Social Development Canada, 2022b). Thus, there is no homogeneous system across Canada regarding regulations in place, and differences exist in terms of governance, delivery, measures, etc. In this context, the *Multilateral Early Learning and Child Care Framework* has been established to support collaboration and engagement between the federal government and provincial and territorial governments, as part of the Government of Canada's vision for an early learning and child care system (Employment and Social Development Canada, 2022c).

While grey and scientific literature document the contribution of some factors to promote the accessibility of childcare services for young children with disabilities, we do not have an overview of the current situation in Canada. Considering the recent commitment of the federal government to improve the quality of childcare services, it is crucial to paint such a picture before proposing standards for a pan-Canadian early learning and childcare system for young children with disabilities, offering high-quality,

affordable, flexible, and inclusive services. It is in this context that the current research project was initiated. It falls within the framework of a targeted call for proposals from the Accessibility Standards Canada's grants and contributions program, entitled *Advancing Accessibility Standards Research*. The overall objective of this project is to provide scientific evidence regarding the accessibility of childcare services in Canada for children aged 0 to 5 with disabilities. One of the three specific objectives of this research project is to identify the laws and regulations currently in effect in each province and territory of Canada that pertain to the accessibility of childcare services for children aged 0 to 5 with disabilities. This research report is specifically dedicated to this specific objective. For information, the other two specific objectives of the project, for which research activities are ongoing, aim to: 1) identify solutions that may promote accessibility of childcare services for young children with disabilities, and 2) describe the experiences in childcare services in Canada from the perspective of workers and parents.

Definitions

Some key concepts in the project, which will be reiterated throughout this report, are defined below to ensure common understanding.

Disability

According to the *Canadian Human Rights Act* (Employment and Social Development Canada, 2022a), it means "any impairment, including a physical, mental, intellectual, cognitive, learning, communication or sensory impairment — or a functional limitation — whether permanent, temporary or episodic in nature, or evident or not, that, in interaction with a barrier, hinders a person's full and equal participation in society".

Accessibility

Accessibility ensures the ability of all individuals, regardless of their type of disability, to access, use, and benefit from their environment. According to the United Nations *Convention on the Rights of Persons with Disabilities* (2006), this means that, in order "to enable persons with disabilities to live independently and participate fully in all aspects of life, [...] appropriate measures [must be taken] to ensure to persons with disabilities access, on an equal basis with others, to the physical environment [...] and services open or provided to the public". In the context of this project, we are referring to both factors of the physical environment (e.g., building architecture/design, ramps, door width, wall colors, acoustics, space organization, room lighting, available assistive technology, available educational materials, available toys/games) and factors of the social environment (e.g., inclusion policies, inclusive settings, funding programs, educator training, presence of special care counsellors, support from rehabilitation professionals, attitudes of managers/workers) that can promote accessibility of childcare services for children aged 0 to 5 with disabilities. This understanding of environmental factors is based on the taxonomy derived from the *International Classification of Functioning, Disability, and Health - Children and Youth Version* (ICF-CY), published by the World Health Organization in 2007.

Childcare Services

We refer to any place where children aged 0 to 5 (or of preschool age) receive care services as a *childcare service*. This includes both the physical location and the services provided in that context.

Methodology

Study design

In order to address the specific objective mentioned earlier, an environmental scan was conducted, as it allows for the structured and efficient collection of a wide range of information (Graham et al., 2008; Wilburn et al., 2016). Furthermore, the results from such a scan can help in understanding a specific context and, by extension, can support and guide the relevant interested parties in their decision-making and future planning (Charlton et al., 2019; Graham et al., 2008; Légaré et al., 2010).

In order to carry out such an environmental scan and to support the research team, two advisory committees (one French-speaking and one English-speaking) were formed, made up of researchers (n=6), parent partners (n=6), and representatives from the childcare services community (n=4). The main roles of these committees were to validate the steps of the process, monitor progress, propose courses of action, and provide input on the results' synthesis.

Search Strategy

The search strategy was developed in close collaboration with a project co-researcher who has expertise in conducting environmental scans (MEL). For each of the ten Canadian provinces, research was conducted on the websites of all ministries, as well as on the websites of relevant government agencies. Similarly, for each of the three Canadian territories, research was conducted on the government website and on the websites of relevant government agencies. Specific research on Canada's Indigenous populations was also conducted on the Government of Canada's website and through Google. Finally, a search on the Government of Canada's website was conducted to ensure the comprehensiveness of the strategy and to identify any additional documents that may be relevant to this study. All the websites searched are listed in Appendix 1.

Using the Google Advanced Search tool in a private browsing window, several keyword combinations were searched within each of the identified websites. Specifically, between three and 13 keyword combinations were searched, depending on the purpose of the website. The keyword combinations were slightly tailored to each website but primarily consisted of terms related to accessibility (e.g., accessibility, universal access), childcare services (e.g., childcare, daycare, preschool, nursery), children with disabilities (e.g., special needs, disability), and types of documents (e.g., law, regulation, measure, guide, policy, protocol). All information associated with the conducted searches was recorded in an Excel file (e.g., province/territory, date, website, keyword combinations, total number of results, number of saved results). The top 10 to 20 results of each search were filtered, excluding advertisements. Documents that appeared to match the search criteria were identified and added to a shared digital library, Zotero (<https://www.zotero.org/>), by a member of the research team (ML). Before beginning the selection process, duplicates among the documents saved in Zotero were eliminated.

Eligibility criteria and Selection process

To be eligible for this environmental scan, a document had to meet the following inclusion criteria:

- 1) Objectives: Present a law or regulation (or any related directive, measure, or policy) that pertained to the accessibility of childcare services for young children with disabilities.

- 2) Target population of the laws/regulations: Preschool-age children (usually aged 0 to 5) with disabilities (all types of disabilities) who attend a childcare service.
- 3) Settings/establishments covered by the laws/regulations: All types of childcare services (e.g., licensed home child care, licensed child care centre, unlicensed child care, profit versus non-profit).
- 4) Temporality: Laws and regulations currently in effect.
- 5) Location: Laws and regulations in effect in the provinces and territories of Canada.

Documents related to childcare services in a school setting were excluded since this represents a unique context very different from other childcare settings. Documents that only referred to healthcare services that could be provided in a childcare context (e.g., for medically complex children) were also excluded.

All the documents identified through web searches were reviewed to verify whether or not they met the predetermined inclusion criteria. This task was carried out by a research assistant and speech-language pathologist practitioner (ML). When she had any doubts about the eligibility of a document, she sought the opinion of another member of the research team, a research associate with a background in occupational therapy (JL). This other member also conducted a validation of the work by independently examining 5% of the documents. At the end of this validation process, 100% agreement was achieved.

Extraction

A data extraction grid was created by three members of the research team (FR, ML, and JL). Two types of information were collected, relating to: 1) document identification, including the title, year of publication, authors, document type (e.g., web page, PDF), and the document link; and 2) document content, including the objective, target population, settings, application context, content type (e.g., law, guide, regulation), relevant pages, and key information (i.e., text passages specifically addressing the topic of this environmental scan). Since in the context of this project, accessibility refers to both physical and social environmental factors, as defined in the ICF-CY, it was also specified whether the identified documents pertained to one or both of these types of factors.

As with the selection process, data extraction was conducted by a research assistant (ML). Another member of the team (JL) validated the extracted information for 5% of the documents. At the end of this validation process, 100% agreement was achieved.

Data Analysis

Some data obtained from the extraction process were compiled using descriptive statistics (e.g., authors, year of publication, type of content, type of environmental factors). Key information from each document was imported in NVivo, Version 14 (<https://lumivero.com/products/nvivo/>). These pieces of information have been subjected to a content analysis (Van Campenhoudt et al., 2017). To do this, an initial coding guide was created to start categorizing the data. An inductive approach was used, and therefore, no theoretical framework guided its design (Nowell et al., 2017). During the process, the coding guide was adjusted and refined based on the emerging topics and sub-topics. This analysis was conducted by a research assistant (ML), supervised by two other members of the research team (JL and

FR), as well as by the coordinator of the qualitative methodology platform at the Centre for Interdisciplinary Research in Rehabilitation and Social Integration affiliated to the “Centre intégré universitaire de santé et de services sociaux de la Capitale-Nationale” (in Quebec City).

Results

Documents specific to the target population

In total, 395 documents were imported into Zotero following the searches conducted on the various identified websites. Seventeen duplicates were removed, and 350 other documents were rejected because they did not meet one or more of the previously stated inclusion criteria. Following the selection process, 28 documents specific to the target population (i.e., preschool-age children with disabilities attending childcare services) were retained for the extraction phase. Table 1 shows the number of documents retained for each province and territory. Section A of Appendix 2 provides the references for these 28 documents.

All the documents were produced/published by the government of the respective province or territory. Quebec has the highest number of documents published specifically related to the accessibility of childcare services for young children with disabilities, with six documents. Saskatchewan and Newfoundland and Labrador follow with four documents each on this topic. Twenty-one (75.0%) documents were recently published (from 2020 onwards), as shown in Table 2.

None of the retained documents describes a law or regulation specifically addressing the target population. Instead, they consist of guides/directives (n=10; 35.7%), measures/allowances (n=4; 14.3%), funding programs (n=3; 10.7%), manuals (n=2; 7.1%), guidelines (n=2; 7.1%), policies/programs (n=2; 7.1%), subsidies (n=1; 3.6%), grants (n=1; 3.6%), agreements (n=1; 3.6%), plans (n=1; 3.6%), and programs (n=1; 3.6%). Some clarifications should be made to understand the chosen terminology. First, the term *measure* is a free translation from “*mesure*” used by the Province of Quebec to describe a type of allowance given to childcare services. Second, *funding programs* require an application to obtain funding for a specific project. *Grants* and *subsidies* can be interchangeable, but the terminology used by each province or territory was kept unchanged (e.g., Newfoundland and Labrador uses *subsidy* and Prince Edward Island uses *grant*). Finally, *guides/directives* include documents that are meant to be used as toolkits with general information (e.g., with lists of resources for parents or childcare services) as opposed to *guidelines* which include more specific detail on how to implement a program or a policy, or how to apply for funding, for instance.

Table 1. Document selection process.

	Number of documents imported in Zotero	Number of duplicates removed	Number of documents removed due to absence of one or more criteria	Number of documents retained
Provinces				
British Columbia	27	1	23	3
Alberta	12	0	11	1
Saskatchewan	23	1	18	4
Manitoba	44	1	43	0
Ontario	60	2	56	2
Quebec	40	1	33	6
New Brunswick	18	0	15	3
Nova Scotia	5	0	5	0
Newfoundland and Labrador	34	0	30	4
Prince Edward Island	17	0	16	1
Territories				
Nunavut	12	0	12	0
Yukon	13	0	12	1
Northwest Territories	19	2	17	0
Indigenous populations	27	1	25	1
Canada	44	8	34	2

Table 2. Year of publication of retained documents.

Year of publication	Number of documents (%)
2020 onwards	21 (75,0%)
2015-2019	3 (10,8%)
2010-2014	0 (0,0%)
Before 2010	2 (7,1%)
Unknown date	2 (7,1%)

The documents primarily target childcare services and their providers and/or parents of young children with disabilities. One document is specifically directed at professionals working with children with disabilities, and another is aimed at partners and agencies providing services to these children. Several documents (e.g., guides/directives, measures) apply at specific times, such as during the integration or inclusion process of a child with disabilities in childcare services (e.g., with the support of an *inclusion support worker* for the child, as in New Brunswick, reference 23 in section A of Appendix 2), or during the planning of a particular transition, such as transitioning to a new group (e.g., reference 20 in section A of Appendix 2). Some of these documents specifically address the integration of an autistic child (e.g., the *Preschool Autism Program* in New Brunswick, which proposes interventions in childcare services to promote skill generalization and thus the child's integration, reference 22 in section A of Appendix 2).

Other documents apply based on specific criteria, such as the process of obtaining additional funding to support the integration of a child with significant needs due to a disability (e.g., the *Financial assistance for the integration of children with disabilities in childcare centres* in Quebec, reference 16 in section A of Appendix 2).

The content of these documents primarily addresses both physical environmental factors (e.g., assistive devices inside buildings that can be installed as part of subsidized projects; access to educational equipment and toys) and social environmental factors (e.g., when children receive support for completing a simple task during an activity; support from an educator in achieving the steps of the daily routine in the childcare service). Three documents (10.7%) are exclusively related to the physical environment (references 26, 27, and 28 in section A of Appendix 2), while three others (10.7%) are solely related to the social environment (references 3, 11, and 14 in section A of Appendix 2). Appendix 3 can be consulted to view all relevant details associated with these documents.

Only one document related to the accessibility of childcare services for Indigenous preschool-age children with disabilities was identified (reference 26 in section A of Appendix 2). This document is a funding program, not specifically designed for Indigenous children, but mentioned in the context. This document is part of the high-quality, affordable, flexible, and inclusive early learning and childcare system that the Government of Canada committed to creating in 2021. It specifically pertains to the physical environment, including new construction, renovation, or reconfiguration activities and/or information and communications technologies.

The most relevant information extracted from each document (please refer to Appendix 3) has been grouped into three main topics: 1) funding, 2) legislation, and 3) individualized services. Table 3 presents the sub-topics associated with each of these topics, along with the number of documents related to them and the number of occurrences (i.e., the number of text passages taken from the retained documents) for each province and territory. *Funding* is a topic that encompasses all forms of financial support from the provincial and/or federal government related to the integration or inclusion of children with disabilities in childcare services. Funding takes various forms depending on the contexts and provinces, including grants, allowances and funding for programs and projects. The provinces with the highest number of occurrences related to funding are Saskatchewan (n=8), followed by Quebec (n=6), and New Brunswick (n=3). *Legislation*, on the other hand, includes laws and bills that impose some form of regulation related to the provision of childcare services to children with disabilities. It is worth noting that no specific official legislative documents related to the population of children with disabilities in childcare services were found in the searches. However, one document (a manual for childcare providers) mentions laws related to the target population. This manual comes from the province of Saskatchewan. In the topic of *Individualized Services*, various forms of services that more directly affect children with disabilities in childcare settings are presented. The services described in the different documents include support for inclusion (e.g., adding human resources to the childcare setting), programs (e.g., programs developed by the government to enhance inclusion in childcare services), professional services (e.g., developing an individualized plan that requires the involvement of professionals such as physiotherapists, occupational therapists, speech-language therapists, and others),

worker training (e.g., ongoing training offered to workers in childcare services to equip them with various skills), physical accessibility (e.g., facility modifications to promote accessibility), and policies (e.g., developing an inclusion policy in a childcare service). For this topic, the provinces with the highest number of occurrences related to individualized services are New Brunswick and Newfoundland (n=13 each), followed by Quebec (n=9) and Ontario (n=8). It should be noted that no occurrences were found in the documents from Manitoba, Nova Scotia, Prince Edward Island, and the three Canadian territories.

Table 3. Topics et sub-topics associated with key information extracted from the retained documents.

Topics	Sub-topics	Number of documents	Number of occurrences															
			TOTAL	CAN	BC	AB	SK	MB	ON	QC	NB	NS	PE	NL	YT	NU	NT	Indigenous populations
Funding	Grants	6	11	1	0	0	7	0	0	0	0	0	2	1	0	0	0	0
	Subsidies	7	8	0	0	0	1	0	0	6	0	0	0	0	1	0	0	0
	Projects	3	9	4	0	0	0	0	0	0	0	0	0	0	0	0	0	5
	Allowances	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
	Programs	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
	Others	2	4	0	1	0	0	0	0	0	0	3	0	0	0	0	0	0
Legislation	Laws and bills	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Individualized services	Inclusion support	11	21	0	3	2	2	0	1	3	5	0	0	5	0	0	0	0
	Programs	8	15	0	0	0	2	0	5	1	2	0	0	5	0	0	0	0
	Professional services	6	9	0	2	0	0	0	2	1	3	0	0	1	0	0	0	0
	Worker training	6	11	0	0	2	1	0	0	2	2	0	0	2	0	0	0	2
	Physical Accessibility	5	5	0	2	0	1	0	0	2	0	0	0	0	0	0	0	0
	Policies	1	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0

CAN=Canada, BC=British Columbia, AB=Alberta, SK=Saskatchewan, MB=Manitoba, ON=Ontario, QC=Quebec, NB=New Brunswick, NS=Nova Scotia, PE=Prince Edward Island, NL=Newfoundland, YT=Yukon, NU=Nunavut, NT=Northwest Territories

Documents non-specific to the target population

During the selection process, it was observed that many non-specific documents could also apply to the target population. These documents were categorized into four population categories: 1) any person with a disability; 2) any child with a disability; 3) any child attending a childcare service; and 4) any preschool-age child (0-5 years). In total, an additional 137 documents were retained for analysis. Table 4 shows the number of documents retained for each province and territory, for each of the categories mentioned above. Section B of Appendix 2 provides the references for all these documents.

