APPENDICES

APPENDIX 1 – REGIONAL FRENCH-LANGUAGE
BEST START NETWORKS

Network[1]	MCYS Regions	EDU District	School Boards	CMSMs/DSSABs
1 *"Central-South-West"*	Central East Central West Hamilton/ Niagara Toronto South West	Toronto and Area District	CSD du Centre Sud-Ouest CSDC Centre-Sud CSD des Écoles catholiques du Sud-Ouest	Durham, Kawartha Lakes, Northumberland, Peterborough, Simcoe, York, Dufferin, Halton, Peel, Waterloo, Wellington, Brantford, Hamilton, Niagara, Norfolk, Toronto, Bruce, Chatham-Kent, Grey, Huron, Lambton, London, Oxford, St. Thomas, Stratford, Windsor
2 *"Eastern"*	Eastern South East	Ottawa District	CSDC de l'Est ontarien CÉP de l'Est de l'Ontario CSDC du Centre-Est de l'Ontario	Cornwall, Ottawa, Prescott-Russell, Renfrew, Hastings, Kingston, Lanark, Leeds & Grenville, Lennox & Addington
3 *"North East"*	North East	North Bay/Sudbury District	CSD du Nord-Est de l'Ontario CSDC des Grandes Rivières CSDC Franco-Nord	Cochrane, Muskoka, Nipissing, Parry Sound, Timiskaming
4 *"Northern"*	Northern	North Bay/Sudbury District	CSDC du Nouvel-Ontario CSD du Grand Nord de l'Ontario CSDC des Aurores boréales	Algoma, Sault Ste Marie, Kenora, Manitoulin-Sudbury, Rainy River, Sudbury, Thunder Bay

---

[1] The Network will also include other community partners (e.g. Early Identification and Intervention Programs, OEYCs, Health and Specialized Services, Income and Security Programs, Community Services etc).

APPENDIX 2

"*Schools First*" Policy and Best Start

- The goal of Best Start is to help children enter school ready to learn, and thereby establish the important link between child care, early learning and care hubs, and schools. The Best Start vision is of a developmentally appropriate learning program that facilitates children's transition to the formal school setting. Hence, schools are seen as the most appropriate sites for child care and early learning and care hubs. The partnerships and relations between the school, CMSMs/DSSABs and Best Start networks are interrelated in meeting the goal of Best Start.

- The *Schools First* policy states that schools will be the first choice for the expansion of child care space as part of Best Start. The decision to expand child care in schools will be driven by available space and community need. Given that it may not be practical in all communities to expand child care in schools, communities may need to consider expanding in other locations such as child care centres near schools. If it is determined that new child care space is not to be located in schools, then the community plan must provide a rationale as to why the school was not the appropriate location, and describe how programmatic linkages to an elementary school or to a family of schools will be maintained.

- The *Schools First* Policy will be implemented in the following manner:

Planning for Early Learning and Care Programs

- Communities across the province, led by CMSMs/DSSABs, are to organize Best Start networks to plan Best Start implementation at the local level. School Boards' participation in the networks is integral in assisting local communities to achieve their Best Start goals. The plans developed will provide detailed recommendations as to where new and expanded child care and early learning services will be located. The participants in the Best Start networks must develop terms of reference for their planning that must be signed by the participating School Boards. The Network's planning is governed by a set of Planning Guidelines developed by MCYS in consultation with EDU and MCYS stakeholders.

Implementation Planning Guidelines for Best Start Networks

- The Implementation Planning Guidelines for Best Start networks are in the process of being revised as a result of the consultation undertaken by the Ministry over the winter months. To be released in June, these guidelines will articulate the *Schools First* policy. The guidelines will include the following requirements.

Best Start networks, through the CMSMs/DSSABs, must identify all sites for child care space and the integrated hubs where child care space could be added or developed for 2005-06 onwards.

*Networks must first look at sites that are, or could be, located **within a new or existing school**.*

If the school space is not suitable due to:
- *family need -- proximity to parts of the community where the need for early learning and care   services is high;*
- *physical space -- suitability to deliver the services;*
- *accessibility – for families and children with physical, developmental, cognitive, or other   disabilities;*
- *safety; and*
- *ability to meet the needs of francophone, aboriginal and ethnocultural populations, where   applicable*

then communities