Table 4. Selection of documents non-specific to the target population.

	Any person with a disability	Any child with a disability	Any child attending a childcare service	Any preschool-age child	Total
Provinces					
British Columbia	2	0	1	2	5
Alberta	0	0	2	1	3
Saskatchewan	4	0	3	0	7
Manitoba	0	3	5	2	10
Ontario	6	0	11	5	22
Quebec	3	0	4	1	8
New Brunswick	2	0	5	0	7
Nova Scotia	0	0	3	0	3
Newfoundland and Labrador	7	2	4	1	14
Prince Edward Island	0	2	3	1	6
Territories					
Nunavut	0	0	3	0	3
Yukon	0	0	0	2	2
Northwest Territories	0	0	8	0	8
Indigenous populations	4	2	8	3	17
Canada	1	0	21	0	22

The documents retained at this stage were mostly produced by the government of the respective province or territory (n=80; 58.4%) and/or by the Government of Canada (n=50; 36.5%). Eighty-five (62.0%) documents were recently published (from 2020 onwards), as shown in Table 5.

Table 5. Year of publication of documents non-specific to the target population

Year of publication	Number of documents (%)
2020 onwards	85 (62,0%)
2015-2019	27 (19,7%)
2010-2014	12 (8,8%)
Before 2010	10 (7,3%)
Unknown date	3 (2,2%)

The documents not specific to our target population contain more legal content (n=21 laws; 15.3%) or regulatory content (n=7; 5.1%). Thirty-one (22.6%) are guides, 28 (20.4%) are agreements (mostly between the Government of Canada and provincial or territorial governments for the establishment of a nationwide system for the learning and care of young children), and 9 (6.6%) are policies. As for the other documents, they include codes, reports, guidelines, programs, strategies, funding documents, subsidies/grants, action plans, standards, principles, conventions, declarations, and commitments.

Because they are not specific to a particular population, the retained documents are intended for a broader range of groups of individuals, including governments and relevant departments, employers and service providers in general, childcare service providers, parents of children (with or without disabilities), the general population, and designers, architects, and construction personnel (primarily for documents related to physical environment features). Overall, legal documents always apply, as do certain policies. The majority of documents such as manuals, guides, agreements, and reports are intended to guide governments in their decision-making processes related, for example, to best practices for preschool children or the development of childcare services in childcare settings (e.g., during the integration or inclusion process of a child in a childcare service). Several other documents apply in specific contexts and based on predefined criteria (e.g., for obtaining care for a child with disabilities; when a parent is paying for childcare services but their child has special needs or the family has a low income; for parents to receive funding for a child with disabilities).

Just like the documents that were specific to the target population, the retained documents in this second phase of analysis mostly pertain to both factors associated with the physical environment (e.g., development of an accessibility plan in a given setting, acquisition of equipment to promote accessibility, structural modifications to enable easier mobility for individuals with reduced mobility) and the social environment (e.g., government measures to provide access to childcare for minority populations, especially individuals with disabilities, the presence of an *inclusion support assistant* or a special care counsellor in childcare services) (n=124; 90.5%). Seven documents solely concern the physical environment (5.1%), and six solely concern the social environment (4.4%). Appendix 4 can be consulted to view all relevant details associated with these documents.

Seventeen documents mentioning Indigenous populations were identified. These documents mainly consist of agreements, laws, and guides that apply at all times. Among these documents, we find, for

example, the *Jordan's Principle* (reference 112 in section B of Appendix 2), which applies when an Indigenous child has specific needs and requires specific care or services. One of the guides retained in the selection process aims to describe the principles and objectives related to childcare services for Indigenous populations. Elements of the guide address inclusion and provide insights when considering the inclusion of an Indigenous child in childcare services (reference 104 in section B of Appendix 2).

The most relevant information extracted from each document can be found in Appendix 4. Four major topics emerged from the analysis of this data: 1) childcare services, 2) children with disabilities, 3) funding and 4) human rights. Table 6 presents the sub-topics associated with each of these topics, along with the number of documents related to them and the number of occurrences (i.e., the number of text passages extracted from the retained documents) for each province and territory. There are six sub-topics under the *Childcare Services* topic. First, the sub-topic of agreements includes documents describing government agreements regarding the provision of childcare services (e.g., between the provincial and federal governments to develop a service delivery plan in childcare settings for specific years with financial support from each level of government). Next, inclusion and participation of all children concern measures and recommendations promoting the inclusion and participation of all children (e.g., Indigenous children, children from socio-economically disadvantaged backgrounds). It is worth noting that children with disabilities are not specifically targeted here but are included in this category. Legislation includes all legal documents related to childcare services (e.g., Quebec's *Educational Childcare Act*). The sub-topic physical accessibility includes documents presenting standards/recommendations related to physical accessibility in childcare services in general (e.g., child-adapted toilets). The documents do not specifically target children with disabilities. The policies sub-topic contains the policies that childcare services must adhere to (e.g., the *Child Development Policy* in Manitoba). Finally, the programs sub-topic includes documents that present programs implemented in childcare services (e.g., educational programs).

Next, two sub-topics emerge from the topic *Children with disabilities*, namely policies, which present policies related to children with disabilities, and programs, which contain documents presenting programs for children with disabilities. Note here that children do not have to attend a childcare service to be eligible for these policies or programs, which is why these documents have not been classified under the target population. For example, the goal of the *Autism Outreach Policy* in Manitoba is to enhance access and quality of services for children with autism, but these services are not necessarily provided in a childcare service. These policies and programs can target families or children with specific diagnoses.

The topic *Funding* is subdivided into three sub-topics. First, the sub-topic childcare services presents all sources of funding related to childcare services, that can be provided to a childcare service provider or to parents. Then, the sub-topic children aged 0-5 years presents all sources of funding related to preschool-age children. This funding primarily targets parents (e.g., childcare expense tax credit). Finally, the sub-topic children with disabilities contains all sources of funding for children with disabilities. These children do not necessarily attend a childcare service. The funding primarily targets parents (e.g., allowance for children with disabilities, *Jordan's Principle* for Indigenous populations).

The topic *Human Rights* contains all documents related to human rights. Accessibility includes documents related to human rights that discuss physical or social accessibility (e.g., building codes). The code sub-topic contains documents that present the human rights code (e.g., *Ontario Human Rights Code*). The convention sub-topic contains documents that present a convention related to human rights (e.g., *UN Convention on the Rights of Persons with Disabilities*). The declaration sub-topic contains documents that present a declaration related to human rights. Finally, the legislation sub-topic contains legal documents related to human rights (e.g., *Act respecting First Nations, Inuit and Métis children, youth and families*).

Table 6. Topics and sub-topics associated with key information extracted from the documents that are non-specific to the target population.

Topics	Sub-topics	Number of documents	Number of occurrences															Indigenous populations
			TOTAL	CAN	BC	AB	SK	MB	ON	QC	NB	NS	NL	PE	YT	NT	NU	
Childcare services	Agreements	30	52	25	0	0	0	1	2	0	2	1	0	3	1	0	0	17
	Inclusion and participation of all children	76	161	29	6	2	3	10	18	10	10	3	14	8	4	12	8	24
	Legislation	17	29	0	0	2	1	1	12	4	2	1	2	1	0	2	0	1
	Physical accessibility	17	25	1	1	0	0	2	4	3	0	2	2	2	0	5	2	1
	Policies	9	12	0	0	0	0	1	0	2	4	0	4	0	0	0	0	1
	Programs	22	30	0	2	1	1	3	1	3	1	0	4	1	0	3	3	7
Children with disabilities	Policies	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
	Programs	4	5	0	0	0	0	2	3	0	0	0	0	0	0	0	0	0
Funding	Childcare services	29	41	13	0	1	3	3	3	8	1	1	1	3	1	2	0	1
	Children aged from 0 to 5 years	1	2	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0
	Children with disabilities	25	33	7	0	0	2	4	6	2	0	0	4	4	2	0	0	2
Human rights	Accessibility	17	23	0	1	0	6	0	2	2	2	0	5	0	0	0	0	5
	Code	2	2	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0
	Convention	2	9	0	0	0	0	0	0	0	0	0	1	0	0	0	0	8
	Declaration	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	Legislation	13	14	0	0	0	4	0	2	1	0	0	5	0	0	0	0	2

CAN=Canada, BC=British Columbia, AB=Alberta, SK=Saskatchewan, MB=Manitoba, ON=Ontario, QC=Quebec, NB=New Brunswick, NS=Nova Scotia, PE=Prince Edward Island, NL=Newfoundland and Labrador, YT=Yukon, NU=Nunavut, NT=Northwest Territories

Discussion

This environmental scan aimed to identify the laws and regulations currently in effect in each province and territory of Canada that concern the accessibility of childcare services for children aged 0 to 5 with disabilities. Documents that may result from these laws and regulations have also been sought. At the end of the selection process, very few documents specific to our area of interest were identified. Furthermore, none of the documents identified at this stage contain legal content, which means that no binding content obliging childcare services and their providers to adjust their service offerings for children with disabilities has been found. In fact, childcare services appear to have the choice of whether or not to admit a child with a disability since no document regulates the admission of these children (Dionne et al., 2022). However, childcare services are still expected to make reasonable efforts to accommodate them (Dionne et al., 2022). The province of Quebec, a pioneer in Canada, established in 1997 a network of educational childcare services accessible to all children from birth to 5 years old (Government of Quebec, 1997; Dionne et al., 2022). The integration of children with disabilities has been a concern in Quebec since 1977, when the *Allowance for Integration of a Disabled Child* was created. Therefore, it is not surprising that this province has published the most documents related to the accessibility of childcare services for young children with disabilities, including various financial supports related to their integration or inclusion. Finally, it should be noted that some provinces and territories in Canada do not appear to have published documents related to the topic of interest thus far. Consequently, it can be observed that there is no uniformity within the country regarding the regulations in place or the provision of services for young children with disabilities in childcare services. Nevertheless, the documents retained in this stage of the analysis present individualized services offered to these children as well as various funding programs in place. This information should certainly be highlighted to inspire other Canadian provinces or territories in the development of policies, guides, or regulations.

Through this study, a large number of non-specific documents to our target population but still relevant to the scope of this research project have been identified. These documents, which generally concern people with disabilities, children with disabilities, children attending childcare services, and preschool-age children, can provide valuable insights into the subject of this study. Some content could also be taken up and adapted. Knowledge of what exists or applies to broader population categories can be very useful in developing new standards or guidelines specific to young children with disabilities who attend childcare services. Specifically, some information related to the inclusion and participation of all children can be very inspiring. Lastly, it's worth noting that among the documents resulting from this stage of the selection process, several agreements have been reached between the Government of Canada and the provinces and territories. These agreements, published very recently, pertain to the provision of services for children attending childcare services and are associated with the early learning and childcare system that the federal government aims to establish in the coming years.

The documents identified through this environmental scan, whether specific to the target population or not, predominantly address both physical and social environmental factors. Indeed, these documents were not created with the purpose of supporting or regulating specific environmental factors. They provide childcare service providers and/or parents of children with disabilities (in the vast majority of

cases) the opportunity to adapt the environment to the specific needs of each child. The various forms of funding that exist reflect this aspect. Although this flexibility is an advantage, it can be complex for individuals seeking, for example, to adapt or build an accessible childcare service for young children with disabilities, to find an appropriate source of funding. More specific guidelines could ensure uniformity between childcare services.

Finally, a specific search related to Indigenous populations was also conducted as part of this environmental scan. Although some documents have been identified related to Indigenous populations, no specific guidance has been found regarding the accessibility of childcare services for Indigenous children with disabilities.

Study limitations

This environmental scan is not without limits. Both for documents specific to the population of interest and for non-specific documents, it is challenging to target all the content related to accessibility, as it is a very broad concept and there remains a conceptual blur, even though the team had established a definition before the start of the process. For this same reason, it is possible that potentially relevant documents did not emerge from the searches conducted on various websites due to the keywords used. Additionally, only one team member conducted the selection of relevant documents and data extraction. However, some calibration was done by another team member who validated 5% of the work. Finally, relevant documents may exist at the municipal level, but they will not have come up within the search, as we only consulted provincial, territorial, and federal websites.

Future steps and expected outcomes

This research project continues until the end of July 2024 as it also aims to address two other specific objectives: 1) identify promising solutions related to the physical or social environment that promote accessibility of childcare services for children aged 0 to 5 with disabilities through a scoping review, and 2) describe the experiences in childcare services in different provinces and territories from the perspective of managers and educators working there, as well as parents of children with disabilities, through consultations (individual interviews and online survey). The three phases of this research project will lead to recommendations aimed at eliminating barriers to accessibility in childcare services for young children with disabilities. Ultimately, the goal is to support the development of the next generation of accessibility standards for childcare services. Indeed, the project will provide a better understanding of the situation in Canada and offer essential evidence for the establishment of useful and realistic standards. Finally, because it brings together researchers from three Canadian universities and various partners in the childcare sector, this project will contribute to the creation of a national network of experts in accessibility. It will also engage interested parties and parents of children with disabilities, in addition to identifying and sharing research, information, best practices, and tools related to barriers and accessibility standards for childcare services for young children with disabilities.

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Appendix 1. Websites searched.

British Columbia	
Ministry of Agriculture and Food	https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/agriculture
Attorney General	https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/justice-attorney-general
Ministry of Children and Family Development	https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/children-and-family-development
Ministry of Citizens' Services	https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/citizens-services
Ministry of Education and Child Care	https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/education
Ministry of Emergency Management and Climate Readiness	https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/emergency-management-and-climate-readiness
Ministry of Energy, Mines and Low Carbon Innovation	https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/energy-mines-and-petroleum-resources
Ministry of Environment and Climate Change Strategy	https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/environment-climate-change-strategy
Ministry of Finance	https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/finance
Ministry of Forests	https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/forests-lands-natural-resource-operations-and-rural-development
Ministry of Health	https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/health
Ministry of Housing	https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/housing
Ministry of Indigenous Relations and Reconciliation	https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/indigenous-relations-reconciliation
Ministry of Jobs, Economic Development and Innovation	https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/jobs-economic-development-and-innovation
Ministry of Labour	https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/labour
Ministry of Municipal Affairs	https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/municipal-affairs-housing
Ministry of Mental Health and Addictions	https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/mental-health-addictions
Ministry of Post-Secondary Education and Future Skills	https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/post-secondary-education-and-future-skills
Ministry of Public Safety and Solicitor General	https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/public-safety-solicitor-general
Ministry of Social Development and Poverty Reduction	https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/social-development-poverty-reduction

Ministry of Tourism, Art, Culture and Sport	https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/tourism-arts-culture
Ministry of Transportation and Infrastructure	https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/transportation-and-infrastructure
Ministry of Water, Land and Resource Stewardship	https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/water-land-and-resource-stewardship/service-plan
Government of British Columbia	https://www2.gov.bc.ca
BC Public Service Agency	https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/central-government-agencies/bc-public-service-agency
Infrastructure BC	https://www.infrastructurebc.com/
BC Human Rights Tribunal	http://www.bchrt.bc.ca/
Alberta	
Ministry of Advanced Education	https://www.alberta.ca/advanced-education.aspx
Ministry of Affordability and Utilities	https://www.alberta.ca/affordability-and-utilities.aspx
Ministry of Agriculture and Irrigation	https://www.alberta.ca/agriculture-and-irrigation.aspx
Ministry of Children's Services	https://www.alberta.ca/childrens-services.aspx
Ministry of Communications and Public Engagement	https://www.alberta.ca/communications-and-public-engagement.aspx
Ministry of Culture	https://www.alberta.ca/culture
Ministry of Education	https://www.alberta.ca/education
Ministry of Energy	https://www.alberta.ca/energy
Ministry of Environment and Protected Areas	https://www.alberta.ca/environment-and-protected-areas
Ministry of Executive Council	https://www.alberta.ca/executive-council
Ministry of Forestry, Parks and Tourism	https://www.alberta.ca/forestry-parks-and-tourism.aspx
Ministry of Health	https://www.alberta.ca/health
Ministry of Indigenous Relations	https://www.alberta.ca/indigenous-relations
Ministry of Infrastructure	https://www.alberta.ca/infrastructure
Ministry of Jobs, Economy and Northern Development	https://www.alberta.ca/jobs-economy-and-northern-development
Ministry of Justice	https://www.alberta.ca/justice.aspx
Ministry of Mental Health and Addiction	https://www.alberta.ca/mental-health-and-addiction
Ministry of Municipal Affairs	https://www.alberta.ca/municipal-affairs
Ministry of Public Safety and Emergency Services	https://www.alberta.ca/public-safety-and-emergency-services.aspx

Ministry of Public Service Commission	https://www.alberta.ca/public-service-commission
Ministry of Seniors, Community and Social Services	https://www.alberta.ca/seniors-community-and-social-services
Ministry of Service Alberta and Red Tape Reduction	https://www.alberta.ca/service-alberta.aspx
Ministry of Skilled Trades and Professions	https://www.alberta.ca/skilled-trades-and-professions.aspx
Ministry of Technology and Innovation	https://www.alberta.ca/technology-and-innovation.aspx
Ministry of Trade, Immigration and Multiculturalism	https://www.alberta.ca/trade-immigration-and-multiculturalism.aspx
Ministry of Transportation and Economic Corridors	https://www.alberta.ca/transportation-and-economic-corridors.aspx
Ministry of Treasury Board and Finance	https://www.alberta.ca/treasury-board-and-finance.aspx
Government of Alberta	https://www.alberta.ca
Saskatchewan	
Ministry of Advanced Education	https://www.saskatchewan.ca/government/government-structure/ministries/advanced-education
Ministry of Agriculture	https://www.saskatchewan.ca/government/government-structure/ministries/agriculture
Ministry of Corrections, Policing and Public Safety	https://www.saskatchewan.ca/government/government-structure/ministries/corrections-policing-and-public-safety
Crown Investments Corporation	https://www.cicorp.sk.ca/
Ministry of Education	https://www.saskatchewan.ca/government/government-structure/ministries/education
Ministry of Energy and Resources	https://www.saskatchewan.ca/government/government-structure/ministries/energy-and-resources
Ministry of Environment	https://www.saskatchewan.ca/government/government-structure/ministries/environment
Executive Council and Office of the Premier	https://www.saskatchewan.ca/government/government-structure/ministries/executive-council-and-office-of-the-premier
Ministry of Finance	https://www.saskatchewan.ca/government/government-structure/ministries/finance
Ministry of Government Relations	https://www.saskatchewan.ca/government/government-structure/ministries/government-relations
Ministry of Health	https://www.saskatchewan.ca/government/government-structure/ministries/health
Ministry of Highways	https://www.saskatchewan.ca/government/government-structure/ministries/highways
Ministry of Immigration and Career Training	https://www.saskatchewan.ca/government/government-structure/ministries/immigration-and-career-training
Ministry of Justice and Attorney General	https://www.saskatchewan.ca/government/government-structure/ministries/justice

Ministry of Labour Relations and Workplace Safety	https://www.saskatchewan.ca/government/government-structure/ministries/labour-relations-and-workplace-safety
Ministry of Parks, Culture and Sport	https://www.saskatchewan.ca/government/government-structure/ministries/parks-culture-and-sport
Ministry of SaskBuilds and Procurement	https://www.saskatchewan.ca/government/government-structure/ministries/saskbuilds-and-procurement
Ministry of Social Services	https://www.saskatchewan.ca/government/government-structure/ministries/social-services
Ministry of Trade and Export Development	https://www.saskatchewan.ca/government/government-structure/ministries/trade-and-export-development
Government of Saskatchewan	https://www.saskatchewan.ca/
Accessible SK	https://accessiblesk.saskatchewan.ca/
Office of Disability Issues	https://www.saskatchewan.ca/government/government-structure/boards-commissions-and-agencies/office-of-disability-issues
Saskatchewan Human Rights Commission	https://saskatchewanhumanrights.ca/
Manitoba	
Department of Advanced Education and Training	https://www.manitoba.ca/aesi/
Department of Agriculture	https://www.gov.mb.ca/agriculture/
Department of Economic Development	https://www.gov.mb.ca/jec/
Department of Education and Early Childhood Learning	https://www.edu.gov.mb.ca/
Department of Families	https://www.gov.mb.ca/fs/
Department of Finance	https://www.gov.mb.ca/finance/
Department of Health	https://www.gov.mb.ca/health/
Department of Indigenous Reconciliation	https://www.gov.mb.ca/inr/
Department of Intergovernmental Affairs	https://www.gov.mb.ca/fpir/
Department of Justice	https://www.gov.mb.ca/justice/
Department of Labour	https://www.gov.mb.ca/central/
Department of Mental Health	https://www.gov.mb.ca/mh/
Department of Municipal Resources	https://www.gov.mb.ca/mr/
Department of Natural Resources	https://gov.mb.ca/nrnd/
Department of Public Service Commission	https://www.manitoba.ca/csc/
Department of Seniors	https://www.gov.mb.ca/seniors/
Department of Sport, Culture and Heritage	https://www.gov.mb.ca/chc/

Department of Transportation and Infrastructure	https://www.gov.mb.ca/mit/
Treasury Board Secretariat	https://www.gov.mb.ca/tbs/
Government of Manitoba	https://www.gov.mb.ca/
Ontario	
Government of Ontario	https://www.ontario.ca
Ministry of Citizenship and Multiculturalism	https://www.ontario.ca/page/ministry-citizenship-and-multiculturalism
Ministry of Francophone Affairs	https://www.ontario.ca/page/ministry-francophone-affairs
Ministry of Intergovernmental Affairs	https://www.ontario.ca/page/ministry-intergovernmental-affairs
Ministry of Municipal Affairs and Housing	https://www.ontario.ca/page/ministry-municipal-affairs-housing
Ministry of Agriculture, Food and Rural Affairs	https://www.ontario.ca/page/ministry-agriculture-food-and-rural-affairs
Ministry of Colleges and Universities	https://www.ontario.ca/page/ministry-colleges-universities
Ministry of Northern Development	https://www.ontario.ca/page/ministry-northern-development
Ministry of Economic Development, Job Creation and Trade	https://www.ontario.ca/page/ministry-economic-development-job-creation-trade
Ministry of Education	https://www.ontario.ca/page/ministry-education
Ministry of Energy	https://www.ontario.ca/page/ministry-energy
Ministry of the Environment, Conservation and Parks	https://www.ontario.ca/page/ministry-environment-conservation-parks
Ministry of Finance	https://www.ontario.ca/page/ministry-finance
Ministry of Infrastructure	https://www.ontario.ca/page/ministry-infrastructure
Ministry of Mines	https://www.ontario.ca/page/ministry-mines
Ministry of the Attorney General	https://www.ontario.ca/page/ministry-attorney-general
Ministry of Red Tape Reduction	https://www.ontario.ca/page/ministry-red-tape-reduction
Ministry of Natural Resources and Forestry	https://www.ontario.ca/page/ministry-natural-resources-and-forestry
Ministry of Health	https://www.ontario.ca/page/ministry-health
Treasury Board Secretariat	https://www.ontario.ca/page/treasury-board-secretariat
Ministry of Children, Community and Social Services	https://www.ontario.ca/page/ministry-children-community-and-social-services
Ministry for Seniors and Accessibility	https://www.ontario.ca/page/ministry-seniors-accessibility
Ministry of Public and Business Service Delivery	https://www.ontario.ca/page/ministry-public-business-service-delivery

Ministry of Long-Term Care	https://www.ontario.ca/page/ministry-long-term-care
Ministry of the Solicitor General	https://www.ontario.ca/page/ministry-solicitor-general
Ministry of Tourism, Culture and Sport	https://www.ontario.ca/page/ministry-tourism-culture-sport
Ministry of Transportation	https://www.ontario.ca/page/ministry-transportation
Ministry of Labour, Immigration, Training and Skills Development	https://www.ontario.ca/page/ministry-labour-immigration-training-skills-development
Ministry of Indigenous Affairs	https://www.ontario.ca/page/ministry-indigenous-affairs
Curriculum and Resources	https://www.dcp.edu.gov.on.ca/en/
Legislative Assembly of Ontario	https://www.ola.org/en
Ontario Human Rights Commission	https://www.ohrc.on.ca/en
Ontario Association for Infant and Child Development	https://www.oaicd.ca/
Provide child care and early years programs	https://www.earlyyears.edu.gov.on.ca
Human Rights Legal Support Centre	https://hrlsc.on.ca
Tribunals Ontario	https://tribunalsontario.ca
Quebec	
Ministère des Affaires municipales et de l'Habitation	https://www.mamh.gouv.qc.ca/
Ministère de l'Agriculture, des Pêcheries et de l'Alimentation	https://www.mapaq.gouv.qc.ca/
Ministère de la Culture et des Communications	https://mcc.gouv.qc.ca/
Ministère de l'Économie, de l'Innovation et de l'Énergie	https://www.economie.gouv.qc.ca/
Ministère de l'Éducation	http://www.education.gouv.qc.ca/
Ministère de l'Emploi et Solidarité sociale	https://www.mtess.gouv.qc.ca/
Ministère de l'Environnement, de la Lutte contre les changements climatiques, de la Faune et des Parcs	https://www.environnement.gouv.qc.ca/
Ministère de la famille	https://www.mfa.gouv.qc.ca/
Ministère des Finances	http://www.finances.gouv.qc.ca/
Ministère de la Justice	https://www.justice.gouv.qc.ca/

Ministère de la Santé et des Services sociaux	https://www.msss.gouv.qc.ca/
Secrétariat du conseil du trésor	https://www.tresor.gouv.qc.ca/
Ministère des Transports et de la Mobilité durable	https://www.transports.gouv.qc.ca/
Ministère du Travail	https://www.travail.gouv.qc.ca/
Légis Québec	https://www.legisquebec.gouv.qc.ca/fr/
Régie du bâtiment du Québec	https://www.rbq.gouv.qc.ca/
Société québécoise des infrastructures	https://www.sqi.gouv.qc.ca/
Office des personnes handicapées du Québec	https://www.ophq.gouv.qc.ca
Commission des droits de la personne et de la jeunesse	https://www.cdpdj.qc.ca/fr
Société d'Habitation Québec	http://www.habitation.gouv.qc.ca/
Institut national d'excellence en santé et en services sociaux	https://www.inesss.qc.ca/
Protecteur du citoyen	https://protecteurducitoyen.qc.ca/fr
New Brunswick	
Department of Aboriginal Affairs	https://www2.gnb.ca/content/gnb/en/departments/aboriginal_affairs.html
Department of Agriculture	https://www2.gnb.ca/content/gnb/en/departments/10.html
Department of Education and Early Childhood Development	https://www2.gnb.ca/content/gnb/en/departments/education.html
Department of Environment and Local Government	https://www2.gnb.ca/content/gnb/en/departments/elg.html
Department of Executive Council Office	https://www2.gnb.ca/content/gnb/en/departments/executive_council.html
Department of Finance and Treasury Board	https://www2.gnb.ca/content/gnb/en/departments/finance.html
Department of Health	https://www2.gnb.ca/content/gnb/en/departments/health.html
Department of Intergovernmental Affairs	https://www2.gnb.ca/content/gnb/en/departments/intergovernmental_affairs.html
Department of Justice and Public Safety	https://www2.gnb.ca/content/gnb/en/departments/public-safety.html
Department of Natural Resources and Energy Development	https://www2.gnb.ca/content/gnb/en/departments/erd.html
Department of the Office of the Premier	https://www2.gnb.ca/content/gnb/en/departments/premier.html
Department of Post-Secondary Education, Training and Labor	https://www2.gnb.ca/content/gnb/en/departments/post-secondary_education_training_and_labour.html

Department of Regional Development Corporation	https://www2.gnb.ca/content/gnb/en/departments/regional_development.html
Department of Social Development	https://www2.gnb.ca/content/gnb/en/departments/social_development.html
Department of Tourism, Heritage and Culture	https://www2.gnb.ca/content/gnb/en/departments/thc.html
Department of Transportation and Infrastructure	https://www2.gnb.ca/content/gnb/en/departments/dti.html
Department of Women's Equality	https://www2.gnb.ca/content/gnb/en/departments/women.html
Government of New Brunswick	https://www2.gnb.ca/content/gnb/
Legislative Assembly of New Brunswick	https://www.legnb.ca/en/
Nova Scotia	
Department of Advanced Education	https://novascotia.ca/lae/ae/
Department of Agriculture	https://beta.novascotia.ca/government/agriculture
Department of Communities, Culture, Tourism and Heritage	https://beta.novascotia.ca/government/communities-culture-tourism-and-heritage
Department of Community Services	https://beta.novascotia.ca/government/community-services
Department of Economic Development	https://beta.novascotia.ca/government/economic-development
Department of Education and Early Childhood Development	https://beta.novascotia.ca/government/education-and-early-childhood-development
Department of Environment and Climate Change	https://novascotia.ca/nse/
Department of Finance and Treasury Board	https://beta.novascotia.ca/government/finance-and-treasury-board
Department of Fisheries and Aquaculture	https://novascotia.ca/fish/
Department of Health and Wellness	https://beta.novascotia.ca/government/health-and-wellness
Department of Intergovernmental Affairs	https://novascotia.ca/iga/
Department of Justice	https://novascotia.ca/just/
Department of Labour, Skills and Immigration	https://beta.novascotia.ca/government/labour-skills-and-immigration
Department of Municipal Affairs and Housing	https://beta.novascotia.ca/government/municipal-affairs-and-housing
Department of Natural Resources and Renewables	https://beta.novascotia.ca/government/natural-resources-and-renewables

Department of Public Works	https://novascotia.ca/tran/
Department of Seniors and Long-term Care	https://beta.novascotia.ca/government/seniors-and-long-term-care
Department of Service Nova Scotia	https://beta.novascotia.ca/government/service-nova-scotia-and-internal-services
Government of Nova Scotia	https://beta.novascotia.ca/
Newfoundland and Labrador	
Department of Children, Seniors and Social Development	https://www.gov.nl.ca/cssd/
Digital Government and Service NL	https://www.gov.nl.ca/dgsnl/
Department of Education	https://www.gov.nl.ca/education/
Department of Environment and Climate Change	https://www.gov.nl.ca/ecc/
Office of the Executive Council	https://www.gov.nl.ca/exec/
Department of Finance	https://www.gov.nl.ca/fin/
Department of Fisheries, Forestry and Agriculture	https://www.gov.nl.ca/ffa/
Department of Health and Community Services	https://www.gov.nl.ca/hcs/
Department of Immigration, Population Growth and Skills	https://www.gov.nl.ca/ipgs/
Department of Industry, Energy and Technology	https://www.gov.nl.ca/iet/
Department of Justice and Public Safety	https://www.gov.nl.ca/jps/
Department of Municipal and Provincial Affairs	https://www.gov.nl.ca/mpa/
Department of Tourism, Culture, Arts and Recreation	https://www.gov.nl.ca/tcar/
Department of Transportation and Infrastructure	https://www.gov.nl.ca/ti/
Office of the Child and Youth Advocate	https://www.childandyouthadvocate.nl.ca/
Government of Newfoundland and Labrador	https://www.gov.nl.ca/
Prince Edward Island	
Department of Agriculture and Land	https://www.princeedwardisland.ca/en/topic/agriculture-and-land
Department of Economic Growth, Tourism and Culture	https://www.princeedwardisland.ca/en/topic/economic-growth-tourism-and-culture

Department of Education and Lifelong Learning	https://www.princeedwardisland.ca/en/topic/education-and-lifelong-learning
Department of Environment, Energy and Climate Action	https://www.princeedwardisland.ca/en/topic/environment-energy-and-climate-action
Department of Finance	https://www.princeedwardisland.ca/en/topic/finance
Department of Fisheries and Communities	https://www.princeedwardisland.ca/en/topic/fisheries-and-communities
Department of Health and Wellness	https://www.princeedwardisland.ca/en/topic/health-and-wellness
Department of Justice and Public Safety	https://www.princeedwardisland.ca/en/topic/justice-and-public-safety
Department of Social Development and Housing	https://www.princeedwardisland.ca/en/topic/social-development-and-housing
Department of Transportation and Infrastructure	https://www.princeedwardisland.ca/en/topic/transportation-and-infrastructure
Government of Prince Edward Island	https://www.princeedwardisland.ca/en
Yukon	
Government of Yukon	https://yukon.ca
Department of Community Services	https://yukon.ca/en/department-community-services
Department of Economic Development	https://yukon.ca/en/your-government/departments/department-economic-development
Department of Education	https://yukon.ca/en/department-education
Department of Energy, Mines and Resources	https://yukon.ca/en/department-energy-mines-resources
Department of Environment	https://yukon.ca/en/department-environment
Department of Finance	https://yukon.ca/en/department-finance
Department of Health and Social Services	https://yukon.ca/en/department-health-social-services
Department of Highways and Public Works	https://yukon.ca/en/department-highways-public-works
Department of Justice	https://yukon.ca/en/department-justice
Department of Tourism and Culture	https://yukon.ca/en/department-tourism-culture
Legislation Yukon	https://laws.yukon.ca/
Northwest Territories	
Department of Education, Culture and Employment	https://www.ece.gov.nt.ca
Department of Environment and Natural Resources	https://www.enr.gov.nt.ca
Department of Executive and Indigenous Affairs	https://www.eia.gov.nt.ca
Department of Finance	https://www.fin.gov.nt.ca

Department of Health and Social Services	https://www.hss.gov.nt.ca
Department of Industry, Tourism and Investment	https://www.iti.gov.nt.ca
Department of Infrastructure	https://www.inf.gov.nt.ca
Department of Justice	https://www.justice.gov.nt.ca
Department of Lands	https://www.lands.gov.nt.ca
Legislative Assembly of the Northwest Territories	https://www.ntassembly.ca/
Department of Municipal and Community Affairs	https://www.maca.gov.nt.ca/en
Government of Northwest Territories	https://www.gov.nt.ca/
Hay River Health and Social Services Authority	https://www.hrhssa.org/
Northwest Territories Health and Social Services Authority	https://www.nthssa.ca/en
Nunavut	
Government of Nunavut	https://gov.nu.ca/
Department of Community and Government Services	https://gov.nu.ca/community-and-government-services
Department of Culture and Heritage	https://gov.nu.ca/culture-and-heritage
Department of Economic Development and Transportation	https://gov.nu.ca/edt
Department of Education	https://gov.nu.ca/education
Department of Environment	https://gov.nu.ca/environment
Department of Executive and Intergovernmental Affairs	https://gov.nu.ca/eia
Department of Family Services	https://gov.nu.ca/familyservices
Department of Finance	https://gov.nu.ca/finance
Department of Health	https://gov.nu.ca/health
Department of Human Resources	https://gov.nu.ca/human-resources
Department of Justice	https://gov.nu.ca/justice
Canada	
Government of Canada	https://www.canada.ca
Jobs and the Workplace	https://www.canada.ca/en/services/jobs.html
Immigration and citizenship	https://www.canada.ca/en/services/immigration-citizenship.html
Travel and tourism	https://travel.gc.ca/
Business and industry	https://www.canada.ca/en/services/business.html
Benefits	https://www.canada.ca/en/services/benefits.html
Health	https://www.canada.ca/en/services/health.html

Taxes	https://www.canada.ca/en/services/taxes.html
Environment and natural resources	https://www.canada.ca/en/services/environment.html
National security and defence	https://www.canada.ca/en/services/defence.html
Culture, history and sport	https://www.canada.ca/en/services/culture.html
Policing, justice and emergencies	https://www.canada.ca/en/services/policing.html
Transport and infrastructure	https://www.canada.ca/en/services/transport.html
Canada and the world	https://www.international.gc.ca/world-monde/index.aspx?lang=eng
Money and finances	https://www.canada.ca/en/services/finance.html
Science and innovation	https://www.canada.ca/en/services/science.html
Indigenous populations	
Gouvernement du Canada	https://www.canada.ca/fr
Free Google Search	

Appendix 2. References of retained documents.

A) Target population

British Columbia

1. Ministry of Children and Family Development (April 2021). *After your child's diagnosis of Autism Spectrum Disorder (A quick start guide for ages 0-5)*. Province of British Columbia. https://www2.gov.bc.ca/assets/gov/health/managing-your-health/autism/autism_quick_start_guide_ages_0-5.pdf
2. Province of British Columbia (not mentioned). *Inclusive Child Care toolkit*. <https://www2.gov.bc.ca/assets/gov/family-and-social-supports/child-care/running-a-daycare-or-preschool/inclusive-child-care-toolkit/inclusive-childcare-toolkit.pdf>
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Alberta

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Saskatchewan

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8. Province of Saskatchewan (2021). *Child Care Licensee Manual - Section 21(a) Equipment and Furnishings*. <https://publications.saskatchewan.ca/#/products/100929>

Manitoba

N/A

Ontario

9. Province of Ontario (2021). *Coordinated service planning: policy and program guidelines*. Province of Ontario. <https://www.ontario.ca/document/coordinated-service-planning-policy-and-program-guidelines>
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Quebec

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12. Gouvernement du Québec (2022). *Mesure transitoire pour les enfants handicapés âgés de 5 ans*. Gouvernement du Québec. <https://www.quebec.ca/famille-et-soutien-aux-personnes/enfance/garderies-et-services-de-garde/services-de-garde-personne-handicapee/mesure-transitoire-enfants-handicapes-5-ans>
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Newfoundland and Labrador

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New Brunswick

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Nova Scotia

N/A

Prince Edward Island

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Nunavut

N/A

Yukon

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Northwest Territories

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Indigenous populations

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Government of Canada

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B) Other populations

British Columbia

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Alberta

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Saskatchewan

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Manitoba

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https://gov.mb.ca/fs/cfsmanual/pubs/pdf/1.2.3_enp.pdf
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134. Government of Canada (2022). *Canada-Nunavut Canada-wide Early Learning and Child Care Agreement – 2021 to 2026*. Government of Canada. <https://www.canada.ca/en/early-learning-child-care-agreement/agreements-provinces-territories/nunavut-canada-wide-2021.html>

135. Government of Canada (2022). *Canada-Prince Edward Island Early Learning and Child Care Agreement – 2021 to 2025*. Government of Canada. <https://www.canada.ca/en/early-learning-child-care-agreement/agreements-provinces-territories/prince-edward-island-2021.html>
136. Government of Canada (2018). *Income Tax Folio S1-F3-C1, Child Care Expense Deduction*. Government of Canada. <https://www.canada.ca/en/revenue-agency/services/tax/technical-information/income-tax/income-tax-folios-index/series-1-individuals/folio-3-family-unit-issues/income-tax-folio-s1-f3-c1-child-care-expense-deduction.html>
137. Government of Canada (2022). *Toward \$10-a-Day: Early Learning and Child Care*. Government of Canada. <https://www.canada.ca/en/employment-social-development/campaigns/child-care.html>

Appendix 3. Key information issued from documents specific to the target population.

Topics	Sub-topics	Documents titles	Relevant sentences (and related pages, if necessary)
Funding	Grants	(NL) Inclusive Child Care: Frequently Asked Questions (reference 19 from section A of Appendix 2)	<p>The provision of financial resources to assist eligible child care services in ensuring all children can participate to their fullest potential in a regular child care service program. Where recommended by a Regional Inclusion Consultant and approved, the following financial supports are available within the Child Care Inclusion Program:</p> <ul style="list-style-type: none"> ● Replacement Staff: Financial support to assist with the cost of a child care service replacing a caregiver who is participating in a multi-disciplinary meeting or professional learning opportunity. This may also include some associated travel (pre-approval required). ● Professional Learning: Financial support to assist with the cost of caregivers accessing professional learning relevant to the needs of the home/homeroom. It may include professional learning fees and some associated travel (pre-approval required). ● Funded Space: Financial support to assist with cost of a child care service keeping up to two vacant spaces empty to enhance the caregiver to child ratio in the impacted home/homeroom; and ● Staffing Grant: Financial support to assist with the cost of wages and benefits for an additional caregiver to be added to the team in the impacted in home/homeroom to enhance the caregiver to child ratio.
		(PE) Special Needs Grant for Licensed Early Learning and Child Care Centres (reference 24 from section A of Appendix 2)	<p>The Special Needs Grant supports the inclusion of children with special needs in a licensed early learning and child care setting by providing funding for additional staff. The Special Needs Grant supports the inclusion of children with special needs in a licensed early learning and child care setting by providing funding for additional staff. For the purposes of this grant, a child with special needs is defined as a person who is under the age of 12 years and requires additional or specific types of care to meet the usual developmental goals.</p>
		(SK) Personal Program Plan (PPP) (guidelines) (reference 5 from section A of Appendix 2)	<p>A PPP is required for a child in a licensed child care facility in which the facility is applying for an Enhanced Accessibility Grant. A PPP may be useful for any child with diverse needs. A PPP must be submitted within four weeks following an initial enhanced accessibility grant application. Transition plan examples could be moving from a toddler group to a preschool group or from a child care facility into a school environment. (p.1)</p>
		(SK) Inclusion program and Application information	<p>Individual Inclusion Grant - To assist with the additional cost of supervising a child with diverse needs in an amount not to exceed \$300 per month. - Level 1 \$200/month (Support and consultation needed; minimal or no additional caregiving time; additional staff time may be needed for program preparation and to acquire knowledge, such as to attend workshops, consult with supporting professionals and read resource materials) - Level 2 \$250/month (Support and consultation needed and short term or intermittent additional staffing</p>

Topics	Sub-topics	Documents titles	Relevant sentences (and related pages, if necessary)
		(reference 7 from section A of Appendix 2)	<p>needed; additional caregiving time of up to one hour per day or five hours per week on average; may mean rescheduling, rearranging or increasing staff, or reducing group size) - Level 3 \$300/month (Support and consultation needed and significant and/or ongoing additional staffing needed; additional caregiving time of more than one hour per day or five hours per week on average) • Individual Inclusion grants are approved for a maximum period of one year. Prior to the expiration of the grant, the program will be reviewed and the facility must re-apply in order for funding to continue.</p> <p>Enhanced Accessibility Grant: • To assist with the additional cost of supervising a child with exceptionally high diverse needs in an amount not to exceed \$2,000 per month. • An exceptional amount of additional support is required when the child is in attendance to address the child’s cognitive, physical, social, emotional, behavioural or language needs; the grant requested must reflect actual costs of additional support. • The parents of the child must be employed, engaged in a business, engaged in a formal program of education or training, or actively seeking employment and likely to become employed if a grant is provided. • Enhanced Accessibility grants are approved for a maximum period of 12 months. Prior to the expiration of the grant, the program must be reviewed and the facility must re-apply in order for funding to continue.</p> <p>Adapted Equipment Grant • To assist with the cost of purchasing adapted equipment required to meet the needs of a child with diverse needs in an amount not to exceed \$600 in a year, or in exceptional circumstances \$1,200 in a year. • Eligibility for the grant may be considered outside of eligibility for the Individual Inclusion and Enhanced Accessibility grants. Access to this grant does require the recommendation/signature of an outside referring professional. • When a child moves from one licensed facility to another, the parent may request that equipment be transferred to the new facility to be available for the child. Requests are made to the Early Learning and Child Care Consultant. Approval to transfer the equipment is based on the following considerations: o Is the equipment used solely with this child or is it shared with other children in the Inclusion Program? o Was the equipment specifically designed for this child? o Is the equipment portable?</p> <p>Training and Resource Grant • To assist with the registration for training events and resources for child care professionals working with children with diverse needs in an amount not to exceed \$100 in a year (\$200 for Enhanced Accessibility). • Eligibility for the grant may be considered outside of eligibility for the Individual Inclusion and Enhanced Accessibility grants. Access to this grant does require the recommendation/signature of an outside referring professional.</p> <p>Grant payment: Individual Inclusion and Enhanced Accessibility Grants are paid in the month the child is eligible to receive the grant.</p>
		(SK) Child Care Licensee Manual (reference 8 from section A of Appendix 2)	Number of Inclusion Grants a Facility May Receive - Centres: Licensed child care centres are approved to apply for Individual Inclusion and Enhanced Accessibility Grant funding for children in 15% of their licensed spaces. Approval for an increased number of Inclusion grants may be requested to a maximum of 25% of licensed spaces. - Homes: Licensed child care homes are approved to apply for funding for one Individual Inclusion or Enhanced Accessibility Grant for a child with diverse needs enrolled in their home. Approval for

Topics	Sub-topics	Documents titles	Relevant sentences (and related pages, if necessary)
			an increased number of Inclusion grants may be requested to a maximum of 2 Inclusion grants in family child care homes and teen student support family child care homes and a maximum of 3 in group family child care homes. Approval for increased Inclusion grants in child care centres and homes is based on the resources and capabilities of the facility
		(CAN) Government of Canada invests in accessible and disability inclusive early learning and child care system across Canada (reference 28 from section A of Appendix 2)	The Enabling Accessibility Fund (EAF) is a federal grants and contributions program that supports infrastructure projects across Canada that improve the accessibility, safety and inclusion of persons with disabilities in communities and the labour market. Over 6,000 projects have been funded under the EAF since its launch in 2007, helping thousands of Canadians gain access to programs, services and employment opportunities in their communities.
	Subsidies	(QC) Des services de garde accessibles aux enfants handicapés (reference 14 from section A of Appendix 2)	Le Ministère a prévu différents soutiens financiers, dont l'Allocation pour l'intégration d'un enfant handicapé, pour favoriser la participation sociale des enfants handicapés et pour inciter les prestataires de services de garde à les accueillir. De plus, les prestataires de services de garde subventionnés ont accès à une allocation pour un enfant handicapé admissible à la mesure transitoire. Cette mesure permet au parent d'un enfant handicapé âgé de 5 ans au 30 septembre de l'année de référence, qui ne fréquente pas la maternelle, et ce, sous la recommandation d'un professionnel reconnu par le Ministère, d'être admissible au paiement de la contribution de base pour une période de 12 mois à compter du 1er septembre de l'année de référence.
		(QC) Allocation pour l'intégration d'un enfant handicapé (AIEH) en service de garde (reference 13 from section A of Appendix 2)	Le service de garde qui accueille un enfant handicapé a la responsabilité d'utiliser l'allocation pour favoriser l'intégration de l'enfant dans un groupe. (p.2-4)
		(QC) Allocation pour l'intégration d'un enfant handicapé de 59 mois ou moins en service de garde (reference 15 from	Pour recevoir l'allocation, votre service de garde doit fournir les documents suivants : une preuve de la reconnaissance de la déficience ou de l'incapacité de l'enfant par Retraite Québec ou par un professionnel reconnu par le gouvernement du Québec avec des recommandations signées quant aux besoins d'intégration de l'enfant (les sections D et E du rapport du professionnel (PDF 195 Ko) du gouvernement peuvent être utilisées); un plan d'intégration (PDF 784 Ko) élaboré par le service de garde en collaboration avec le parent ou le tuteur et avec d'autres intervenants, au besoin. Exception faite des droits acquis, le CPE

Topics	Sub-topics	Documents titles	Relevant sentences (and related pages, if necessary)
		section A of Appendix 2)	ou la garderie est admissible à l'allocation pour un nombre maximal de jours d'occupation équivalant à 15 % des places subventionnées annualisées de l'installation.
		(QC) Mesure exceptionnelle visant l'intégration d'un enfant handicapé en services de garde (reference 16 from section A of Appendix 2)	Vous pourriez obtenir du financement pour la totalité ou une partie des frais supplémentaires occasionnés par les heures d'accompagnement nécessaires pour une personne chargée d'accompagner et d'assister l'enfant handicapé. Deux appels de demandes sont envoyés chaque année par courriel à tous les services de garde subventionnés. Ces appels les invitent à renouveler leurs demandes ou à en effectuer de nouvelles dans le cadre de la mesure.
		(QC) Mesure transitoire pour les enfants handicapés âgés de 5 ans (reference 12 from section A of Appendix 2)	Un enfant est admissible à cette mesure s'il répond à toutes les conditions suivantes : être considéré comme un enfant handicapé; fréquenter un service de garde subventionné selon un horaire usuel; ne pas fréquenter la maternelle; être âgé de 5 ans au 30 septembre de l'année de référence. Vous pourriez obtenir un financement pour des dépenses associées à la fréquentation d'un enfant en service de garde subventionné. Cela inclut la rémunération des éducatrices, le matériel éducatif, la formation, les denrées, la préparation de repas et l'entretien ménager. Les dépenses financées pour les enfants admissibles à cette mesure sont les mêmes que celles pour les enfants handicapés plus jeunes occupant une place subventionnée.
		(SK) Child Care Space Development in Saskatchewan (reference 6 from section A of Appendix 2)	In addition to this grant funding, non-profit child care centres and licensed child care homes may receive child care fee subsidies on behalf of eligible parents from the Ministry of Social Services. A range of other grant funding is also available from the Ministry of Education to support areas including, but not limited to: • Early Childhood Education training; • inclusion of children with additional support needs; • creating an enriched early learning environment; • nutrition in child care homes; and, • annual equipment costs in child care homes. (p.5)
		(YT) Early Learning and Child Care Subsidy Special Needs Application (reference 25 from section A of Appendix 2)	The above-named applicant has applied for an Early Learning and Child Care Subsidy for his/her child(ren) to attend a early learning and child care facility under one or more of the following special needs. Check at least one applicable area and give an explanation of the special need. The information provided will be used to access the need for early learning and child care. More than one area may apply. If necessary, you may attach additional documentation to this application: (...) Early learning and child care is required on the basis of an individual assessment of special needs of the family or the child. (Typically recommended by a physician, nurse, social worker, support worker, child development specialist. Maximum 6 months of care.
	Projects	(Populations autochtones)	faire en sorte que toutes les familles aient accès à des services d'apprentissage et de garde des jeunes enfants de grande qualité, abordables, souples et inclusifs, peu importe où elles vivent.
		Présenter une demande de financement du	Le volet petits projets d'Apprentissage et Garde de Jeunes Enfants (AGJE) du Fonds pour l'Accessibilité (FA) vise à améliorer l'accessibilité et la sécurité dans les centres. Ces centres doivent être réglementés ou agréés d'AGJE.

Topics	Sub-topics	Documents titles	Relevant sentences (and related pages, if necessary)
		volet petits projets d'apprentissage et garde de jeunes enfants dans le cadre du Fonds pour l'Accessibilité (reference 26 from section A of Appendix 2)	L'appel de propositions (AP) de l'AGJE fournira un financement pouvant atteindre 25 000 000 \$ sur 2 ans (12 500 000 \$ en 2021 à 2022 et 12 500 000 \$ en 2022 à 2023). Les organismes admissibles ne peuvent soumettre que 1 demande dans le cadre du présent AP et peuvent demander jusqu'à 70 000 \$ pour : organismes autochtones de garde d'enfants; EDSC reconnaît que ce ne sont pas tous les sites autochtones d'AGJE qui ont un numéro d'enregistrement ou de licence (ou permis pour opérer). Veuillez noter que ces organisations autochtones de garde d'enfants sont toujours admissibles à présenter une demande dans le cadre du volet des petits projets de l'appel de propositions du FA.
		(CAN) Applicant guide for the Early Learning and Child Care small projects component under the Enabling Accessibility Fund (reference 27 from section A of Appendix 2)	Demandeurs non admissibles Fournisseurs/organismes de services de garde en milieu familial; Organismes de garde d'enfants situés dans des sites provinciaux ou fédéraux (sauf les écoles publiques); Organismes de garde d'enfants dans des établissements de soins de santé publics ou dans des hôpitaux publics; et Les garderies ou établissements non agréés ou non réglementés. In 500 words or less, you must: describe the current barriers to accessibility and safety for persons with disabilities in the early learning and childcare centre or facility, describe how your project will increase the overall accessibility of the child care centre, consider a barrier free path of travel throughout the facility, enable Canadians with disabilities to access child care centres, indicate if there are other accessible features in the space. Consult the flowchart for information on sequencing your accessibility projects, if you are a childcare centre that operates in a public school (primary and secondary) or on public school property you must clearly describe how the project is intended for exclusive use of the childcare facility. For projects other than ramps, accessible washrooms, accessible doors, elevators, accessible lifts, pool lifts and non-flat rate activities (for example: accessible kitchens, playgrounds, accessible equipment and information and communications technology). Explain how your project will allow persons with disabilities to access and/or use child care centres or facilities. Note: Your project activities must be usable/transferable to other persons with disabilities who experience similar accessibility barriers within the child care centre. In 500 words or less, describe how the proposed project meets the objective(s) and/or priority(ies) of the funding program under which you are applying. You must: explain the need for the proposed project within the child care centre by specifying: the gaps in services, programs or employment opportunities for persons with disabilities (this could include lack of programs or services and/or long wait times to access programs or services) indicate how your project will help persons with disabilities (children, parents/guardians, employees).

Topics	Sub-topics	Documents titles	Relevant sentences (and related pages, if necessary)
		Government of Canada invests in accessible and disability inclusive early learning and child care system across Canada (reference 28 from section A of Appendix 2)	Minister of Employment, Workforce Development and Disability Inclusion, Carla Qualtrough, joined with Minister of Families, Children and Social Development, Karina Gould, to announce \$12.5 million in funding support for 225 regulated and/or licensed early learning and child care centres across Canada through the Early Learning and Child Care (ELCC) small projects component of the Enabling Accessibility Fund (EAF). The centre is receiving \$37,009 under the ELCC-EAF to provide its educational centre with specialized equipment for children with special needs including the creation of a sensory room, which will enable children with disabilities to thrive in a stimulating environment that is safe and respects their needs.
	Allowances	(BC) How funding is calculated for the Affordable Child Care Benefit (reference 3 from section A of Appendix 2)	Children who have a designated special need and require extra support may be eligible for an additional \$150 per month towards the cost of child care. The combined total of the special needs supplement and the Affordable Child Care Benefit cannot be more than the rate charged by the child care provider. If it is, the supplement amount will be reduced so that the combined amount is equal to the child care provider's rate.
	Programs	(AB) Child Care - Supports for inclusion (reference 4 from section A of Appendix 2)	access to funding for short-term engagement supports and resources to support knowledge and skill development
	Others	(BC) After your child's diagnosis of Autism Spectrum Disorder (A quick start guide for ages 0-5) (reference 1 from section A of Appendix 2)	Autism funding: to help with the cost of intervention services. (p.3)
		(NB) Inclusion Support Program Guidelines (reference 23 from	Funding is only available for intensive inclusion support. The funding supports the wages of an Inclusion Support Worker for either individualized or shared support for preschool and school aged children. (p.5) Types of support: Individualized support: Funding: Preschool Children - Facilities will receive funding for a maximum of 35 hours per week. Preschool Children who are receiving onsite autism intervention service will

Topics	Sub-topics	Documents titles	Relevant sentences (and related pages, if necessary)
		section A of Appendix 2)	receive ISP funding based on the difference between the number of hours in their service level agreement with VIVA and the total number of hours of attendance. (p.7)
			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). (p.8)
Legislation	Laws and bills	(SK) Child Care Licensee Manual (reference 8 from section A of Appendix 2)	In accordance with this Division, the minister may make grants to licensees to assist with the additional costs associated with the provision of services for children with diverse needs and children with exceptionally high diverse needs. The Child Care Inclusion Program provides support to families and child care facilities to include children with diverse needs in child care programs. (Division 3- Section 93)
Individualized services	Inclusion support	(AB) Child Care - Supports for inclusion (reference 4 from section A of Appendix 2)	The ICC program assists child care programs and educators to build their capacity and confidence to include children who have extra support needs, increase families' access to inclusive child care, and prevent the exclusion or removal of children from child care programs. (...) The ICC program provides a range of short-term, intensive resources and supports to licensed child care programs that include: - access to on-site, evidence-based consultation to support quality enhancement of program delivery and/or guidance for individualized strategies -training and professional development delivered with coaching supports to promote capacity building of inclusive practices
			ASaP aims to provide access to the supports needed to ensure each child's meaningful participation in child care programs.
		(BC) Inclusive Child Care toolkit (reference 2 from section A of Appendix 2)	The Inclusive Child Care Toolkit is a user-friendly resource intended to support high quality, inclusive practices in child care settings throughout British Columbia. Inclusion in this context is supporting all children to participate fully within child care regardless of their abilities. The purpose of this toolkit is to guide you, as child care staff, to reflect and expand your understanding of inclusion in your child care programs. (p.4)
			Access: All children are able to participate in typical activities offered at the centre. There should be no barriers to any child's enrollment in offered programs. The hours and days of attendance need to be available to all families and their children regardless of their support needs. (p.16)
			Participation: All children are able to fully and meaningfully participate to encourage the developmental of real relationships which foster belonging for all children. This involves nurturing belonging for all children, allowing them to develop respect for diversity, dignity, and equity. (p.19)
		(NB) Inclusion Policy (reference 21 from section A of Appendix 2)	The provincial inclusion policy will establish guidelines and practices for licensed early learning and child care facilities to ensure inclusion of all children and to ensure all children actively participate in quality early learning throughout the day.
		As a first step, the Department of Education and Early Childhood Development will design a provincial policy for inclusion in licensed early learning and child care facilities in collaboration with stakeholders. This provincial policy will serve as the framework for individual facilities to build their own inclusion policy.	

Topics	Sub-topics	Documents titles	Relevant sentences (and related pages, if necessary)
		(NB) Inclusion Support Program Guidelines (reference 23 from section A of Appendix 2)	<p>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. (p.5)</p> <p>Targeted Inclusion Support: Early learning and childcare facilities will have access to Early Learning Consultant (s) to support the following: • Child specific support on observation, documentation, and planning. • Specific situational strategies and ideas to make improvements and changes to the learning environment to be more inclusive of children who may have additional needs. • Coaching on family engagement strategies. • Access to a range of quality professional learning to build capacity for implementation of inclusion and diversity practices in early learning and childcare environments. (p.5-6)</p> <p>Shared Support: Shared Support allows for an Inclusion Support Worker to support multiple children (from 2 to a maximum of 4 children) based on their individual additional needs. The Inclusion Support Worker observes, reflects, and plans, in partnership with other educators in the 9 early learning environment. As a team they work with the child(ren)'s strengths while supporting their additional needs and challenges to maximize their independence. Shared Support provides a balanced level of support for child(ren) to meaningfully participate during certain times, activities, transitions, and routines. (p.8-9)</p>
		(NL) Inclusive Child Care: Frequently Asked Questions (reference 19 from section A of Appendix 2)	Inclusive child care ensures children of all abilities, including children with exceptionalities, have equitable access to quality child care and the opportunity to learn through play along with their peers in a regular child care service program.
		(NL) Early Learning and Child Development Child Care Inclusion Program Child Care Service Policy and Procedures Manual (reference 17 from section A of Appendix 2)	<p>Consultative Support The provision of guidance and information to assist eligible child care services in identifying and accessing resources to plan and ensure all children can participate to their fullest potential in a regular child care service program. (p.3)</p> <p>The purpose of the Inclusion Program is to provide assistance to regulated child care services to ensure children with exceptionalities can participate to their fullest potential in a regular child care service program. (p.3)</p>
		(NL) Transition guidelines and planning	Who is responsible for transition planning for children with exceptionalities? Effective transition planning involves a multi-disciplinary approach. The team may include parents/guardians, early childhood educators, inclusion consultants and other professionals such as early intervention specialists, school teachers, and

Topics	Sub-topics	Documents titles	Relevant sentences (and related pages, if necessary)
		(reference 20 from section A of Appendix 2)	health care involved with the family, who can support a successful and inclusive transition from one environment to another. (p.2) Transitional plans and activities must be documented in the child's Individual Program Plan (IPP). (p.2)
		(ON) Delivery of Ontario Autism Program services and supports (reference 10 from section A of Appendix 2)	Caregiver involvement is promoted by providing choice and overcoming potential barriers by offering: service in a variety of formats (e.g. group, individual, self-directed) that respect differences in learning styles, flexible options regarding time, intensity and location of parent/ caregiver training, learning materials that are written clearly in family-friendly language and when possible translated into a variety of languages based on the needs of the community.
		(QC) Allocation pour l'intégration d'un enfant handicapé (AIEH) en service de garde (reference 13 from section A of Appendix 2)	l'embauche d'une ressource supplémentaire pour le groupe d'enfants ou la diminution du nombre d'enfants dans le groupe Plan d'intégration : Il s'agit d'un document qui brosse un portrait de l'enfant et qui permet de suivre son niveau d'apprentissage dans chacune des sphères de son développement. Le plan d'intégration indique les moyens qui seront utilisés pour aider l'enfant à s'intégrer et à participer aux activités du service de garde. Il indique aussi les ressources humaines et matérielles auxquelles le service de garde aura recours pour suivre le plus possible les recommandations des professionnels qui ont évalué l'enfant. Il faut toutefois noter que le service de garde n'est pas dans l'obligation d'appliquer toutes les recommandations des professionnels s'il n'en a pas la capacité ou si des mesures de soutien, qui peuvent bénéficier à l'enfant, sont déjà en place. Le plan d'intégration est réévalué au minimum une fois par année. (p.3)
		(QC) Guide pour faciliter l'action concertée en matière d'intégration des enfants handicapés dans les services de garde du QC (reference 11 from section A of Appendix 2)	CPE : • Informer les parents de l'importance d'élaborer un plan de services individualisé (PSI) pour l'enfant et la famille. • Participer aux démarches d'identification des besoins de l'enfant et au PSI. • Observer les difficultés rencontrées en matière de collaboration et en faire part aux parents et au regroupement. • Obtenir le soutien humain, organisationnel et financier nécessaires à la réalisation de ces activités. • Faciliter les contacts permettant d'établir des mécanismes de collaboration entre les CLSC, les CR, les CHSGS, les CJ, le réseau scolaire, les organismes communautaires et les services de garde. • Collaborer au développement de programmes de perfectionnement offerts par les partenaires en vue d'encourager et de faciliter l'intégration des enfants handicapés dans les services de garde. • Collaborer à l'élaboration et à la mise en œuvre, s'il y a lieu, du plan d'intervention en adaptation-réadaptation de l'enfant. • Déterminer avec les parents et les intervenants du Réseau de la santé et des services sociaux les modalités de mise en œuvre du plan d'intervention en adaptation-réadaptation dans le service de garde. • Développer des modalités de coopération souples entre le service de garde et le CLSC, le CR ou le Centre jeunesse (même lorsque le service de garde n'œuvre pas dans la localité ou la région de l'établissement de santé et de services sociaux fréquenté par l'enfant). • Élaborer et appliquer le plan d'intervention en service de garde afin d'assurer une continuité de travail avec les parents et les partenaires engagés. • Avoir accès à des possibilités de financement de mesures particulières de soutien à l'intervention et envisager des solutions pour obtenir plus facilement des ressources d'accompagnement. (p.24-25-26)

Topics	Sub-topics	Documents titles	Relevant sentences (and related pages, if necessary)
		(SK) Inclusion program and Application information (reference 7 from section A of Appendix 2)	<p>Individual Inclusion Grant - To assist with the additional cost of supervising a child with diverse needs in an amount not to exceed \$300 per month. - Level 1 \$200/month (Support and consultation needed; minimal or no additional caregiving time; additional staff time may be needed for program preparation and to acquire knowledge, such as to attend workshops, consult with supporting professionals and read resource materials) - Level 2 \$250/month (Support and consultation needed and short term or intermittent additional staffing needed; additional caregiving time of up to one hour per day or five hours per week on average; may mean rescheduling, rearranging or increasing staff, or reducing group size) - Level 3 \$300/month (Support and consultation needed and significant and/or ongoing additional staffing needed; additional caregiving time of more than one hour per day or five hours per week on average) • Individual Inclusion grants are approved for a maximum period of one year. Prior to the expiration of the grant, the program will be reviewed and the facility must re-apply in order for funding to continue. (p.1)</p> <p>Enhanced Accessibility Grant: • To assist with the additional cost of supervising a child with exceptionally high diverse needs in an amount not to exceed \$2,000 per month. • An exceptional amount of additional support is required when the child is in attendance to address the child’s cognitive, physical, social, emotional, behavioural or language needs; the grant requested must reflect actual costs of additional support. • The parents of the child must be employed, engaged in a business, engaged in a formal program of education or training, or actively seeking employment and likely to become employed if a grant is provided. • Enhanced Accessibility grants are approved for a maximum period of 12 months. Prior to the expiration of the grant, the program must be reviewed and the facility must re-apply in order for funding to continue. (p.1-2)</p>
	Programs	(NB) Preschool Autism Program - Parent Handbook (reference 22 from section A of Appendix 2)	<p>Eligibility To be eligible for enrolment, your child must: • be five years or younger as of December 31 in year of the diagnosis; • not be attending school; • be diagnosed with ASD by a professional authorized to do so; and • be a full-time resident of New Brunswick. (p.5)</p> <p>For intervention in an early learning and childcare facility, your child’s team will work with you and the childcare facility staff to create a learning plan and schedule that works for everyone involved. To help make this experience go smoothly, the following issues need to be discussed between you, your child’s team and the childcare facility staff. (p.11)</p>
		(NL) Inclusive Child Care : Frequently Asked Questions (reference 19 from section A of Appendix 2)	<p>The Inclusion Program provides assistance to regulated child care services to ensure children with exceptionalities (diagnosed or undiagnosed) can participate to their fullest potential in a regular child care service program.</p> <p>WHO IS ELIGIBLE TO APPLY? Any regulated child care service including licensed child care centres; individually licensed family child care homes, and family child care providers approved under an agency licence.</p>
		(NL) Early Learning and Child Development Child	<p>1. All regulated child care services are eligible to apply for support from the inclusion program, including licensed child care centres; individually licensed family child care homes; and affiliated child care service providers approved under an Agency. (p.6)</p>

Topics	Sub-topics	Documents titles	Relevant sentences (and related pages, if necessary)
		Care Inclusion Program Child Care Service Policy and Procedures Manual (reference 17 from section A of Appendix 2)	1. The role of the Regional Inclusion Consultant includes but is not limited to: i. Assessment and recommendation of Inclusion Support requests; ii. Monitoring and Evaluating child care services actively involved with the Child Care Inclusion Program; iii. Disbursement of Funding; iv. File Management and Reporting; v. Participation in multi-disciplinary or individual team meetings (where applicable); vi. Consultation and collaboration with other professionals (where applicable); vii. Assisting in the development, implementation and evaluation of: a. Action Plans; b. Individual Program Plan; c. Behaviour guidance principles; d. Intervention strategies; e. Visual strategies; f. Environmental impacts; and g. Required equipment; viii. Developing and delivering professional learning (where applicable); and ix. Providing knowledge, skill teaching and resources applicable to the child care service. (p.10)
		(NL) Parent Notice of Inclusion Service Agreement (reference 18 from section A of Appendix 2)	The Child Care Service Provider will provide parents/guardians with a Notice, as well as Notice of any renewals, termination, or amendments made to an approval for services under the Agreement. • The Child Care Service Provider shall ensure that the parent/guardian is informed of and invited to participate in Individual Program Plans (IPP), Transition Planning or other multi-disciplinary meeting(s) relevant to their child and provide a copy of the IPP to the parent/guardian each time it is reviewed and/or updated. • Inclusion Program Consultants will complete scheduled and unscheduled visits to the Child Care Service to review, monitor and support the Child Care Service Provider in inclusive practices, and support the child care service in developing, implementing, and reviewing Individual Program Plans for children enrolled in the service and assist, as needed, in transitional planning from one environment to another. • Inclusion Program Consultants will monitor the ongoing need for inclusion support services in relation to the child.
		(ON) Delivery of Ontario Autism Program services and supports (reference 10 from section A of Appendix 2)	All Ontario Autism Program (OAP) services will be delivered in a family-centred approach that promotes the active engagement of parents/caregivers through access to resources and support, informed and transparent decision making and the delivery of flexible and responsive service based on family priorities, strengths and needs. Parents/caregivers will be engaged, oriented, and supported from initial contact throughout their service pathway in the program. Services are planned and captured in each child/youth and family's OAP Family Service Plan. The approach to family services and training in the OAP is driven by a family-centred, child-focused philosophy that promotes collaboration between families and providers. The timing, duration, intensity and scope of behavioural services will be adapted to meet the individual needs of each child/youth and their family. An OAP Behaviour Plan is required for every child/youth receiving evidence based behavioural services in the OAP.
		(ON) Coordinated service planning: policy and program guidelines (reference 9 from	The Coordinated Service Plan is a written document for a child/youth with multiple and/or complex special needs and his/her family, as well as all service providers involved in his or her care. Once the Coordinated Service Plan has been documented, the plan will be shared with child/youth and their family. The final decision about who should see the plan, or specific parts of the plan, rests with the family and/or child/youth.

Topics	Sub-topics	Documents titles	Relevant sentences (and related pages, if necessary)
		section A of Appendix 2)	
		(QC) Des services de garde accessibles aux enfants handicapés (reference 14 from section A of Appendix 2)	Enfin, afin de favoriser l'accessibilité réciproque et la continuité des services offerts par les centres intégrés de santé et de services sociaux (CISSS) et les centres intégrés universitaires de santé et de services sociaux (CIUSSS), les centres de la petite enfance ou les garderies peuvent signer un protocole d'entente permettant de réserver des places pour accueillir des enfants référés par le CISSS/CIUSSS. En contrepartie, les prestataires de services de garde bénéficient des services du CISSS/CIUSSS. Depuis le 1er juin 2006, le ministère de la Famille a imposé un moratoire sur la conclusion de protocoles d'entente entre un CISSS/CIUSSS et un bureau coordonnateur de la garde en milieu familial (BC). Par contre, les places qui étaient réservées en milieu familial en vertu de protocoles d'entente avant la mise en place des BC peuvent être maintenues.
		(SK) Inclusion program and Application information (reference 7 from section A of Appendix 2)	The Inclusion program's intent is to provide support to families and child care facilities to include children with diverse needs in child care programs. The Inclusion program is guided by the following principles: - Families require child care services that meet their needs; - Child care facilities need support to respond to the child care needs of families of children with diverse needs; - Every child has the right to a program that meets that child's needs; - Early provision of support services and program planning contributes to each child's optimum development; - Families, child care professionals and referring professions must work as a team; - Parents maintain the right and the responsibility to make program choices for their children.
	Professional services	(BC) After your child's diagnosis of Autism Spectrum Disorder (A quick start guide for ages 0-5) (reference 1 from section A of Appendix 2)	Behaviour Plan of Intervention (BPI): individualized program that identifies goals for a specific child and focuses on determining areas where the child needs intervention. Services can take place in different places (home, centre, agency). Goals can be worked on in different settings (for example: at daycare, at home). (p.7)
		(BC) Inclusive Child Care toolkit (reference 2 from section A of Appendix 2)	Individual planning and goal setting: It is important that individual planning and goal setting is guided by family concerns and priorities. This ensures that families are involved in all decision making processes. As a child care provider, you will work with families and consultants to develop child-centred approaches to guarantee a joint approach in setting goals within the context of your unique centre and community settings. When working with children with diverse abilities, individual planning and goal setting is a key way to ensure that the childcare environment is accessible and meets the needs and priorities of the family and child. This involves working with families and other professionals (e.g., SCD Consultants, Speech and Language Pathologists, Occupational Therapists, Physiotherapists, etc.) to develop individualized approaches that are guided by family concerns and priorities and ensure meaningful participation in your childcare

Topics	Sub-topics	Documents titles	Relevant sentences (and related pages, if necessary)
			environment. This can help you and your team develop relationships with families to create personalized care plans that meet the support needs of their children. (p.19)
		(NB) Preschool Autism Program - Parent Handbook (reference 22 from section A of Appendix 2)	The Intervention Team Your child’s clinical intervention team is responsible for delivering intervention services. Each regional office has a director responsible for overseeing the overall program delivery for their regional office and overseeing employees. Your child’s team’s structure will be individualized to best meet their needs. Intervention teams may consist of the following professionals: • A clinical supervisor leads the team, oversees your child’s programming, and mentors employees. • A behaviour consultant shares the programming and monitoring responsibilities with the clinical supervisor. • A lead therapist supports training and program implementation. • A behaviour interventionist delivers intervention directly to children under the supervision of a behaviour consultant and/or a clinical supervisor. (p.10)
			The consultative intervention model is less intensive and focusses on supporting you and community partners to address a specific area of skill deficit or challenge for your child or a specific family challenge. Both models are customizable to be responsive to meet the various needs of your child and your family. The intervention model may change over time to support your child in achieving independence, learning and success in natural environments. (p.10)
			Intervention Locations: There are three possible locations for intervention services: 1. In most cases, your home is the best place for your child to learn since it is their natural environment. Home-based intervention is recommended whenever possible. 2. When home-based intervention is not possible, the next best location is an early learning and childcare facility. (p.11)
		(NL) Parent Notice of Inclusion Service Agreement (reference 18 from section A of Appendix 2)	• The Inclusion Program will obtain consent from a child’s parent/guardian prior to conducting any direct observations, reviewing any assessments or referral letters from qualified professionals, participating in any planning meetings in regard to the actual or perceived exceptional needs of the child, and/or coordinating/facilitating any specialized consultation with other professionals involved in the child’s circle of care
		(ON) Coordinated service planning: policy and program guidelines (reference 9 from section A of Appendix 2)	Coordinated Service Planning, families and children/youth with multiple and/or complex special needs will: Have a clear point of contact for Coordinated Service Planning (their Service Planning Coordinator) and know who is accountable for developing and monitoring their child/youth’s Coordinated Service Plan; Not have to repeat their stories and goals to multiple providers; Have a single Coordinated Service Plan that is responsive to their child/youth’s goals, strengths, and needs;
			Family members (parents/guardians), and child/youth as appropriate, are critical partners in Coordinated Service Planning and should be identified as equal members of the team. With family and/or child/youth consent, the team may include providers from outside the children’s services sectors, e.g. from school, healthcare, child welfare. Examples of service providers that may be included are: speech and language therapists, behavioural therapists, occupational therapists, special education teachers or other educators, social workers, healthcare care coordinator.

Topics	Sub-topics	Documents titles	Relevant sentences (and related pages, if necessary)	
		(QC) Allocation pour l'intégration d'un enfant handicapé (AIEH) en service de garde (reference 13 from section A of Appendix 2)	Les sommes accordées ne doivent pas servir à payer des services d'adaptation et de réadaptation réguliers et continus dans le temps (ex. : suivi avec un physiothérapeute chaque semaine durant toute l'année). Ces sommes peuvent tout de même servir à des interventions professionnelles ponctuelles auprès de l'enfant si celles-ci favorisent son intégration au service de garde. (p.2)	
	Worker training	(AB) Child Care - Supports for inclusion (reference 4 from section A of Appendix 2)	-training and professional development delivered with coaching supports to promote capacity building of inclusive practices ASaP partners with child care programs who have staff committed to a long-term learning process (up to 2 years). Through active participation in ASaP's professional learning series and on-site coaching, educators and program leadership teams adopt the Pyramid Model framework to learn new professional practices. These practices include nurturing children's social and emotional development, how to prevent and respond to challenging behaviour, and leadership development to create inclusive policy to guide the creation of a high quality inclusive Early Learning and Childcare program and to sustain change overtime.	
		(NB) Inclusion Policy (reference 21 from section A of Appendix 2)	This policy will be accompanied by resources (guide, training and support) to support the licensed early learning and child care facilities.	
		(NB) Inclusion Support Program Guidelines (reference 23 from section A of Appendix 2)	Universal Inclusion Support: • Access to a range of quality professional learning to build capacity for implementation of inclusion and diversity practices in early learning and childcare environments. • Support in developing their Inclusion and Diversity Policy and Practices for Early Learning and Childcare facilities. (p.6)	
		(NL) Inclusive Child Care: Frequently Asked Questions (reference 19 from section A of Appendix 2)	Inclusive child care requires the involvement of all Early Childhood Educators to work as a team to support the individual strengths and needs of each child so that they may participate meaningfully in all aspects of the child care day.	
		(QC) Allocation pour l'intégration d'un enfant handicapé (AIEH) en service de garde		l'éducatrice qui va suivre une formation, (p.2)
				dépense de rémunération, d'embauche ou de formation. (p.2)

Topics	Sub-topics	Documents titles	Relevant sentences (and related pages, if necessary)
		(reference 13 from section A of Appendix 2)	
		(SK) Inclusion program and Application information (reference 7 from section A of Appendix 2)	Training and Resource Grant • To assist with the registration for training events and resources for child care professionals working with children with diverse needs in an amount not to exceed \$100 in a year (\$200 for Enhanced Accessibility). • Eligibility for the grant may be considered outside of eligibility for the Individual Inclusion and Enhanced Accessibility grants. Access to this grant does require the recommendation/signature of an outside referring professional.
	Physical accessibility	(Populations autochtones) Présenter une demande de financement du volet petits projets d'apprentissage et garde de jeunes enfants dans le cadre du Fonds pour l'Accessibilité (reference 26 from section A of Appendix 2)	les nouvelles activités de construction, de rénovation ou de réaménagement qui élargiront l'accès aux centres d'AGJE dans les collectivités canadiennes; et/ou des technologies de l'information et des communications accessibles.
Taux fixe – les activités du FA les plus souvent demandées. Ces activités comprennent les rampes, des toilettes accessibles, des portes accessibles, des ascenseurs, des plates-formes élévatoires ou des lève-personne de piscine. Taux non fixe – autres types d'activités d'accessibilité. Il peut s'agir notamment : de terrains de jeu accessibles, de salles multi sensorielles, de cuisines accessibles, d'équipement d'accessibilité, et de projets de technologies de l'information et des communications (TIC).			
(BC) Inclusive Child Care toolkit (reference 2 from section A of Appendix 2)		Access: All children are able to participate in typical activities offered at the centre. There should be no barriers to any child's enrollment in offered programs. The hours and days of attendance need to be available to all families and their children regardless of their support needs. (p.16) Environment: Inclusive environments consider the unique needs of all children in the set up of the physical environment, to provide full and meaningful participation. Environmental considerations involve reflection of the physical environmental and materials such as wheelchair accessibility to sensory putty in a child care centre. Reviewing the environmental considerations of your child care improves the inclusivity of your program. Structural modifications: Some structural modifications are straight forward such as installing a wheelchair ramp at all entrances to your centre, while others are vague such as considering the colour of the classroom, lighting, sound, and opportunities for movement/sensory input to meet sensory needs. It is important to discuss with your team both big and small structural modification that can be made to your centre to better support all children. (p.17)	

Topics	Sub-topics	Documents titles	Relevant sentences (and related pages, if necessary)
		(QC) Allocation pour l'intégration d'un enfant handicapé (AIEH) en service de garde (reference 13 from section A of Appendix 2)	Une partie du financement va à la gestion du dossier et à l'achat de ressources matérielles (équipement et matériel spécialisés, adaptation du matériel déjà en place, aménagement des locaux, etc.). (p.2)
		(QC) Allocation pour l'intégration d'un enfant handicapé de 59 mois ou moins en service de garde (reference 15 from section A of Appendix 2)	achat ou adaptation de matériel ou aménagement de locaux;
		(SK) Inclusion program and Application information (reference 7 from section A of Appendix 2)	Adapted Equipment Grant • To assist with the cost of purchasing adapted equipment required to meet the needs of a child with diverse needs in an amount not to exceed \$600 in a year, or in exceptional circumstances \$1,200 in a year. • Eligibility for the grant may be considered outside of eligibility for the Individual Inclusion and Enhanced Accessibility grants. Access to this grant does require the recommendation/signature of an outside referring professional. • When a child moves from one licensed facility to another, the parent may request that equipment be transferred to the new facility to be available for the child. Requests are made to the Early Learning and Child Care Consultant. Approval to transfer the equipment is based on the following considerations: o Is the equipment used solely with this child or is it shared with other children in the Inclusion Program? o Was the equipment specifically designed for this child? o Is the equipment portable?
	Policies	(NB) Inclusion Policy (reference 21 from section A of Appendix 2)	The provincial inclusion policy will establish guidelines and practices for licensed early learning and child care facilities to ensure inclusion of all children and to ensure all children actively participate in quality early learning throughout the day.

Appendix 4. Key information from documents not specific to the target population.

Topics	Sub-topics	Description of sub-topics	Related references
<p>Childcare services</p>	<p>Agreements</p>	<p>This sub-topic contains documents describing government agreements (e.g., between the provincial and federal governments) regarding the provision of childcare services.</p>	<p>(Indigenous populations) Rapport de base national du Canada (chap. 2-3 of reference 102 from section B in Appendix 2) Accord entre le Canada et le Nouveau-Brunswick sur l'apprentissage et la garde des jeunes enfants - 2021 à 2025 (reference 107 from section B in Appendix 2) Accord entre le Canada et le Nunavut sur l'apprentissage et la garde des jeunes enfants - 2021 à 2026 (reference 108 from section B in Appendix 2) Accord entre le Canada et le Saskatchewan sur l'apprentissage et la garde des jeunes enfants - 2021 à 2026 (reference 109 from section B in Appendix 2) Accord Canada-Colombie-Britannique sur l'apprentissage et la garde des jeunes enfants à l'échelle du Canada – 2021 à 2026 (reference 110 from section B in Appendix 2) Accord Canada-Territoire du Nord Ouest sur l'apprentissage et la garde des jeunes enfants à l'échelle du Canada – 2021 à 2026 (reference 111 from section B in Appendix 2)</p> <p>(MB) Annual Report of Manitoba Education and Early Childhood Learning (p.24 de la r reference 17 from section B in Appendix 2)</p> <p>(NB) Canada-New Brunswick Canada-Wide Early Learning and Child Care Agreement (p.6-7 of reference 75 from section B in Appendix 2)</p> <p>(NS) Canada – Nova Scotia Canada-Wide Early Learning and Child Care Agreement – 2021 to 2026 (reference 78 from section B in Appendix 2)</p> <p>(ON) Canada-Ontario Early Years and Child Care Agreement (reference 44 from section B in Appendix 2) Canada-Ontario Early Learning and Child Care Agreement – 2020- 2021 (reference 26 from section B in Appendix 2)</p>

Topics	Sub-topics	Description of sub-topics	Related references
			<p>(PE) Canada – Prince Edward Island Canada-wide Early Learning and Child Care Agreement - 2021 to 2026 (reference 84 from section B in Appendix 2)</p> <p>(YT) Canada-Yukon Canada-Wide Early Learning and Child Care Agreement (p.17-21 of reference 89 from section B in Appendix 2)</p> <p>(CAN) Canada – Manitoba Canada-Wide Early Learning and Child Care Agreement - 2021 to 2026 (reference 120 from section B in Appendix 2) Canada – Saskatchewan Canada-Wide Early Learning and Child Care Agreement - 2021 to 2026 (reference 121 from section B in Appendix 2) Canada – Alberta Canada-Wide Early Learning and Child Care Agreement - 2021 to 2026 (reference 122 from section B in Appendix 2) Canada – Manitoba Early Learning and Child Care Agreement – 2021 to 2025 (reference 123 from section B in Appendix 2) Canada – New Brunswick Canada-Wide Early Learning and Child Care Agreement – 2021 to 2026 (reference 124 from section B in Appendix 2) Canada – New Brunswick Early Learning and Child Care Agreement - 2021 to 2025 (reference 125 from section B in Appendix 2) Canada – Newfoundland and Labrador Early Learning and Child Care Agreement – 2021 to 2025 (reference 126 from section B in Appendix 2) Canada – Northwest Territories Canada-Wide Early Learning and Child Care Agreement – 2021 to 2026 (reference 127 from section B in Appendix 2) Canada – Nova Scotia Early Learning and Child Care Agreement – 2021 to 2025 (reference 128 from section B in Appendix 2) Canada – Nunavut Early Learning and Child Care Agreement - 2021 to 2025 (reference 129 from section B in Appendix 2) Canada – Ontario Canada-wide Early Learning and Child Care Agreement - 2021 to 2026 (reference 130 from section B in Appendix 2) Canada – Saskatchewan Early Learning and Child Care Agreement – 2021 to 2025 (reference 131 from section B in Appendix 2) CANADA COUNTRY BACKGROUND REPORT – QUALITY IN EARLY CHILDHOOD EDUCATION AND CARE (reference 119 from section B in Appendix 2)</p>

Topics	Sub-topics	Description of sub-topics	Related references
			<p>Canada-Alberta Early Learning and Child Care Agreement – 2021 to 2025 (reference 132 from section B in Appendix 2)</p> <p>Canada-Newfoundland and Labrador Canada-Wide Early Learning and Child Care Agreement – 2021 to 2026 (reference 133 from section B in Appendix 2)</p> <p>Canada-Nunavut Canada-wide Early Learning and Child Care Agreement – 2021 to 2026 (reference 134 from section B in Appendix 2)</p> <p>Canada-Prince Edward Island Early Learning and Child Care Agreement – 2021 to 2025 (reference 135 from section B in Appendix 2)</p>
	<p>Inclusion and participation of all children</p>	<p>This sub-topic pertains to measures and recommendations aimed at promoting the inclusion and participation of all children (e.g., Indigenous children, children from disadvantaged socio-economic backgrounds). It's worth noting that children with disabilities are not specifically targeted here but are still part of the children being addressed.</p>	<p>(AB)</p> <p>Multilateral Early Learning and Child Care Framework (p. 2, 6 of reference 6 from section B in Appendix 2)</p> <p>(Indigenous populations)</p> <p>Accord entre le Canada et l'Ontario sur l'apprentissage et la garde des jeunes enfants à l'échelle du Canada – 2021 à 2026 (reference 106 from section B in Appendix 2)</p> <p>Rapport de base national du Canada - La qualité dans l'éducation et l'accueil des jeunes enfants (p. 6, 11, 12, 29, 32 of reference 102 from section B in Appendix 2)</p> <p>Accord entre le Canada et le Nouveau-Brunswick sur l'apprentissage et la garde des jeunes enfants - 2021 à 2025 (reference 107 from section B in Appendix 2)</p> <p>Accord entre le Canada et le Nunavut sur l'apprentissage et la garde des jeunes enfants - 2021 à 2026 (reference 108 from section B in Appendix 2)</p> <p>Accord entre le Canada et le Saskatchewan sur l'apprentissage et la garde des jeunes enfants - 2021 à 2026 (reference 109 from section B in Appendix 2)</p> <p>Plateforme, engagement et messages clés (p.11 of reference 103 from section B in Appendix 2)</p> <p>Cadre d'apprentissage et de garde des jeunes enfants autochtones (p.11 of reference from section B in Appendix 2)</p> <p>Accord Canada-Colombie-Britannique sur l'apprentissage et la garde des jeunes enfants à l'échelle du Canada – 2021 à 2026 (reference 110 from section B in Appendix 2)</p> <p>Accord Canada-Territoire du Nord Ouest sur l'apprentissage et la garde des jeunes enfants à l'échelle du Canada – 2021 à 2026 (reference 111 from section B in Appendix 2)</p>

Topics	Sub-topics	Description of sub-topics	Related references
			<p>(BC)</p> <p>Aboriginal Supported Child Development (référence 1 de la section B de l'Annexe 1)</p> <p>Canada-BC Canada-Wide Early Learning and Child Care Agreement (reference 2 from section B in Appendix 2)</p> <p>Early Learning Framework (p.19 de la référence 3 de la section B de l'Annexe 1)</p> <p>Accessible BC : BC's Accessibility Plan (p. 20 of reference 5 from section B in Appendix 2)</p> <p>(MB)</p> <p>Annual Report of Manitoba Education and Early Childhood Learning (p. 25 of reference 17 from section B in Appendix 2)</p> <p>Child Development Policy (reference 22 from section B in Appendix 2)</p> <p>Autism Outreach Policy (reference 21 from section B in Appendix 2)</p> <p>Child Care Services (reference 20 from section B in Appendix 2)</p> <p>Best practices licensing for Family and Group Child Care Homes (sections G-H of reference 16 from section B in Appendix 2)</p> <p>Early Learning and Child Care Services in Manitoba (reference 18 from section B in Appendix 2)</p> <p>A guide to child care in Manitoba (reference 25 from section B in Appendix 2)</p> <p>On the road to best practice (reference 19 from section B in Appendix 2)</p> <p>(NB)</p> <p>Early Learning and Child Care Action Plan (p. 3, 4, 7 of reference 70 from section B in Appendix 2)</p> <p>Valuing Children, Families and Childcare (p. 26 of reference 73 from section B in Appendix 2)</p> <p>Canada-New Brunswick Canada-Wide Early Learning and Child Care Agreement (reference 75 from section B in Appendix 2)</p> <p>Policy 901 (p. 2 of reference 76 from section B in Appendix 2)</p> <p>Early Childhood Services Act (section 18 of reference 72 from section B in Appendix 2)</p> <p>(NL)</p> <p>Child Care Regulations (sections 20, 22 of reference 68 from section B in Appendix 2)</p>

Topics	Sub-topics	Description of sub-topics	Related references
			<p>Child Care Policy and Standards Manual (reference 60 from section B in Appendix 2)</p> <p>Early Learning Framework (p. 4, 10, 44 of reference 61 from section B in Appendix 2)</p> <p>Submission to the Department of Children, Seniors and Social- Development regarding the Social And Economic Well-Being Plan (p. 15 of reference 69 from section B in Appendix 2)</p> <p>(NS)</p> <p>Canada – Nova Scotia Canada-Wide Early Learning and Child Care Agreement – 2021 to 2026 (reference 78 from section B in Appendix 2)</p> <p>(NU)</p> <p>Section 8 Daily Program Requirements (8-2, 8-6, 8-7 of reference 86 from section B in Appendix 2)</p> <p>Section 10 Meals, Snacks and Menus (10-10 of reference 87 from section B in Appendix 2)</p> <p>Multilateral Early Learning and Child Care Framework (p. 2, 6 of reference 88 from section B in Appendix 2)</p> <p>(NT)</p> <p>Understanding the Child Day Care Regulations (regulations 24-31) (reference 91 from section B in Appendix 2)</p> <p>A framework and action plan for Early Childhood Development in the Northwest Territories (p. 23, 27 of reference 97 from section B in Appendix 2)</p> <p>Child Day Care Regulations (sections 24, 27) (reference 96 from section B in Appendix 2)</p> <p>2030 Early Learning and Child Care Strategy (p. 19-20 of reference 98 from section B in Appendix 2)</p> <p>Transforming early learning and child care in the NWT (reference 93 from section B in Appendix 2)</p> <p>Supporting Access to Child Care in the NWT 2019-2020 Supplementary Action Plan (p. 12 of reference 94 from section B in Appendix 2)</p> <p>(ON)</p> <p>Child Care and Early Years Act (reference 35 from section B in Appendix 2)</p>

Topics	Sub-topics	Description of sub-topics	Related references
			<p>Child Care Centre Licensing Manual (p. 17, 32, 43, 110 of reference 37 from section B in Appendix 2)</p> <p>Home Child Care Licensing Manual (p. 30 of reference 38 from section B in Appendix 2)</p> <p>Canada-Ontario Early Years and Child Care Agreement (reference 44 from section B in Appendix 2)</p> <p>Canada-Ontario Early Learning and Child Care Agreement – 2020- 2021 (reference 26 from section B in Appendix 2)</p> <p>Child Care and Early Years Act (138-15) (reference 34 from section B in Appendix 2)</p> <p>Coordination of services with other ministries and agencies (reference 46 from section B in Appendix 2)</p> <p>Child Care Modernization Act (reference 36 from section B in Appendix 2)</p> <p>Ontario Child Care and EarlyON Child and Family Centres Service Management and Funding Guideline 2021 (p. 55-56 of reference 27 from section B in Appendix 2)</p> <p>(PE)</p> <p>PEI Early Learning Framework (section inclusion) (reference 81 from section B in Appendix 2)</p> <p>Canada – Prince Edward Island Canada-wide Early Learning and Child Care Agreement - 2021 to 2026 (reference 84 from section B in Appendix 2)</p> <p>Early Learning and Child Care Act Regulations (p. 12 of reference 82 from section B in Appendix 2)</p> <p>(QC)</p> <p>Loi sur les services de garde éducatifs à l'enfance (p. 4 of reference 50 from section B in Appendix 2)</p> <p>Guide des programmes d'aide (section 95) (reference 55 from section B in Appendix 2)</p> <p>Tout pour nos enfants - Stratégie 0 à 8 ans (p. 23 of reference 52 from section B in Appendix 2)</p> <p>Accueillir la petite enfance : Programme éducatif pour les services de garde du Québec (p. 77 of reference 53 from section B in Appendix 2)</p> <p>Projet de loi 1 : Loi modifiant la Loi sur les services de garde éducatifs à l'enfance afin d'améliorer l'accessibilité au réseau des SGEE et de compléter son développement (reference 49 from section B in Appendix 2)</p>

Topics	Sub-topics	Description of sub-topics	Related references
			<p>Règles budgétaires pour l'exercice financier 22-23 (garderies subventionnées) (p. 38-39 of reference 54 from section B in Appendix 2)</p> <p>(SK) Child Care Act (regulation 30) (reference 11 from section B in Appendix 2)</p> <p>(YT) Canada-Yukon Canada-Wide Early Learning and Child Care Agreement (reference 89 from section B in Appendix 2)</p> <p>(CAN) Applicant guide: Funding for the Indigenous Early Learning and Child Care - Quality Improvement Projects (reference 116 from section B in Appendix 2) Canada – Manitoba Canada-Wide Early Learning and Child Care Agreement - 2021 to 2026 (reference 120 from section B in Appendix 2) Canada – Saskatchewan Canada-Wide Early Learning and Child Care Agreement - 2021 to 2026 (reference 121 from section B in Appendix 2) Canada – Alberta Canada-Wide Early Learning and Child Care Agreement - 2021 to 2026 (reference 122 from section B in Appendix 2) Canada – Manitoba Early Learning and Child Care Agreement – 2021 to 2025 (reference 123 from section B in Appendix 2) Canada – New Brunswick Canada-Wide Early Learning and Child Care Agreement – 2021 to 2026 (reference 124 from section B in Appendix 2) Canada – New Brunswick Early Learning and Child Care Agreement - 2021 to 2025 (reference 125 from section B in Appendix 2) Canada – Newfoundland and Labrador Early Learning and Child Care Agreement – 2021 to 2025 (reference 126 from section B in Appendix 2) Canada – Northwest Territories Canada-Wide Early Learning and Child Care Agreement – 2021 to 2026 (reference 127 from section B in Appendix 2) Canada – Nova Scotia Early Learning and Child Care Agreement – 2021 to 2025 (reference 128 from section B in Appendix 2) Canada – Nunavut Early Learning and Child Care Agreement - 2021 to 2025 (reference 129 from section B in Appendix 2) Canada – Ontario Canada-wide Early Learning and Child Care Agreement - 2021 to 2026 (reference 130 from section B in Appendix 2)</p>

Topics	Sub-topics	Description of sub-topics	Related references
			CANADA COUNTRY BACKGROUND REPORT – QUALITY IN EARLY CHILDHOOD EDUCATION AND CARE (reference 119 from section B in Appendix 2) Canada-Newfoundland and Labrador Canada-Wide Early Learning and Child Care Agreement – 2021 to 2026 (reference 133 from section B in Appendix 2) Canada-Nunavut Canada-wide Early Learning and Child Care Agreement – 2021 to 2026 (reference 134 from section B in Appendix 2)
	Legislation	This sub-topic contains all legal documents related to childcare services.	(AB) Early Learning and Child Care Act (reference 7 from section B in Appendix 2) Early Learning and Child Care Regulation (reference 8 from section B in Appendix 2) (Populations autochtones) Loi canadienne sur l'accessibilité (p. 3) (reference 114 from section B in Appendix 2) (MB) Best practices licensing for Family and Group Child Care Homes (regulation 26) (reference 16 from section B in Appendix 2) (NB) Early Childhood Services Act (18) (reference 72 from section B in Appendix 2) (ON) Child Care Centre Licensing Manual (reference 37 from section B in Appendix 2) (NL) Child Care Regulations (section 20) (reference 68 from section B in Appendix 2) (NS) Child Care Regulations (section 20) (référence 68 from section B in Appendix 2) (NS) Early Learning and Child Care Regulations - Early Learning and Child Care Act (reference 79 from section B in Appendix 2)

Topics	Sub-topics	Description of sub-topics	Related references
			<p>(NT) Understanding the Child Day Care Regulations (regulation 2) (reference 91 from section B in Appendix 2) Child Day Care Regulations (p. 15 of reference 96 from section B in Appendix 2)</p> <p>(ON) Child Care and Early Years Act (reference 35 from section B in Appendix 2) Home Child Care Licensing Manual (p. 22, 33 of reference 38 from section B in Appendix 2) Child Care Modernization Act (section 49) (reference 36 from section B in Appendix 2)</p> <p>(PE) Early Learning and Child Care Act Regulations (p. 5 of reference 82 from section B in Appendix 2)</p> <p>(QC) Loi sur les services de garde éducatifs à l'enfance (1, 4, 5) (reference 50 from section B in Appendix 2) Projet de loi 1 : Loi modifiant la Loi sur les services de garde éducatifs à l'enfance afin d'améliorer l'accessibilité au réseau des SGEE et de compléter son développement (reference 49 from section B in Appendix 2)</p> <p>(SK) Child Care Act (regulations 30) (reference 11 from section B in Appendix 2)</p>
	Physical accessibility	This sub-topic contains documents that present standards/recommendations related to physical accessibility in childcare services in general. The documents do not specifically target children with disabilities.	<p>(BC) Accessible BC : BC's Accessibility Plan (reference 5 from section B in Appendix 2)</p> <p>(MB) On the road to best practice (p. 25, 27 of reference 19 from section B in Appendix 2)</p> <p>(NS) Early Learning and Child Care Regulations - Early Learning and Child Care Act (section 39) (reference 79 from section B in Appendix 2)</p>

Topics	Sub-topics	Description of sub-topics	Related references
			<p>(NU) Section 8 Daily Program Requirements (8-6) (reference 86 from section B in Appendix 2) Section 10 Meals, Snacks and Menus (10-10) (reference 87 from section B in Appendix 2)</p> <p>(NT) Understanding the Child Day Care Regulations (reg 27) (reference 91 from section B in Appendix 2) Child Day Care Regulations (p. 15) (reference 96 from section B in Appendix 2) 2030 Early Learning and Child Care Strategy (p. 19) (reference 98 from section B in Appendix 2) Supporting Access to Child Care in the NWT 2019-2020 (p. 12) (reference 94 from section B in Appendix 2)</p> <p>(PE) Canada – Prince Edward Island Canada-wide Early Learning and Child Care Agreement - 2021 to 2026 (reference 84 from section B in Appendix 2) Early Learning and Child Care Act Regulations (section 27) (reference 82 from section B in Appendix 2)</p> <p>(QC) Guide sur l'accessibilité des bâtiments (p. 20) (reference 51 from section B in Appendix 2) Accueillir la petite enfance : Programme éducatif pour les services de garde du Québec (p. 41) (reference 53 from section B in Appendix 2)</p> <p>(YT) Guidelines and Policies for Child Care and Family Dayhome Programs (p. 54) (reference 90 from section B in Appendix 2)</p> <p>(CAN) Call for proposals launched to increase disability inclusion and accessibility in communities, workplaces and early learning and child care facilities (reference 118 from section B in Appendix 2)</p>

Topics	Sub-topics	Description of sub-topics	Related references
	Policies	This sub-topic contains documents that present current policies to be followed by childcare services (e.g., Child Development Policy).	<p>(Indigenous populations) Rapport de base national du Canada - La qualité dans l'éducation et l'accueil des jeunes enfants (p. 17) (reference 102 from section B in Appendix 2)</p> <p>(MB) Child Development Policy (reference 22 from section B in Appendix 2)</p> <p>(NB) Early Learning and Child Care Action Plan (p. 7) (reference 70 from section B in Appendix 2) Canada-New Brunswick Canada-Wide Early Learning and Child Care Agreement (p. 13) (reference 75 from section B in Appendix 2) Policy 901 (p. 2) (reference 76 from section B in Appendix 2)</p> <p>(NL) Child Care Regulations (section 20) (reference 68 from section B in Appendix 2) Child Care Policy and Standards Manual (reference 60 from section B in Appendix 2)</p> <p>(QC) Projet de loi 1 : Loi modifiant la Loi sur les services de garde éducatifs à l'enfance afin d'améliorer l'accessibilité au réseau des SGEE et de compléter son développement (reference 49 from section B in Appendix 2) Règles budgétaires pour l'exercice financier 22-23 (garderies subventionnées) (p. 37) (reference 54 from section B in Appendix 2)</p>
	Programs	This sub-topic contains documents that present programs implemented in childcare services (e.g., educational programs).	<p>(AB) Multilateral Early Learning and Child Care Framework (reference 6 from section B in Appendix 2)</p> <p>(Indigenous populations) Rapport de base national du Canada - La qualité dans l'éducation et l'accueil des jeunes enfants (p. 6, 32) (reference 102 from section B in Appendix 2) Aboriginal Supported Child Development (reference 99 de la section B from section B in Appendix 2)</p>

Topics	Sub-topics	Description of sub-topics	Related references
			<p>(BC) Early Learning Framework (p. 4) (reference 3 from section B in Appendix 2) Accessible BC : BC's Accessibility Plan (p. 20) (reference 5 from section B in Appendix 2)</p> <p>(MB) Child Development Policy (reference 22 from section B in Appendix 2) Early Learning and Child Care Services in Manitoba (reference 18 from section B in Appendix 2) A guide to child care in Manitoba (reference 25 from section B in Appendix 2)</p> <p>(NB) Early Learning and Child Care Action Plan (p. 3) (reference 70 from section B in Appendix 2)</p> <p>(NL) Guide to Programs and Services for Individuals and Families 2022 (p. 5) (reference 57 from section B in Appendix 2) Child Care Regulations (section 21) (reference 68 from section B in Appendix 2) Child Care Policy and Standards Manual (reference 60 from section B in Appendix 2) Early Learning Framework (p. 4) (reference 61 from section B in Appendix 2)</p> <p>(NU) Section 8 Daily Program Requirements (regulation 21) (reference 86 from section B in Appendix 2) Multilateral Early Learning and Child Care Framework (reference 88 from section B in Appendix 2)</p> <p>(NT) A framework and action plan for Early Childhood Development in the Northwest Territories (p. 23, 27) (reference 97 from section B in Appendix 2) Transforming early learning and child care in the NWT (reference 93 from section B in Appendix 2)</p>

Topics	Sub-topics	Description of sub-topics	Related references
			<p>(ON) Published plans and annual reports 2020-2021: Ministry of Education (reference 39 from section B in Appendix 2)</p> <p>(PE) PEI Early Learning Framework (reference 81 from section B in Appendix 2)</p> <p>(QC) Tout pour nos enfants - Stratégie 0 à 8 ans (p. 23) (reference 52 from section B in Appendix 2) Accueillir la petite enfance : Programme éducatif pour les services de garde du Québec (p. 5) (reference 53 from section B in Appendix 2)</p> <p>(SK) Multilateral Early Learning and Child Care Framework (p. 2 of reference 9 from section B in Appendix 2)</p>
Children with disabilities	Policies	This sub-topic contains documents that present policies related to children with disabilities. Note that these children do not necessarily attend childcare services.	(MB) Autism Outreach Policy (reference 21 from section B in Appendix 2)
	Programs	This sub-topic contains documents that present programs for children with disabilities. It's worth noting that these children do not necessarily attend childcare services. The programs may instead target families, for example.	(MB) Autism Outreach Policy (reference 21 from section B in Appendix 2) Child Care Services (reference 20 from section B in Appendix 2) (ON) Coordination of services with other ministries and agencies (reference 46 from section B in Appendix 2) MCCSS Service objectives — children and youth services (reference 47 from section B in Appendix 2)
Funding	Childcare services	This sub-topic presents all sources of funding related to childcare services. Children do not need to have disabilities. Funding can be provided to childcare service providers or parents.	(AB) Multilateral Early Learning and Child Care Framework (p. 3 of reference 6 from section B in Appendix 2)

Topics	Sub-topics	Description of sub-topics	Related references
			<p>(Indigenous populations) Rapport de base national du Canada - La qualité dans l'éducation et l'accueil des jeunes enfants (p. 13 of reference 102 from section B in Appendix 2)</p> <p>(MB) On the road to best practice (référence 19 from section B in Appendix 2) Child Care Services (reference 20 from section B in Appendix 2)</p> <p>(NB) Canada-New Brunswick Canada-Wide Early Learning and Child Care Agreement (p. 6 of reference 75 from section B in Appendix 2)</p> <p>(NL) Guide to Programs and Services for Individuals and Families 2022 (p. 5 of reference 57 from section B in Appendix 2)</p> <p>(NS) Canada – Nova Scotia Canada-Wide Early Learning and Child Care Agreement – 2021 to 2026 (reference 78 from section B in Appendix 2)</p> <p>(NT) Early Learning and Child Care Funding Programs Review (p. 10 of reference 98 from section B in Appendix 2) Multilateral Early Learning and Child Care Framework (p. 3 of reference 92 from section B in Appendix 2)</p> <p>(ON) Financial Support for Child Care (reference 41 de la section B de l'Annexe 1) Child care deductions (reference 42 from section B in Appendix 2) Ontario Child Care and EarlyON Child and Family Centres Service Management and Funding Guideline 2021 (p. 26 of reference 27 from section B in Appendix 2)</p> <p>(PE) Autism Funding Guidelines (p. 1-2 of reference 80 from section B in Appendix 2)</p>

Topics	Sub-topics	Description of sub-topics	Related references
			<p>(QC) Guide des programmes d'aide (section 95) (reference 55 from section B in Appendix 2) Tout pour nos enfants - Stratégie 0 à 8 ans (p. 23 of reference 52 from section B in Appendix 2) Règles budgétaires pour l'exercice financier 22-23 (garderies subventionnées) (p. 37, 38, 39 of reference 54 from section B in Appendix 2)</p> <p>(SK) The Child Care Regulations (reference 12 from section B in Appendix 2)</p> <p>(YT) Canada-Yukon Canada-Wide Early Learning and Child Care Agreement (reference 89 from section B in Appendix 2)</p> <p>(CAN) Apply for funding for the Indigenous Early Learning and Child Care - Quality Improvement Projects (reference 117 from section B in Appendix 2) Canada – Saskatchewan Canada-Wide Early Learning and Child Care Agreement - 2021 to 2026 (reference 121 from section B in Appendix 2) Canada – Alberta Canada-Wide Early Learning and Child Care Agreement - 2021 to 2026 (reference 122 from section B in Appendix 2) Canada – New Brunswick Canada-Wide Early Learning and Child Care Agreement – 2021 to 2026 (reference 124 from section B in Appendix 2) Canada – Northwest Territories Canada-Wide Early Learning and Child Care Agreement – 2021 to 2026 (reference 127 from section B in Appendix 2) Canada – Nova Scotia Early Learning and Child Care Agreement – 2021 to 2025 (reference 128 from section B in Appendix 2) Canada – Nunavut Early Learning and Child Care Agreement - 2021 to 2025 (reference 129 from section B in Appendix 2) CANADA COUNTRY BACKGROUND REPORT – QUALITY IN EARLY CHILDHOOD EDUCATION AND CARE (reference 119 from section B in Appendix 2) Canada-Newfoundland and Labrador Canada-Wide Early Learning and Child Care Agreement – 2021 to 2026 (reference 133 from section B in Appendix 2) Canada-Nunavut Canada-wide Early Learning and Child Care Agreement – 2021 to 2026 (reference 134 from section B in Appendix 2)</p>

Topics	Sub-topics	Description of sub-topics	Related references
			Toward \$10-a-Day: Early Learning and Child Care (reference 137 from section B in Appendix 2)
	Children aged from 0 to 5	This sub-topic presents all sources of funding related to preschoolers. These children do not primarily attend a childcare service. The funding mainly targets parents.	(ON) Ontario Child Care Tax Credit (reference 45 from section B in Appendix 2)
	Children with disabilities	This sub-topic presents all sources of funding for children with disabilities. These children do not primarily attend a childcare setting. The funding mainly targets parents.	<p>(Indigenous populations) Jordan's Principle (reference 112 from section B in Appendix 2) Loi fédérale en matière d'accessibilité (reference 100 from section B in Appendix 2)</p> <p>(MB) Annual Report of Manitoba Education and Early Childhood Learning (p. 25) (reference 17 from section B in Appendix 2) Autism Outreach Policy (reference 21 from section B in Appendix 2) Child Care Services (reference 20 from section B in Appendix 2) A guide to child care in Manitoba (reference 25 from section B in Appendix 2)</p> <p>(NL) Child Disability Benefit (reference 64 from section B in Appendix 2) Child Care Subsidy Policy Manual (p. 9) (reference 59 from section B in Appendix 2) Submission to the Department of Children, Seniors and Social Development regarding the Social And Economic Well-Being Plan (p. 15) (reference 69 from section B in Appendix 2)</p> <p>(ON) Ontario Child Care Tax Credit (reference 45 from section B in Appendix 2) Ontario Disability Support Program Act (reference 31 from section B in Appendix 2) Child care deductions (reference 42 from section B in Appendix 2) Ontario Child Care and EarlyON Child and Family Centres Service Management and Funding Guideline 2021 (p. 55) (reference 27 from section B in Appendix 2)</p> <p>(PE) Autism Funding Guidelines (p. 1-2) (reference 80 from section B in Appendix 2) Federal and Provincial Benefits for Residents (reference 85 from section B in Appendix 2)</p>

Topics	Sub-topics	Description of sub-topics	Related references
			<p>(QC) Règles budgétaires pour l'exercice financier 22-23 (garderies subventionnées) (p. 38-39 of reference 54 from section B in Appendix 2)</p> <p>(SK) The Child Care Regulations (division 3) (reference 12 from section B in Appendix 2)</p> <p>(YT) Canada-Yukon Canada-Wide Early Learning and Child Care Agreement (reference 89 from section B in Appendix 2)</p> <p>(CAN) Call for proposals launched to increase disability inclusion and accessibility in communities, workplaces and early learning and child care facilities (reference 118 from section B in Appendix 2) Canada – New Brunswick Early Learning and Child Care Agreement - 2021 to 2025 (reference 124 from section B in Appendix 2) Canada – Newfoundland and Labrador Early Learning and Child Care Agreement – 2021 to 2025 (reference 126 from section B in Appendix 2) Canada – Ontario Canada-wide Early Learning and Child Care Agreement - 2021 to 2026 (reference 130 from section B in Appendix 2) Canada – Saskatchewan Early Learning and Child Care Agreement – 2021 to 2025 (reference 131 from section B in Appendix 2) Canada-Prince Edward Island Early Learning and Child Care Agreement – 2021 to 2025 (reference 135 from section B in Appendix 2) Income Tax Folio S1-F3-C1, Child Care Expense Deduction (reference 136 from section B in Appendix 2)</p>
Human Rights	Accessibility	This sub-topic contains documents related to human rights that discuss physical or social accessibility.	<p>(Indigenous population) Loi canadienne sur l'accessibilité (p. 4-5 of reference 114 de la section B from section B in Appendix 2) Convention relative aux droits des personnes handicapées et protocole facultatif (p.5-6 of reference 115 from section B in Appendix 2)</p> <p>(BC) Accessible British Columbia Act (section 11) (reference 4 de la section B from section B in Appendix 2)</p>

Topics	Sub-topics	Description of sub-topics	Related references
			<p>(NB) Disability Action Plan (reference 71 from section B in Appendix 2) Barrier-Free Design Building Code Regulation (reference 74 from section B in Appendix 2)</p> <p>(NL) Bill 38 (reference 65 from section B in Appendix 2) Canadian Human Rights (p. 9) (reference 62 from section B in Appendix 2) Access. Inclusion. Equality. (reference 58 from section B in Appendix 2) Building Accessibility Act Regulations (reference 66 from section B in Appendix 2)</p> <p>(ON) Building Code Act (reference 33 from section B in Appendix 2) Accessibility for Ontarians with Disabilities Act (reference 32 from section B in Appendix 2)</p> <p>(QC) Guide sur l'accessibilité des bâtiments (p. 20) (reference 51 from section B in Appendix 2) Accueillir la petite enfance : Programme éducatif pour les services de garde du Québec (p. 5) (reference 53 from section B in Appendix 2)</p> <p>(SK) Accessible Saskatchewan Act (p. 3) (reference 15 from section B in Appendix 2) Accessible Canada Act (p. 3) (reference 10 from section B in Appendix 2) The Constructions Code Act (part 2) (reference 13 from section B in Appendix 2) Building Code Regulations (p. 27) (reference 14 from section B in Appendix 2)</p>
	Code	This sub-topic contains documents that present the human rights code.	<p>(ON) Ontario Human Rights Code (part 1) (reference 29 from section B in Appendix 2) Services (reference 28 from section B in Appendix 2)</p>
	Convention	This sub-topic contains documents that present a convention related to human rights (e.g., Convention on the Rights of Persons with Disabilities).	<p>(Indigenous population) Convention relative aux droits des personnes handicapées et protocole facultatif (p.2, 5, 6, 7, 8) (reference 115 from section B in Appendix 2)</p> <p>(NL) Access. Inclusion. Equality. (reference 58 from section B in Appendix 2)</p>

Topics	Sub-topics	Description of sub-topics	Related references
	Declaration	This sub-topic contains documents that present a declaration related to human rights.	(Indigenous population) Déclaration des nations unies sur les droits des peuples autochtones (reference 101 from section B in Appendix 2)
	Legislation	This sub-topic contains legal documents related to human rights (e.g., Act respecting First Nations, Inuit and Métis children, youth, and families).	(Indigenous population) An Act respecting First Nations, Inuit and Métis children, youth and families (p. 5-7) (reference 113 from section B in Appendix 2) Loi fédérale en matière d'accessibilité (reference 100 from section B in Appendix 2) (NL) Bill 38 (part 1) (reference 65 from section B in Appendix 2) Canadian Human Rights (p. 1-2) (reference 62 from section B in Appendix 2) The Constitution Acts (15) (reference 63 from section B in Appendix 2) Building Accessibility Act Regulations (section 4) (reference 66 from section B in Appendix 2) Human Rights Act (sections 9, 11) (reference 67 from section B in Appendix 2) (ON) Ontario Disability Support Program Act (reference 31 from section B in Appendix 2) Accessibility for Ontarians with Disabilities Act (reference 32 from section B in Appendix 2) (QC) Loi assurant l'exercice des personnes handicapées en vue de leur intégration scolaire, professionnelle et sociale (1.1) (reference 48 from section B in Appendix 2) (SK) Accessible Saskatchewan Act (1-3) (reference 15 from section B in Appendix 2) Accessible Canada Act (p. 3) (reference 10 from section B in Appendix 2) Building Code Regulations (part 9) (reference 14 from section B in Appendix 2)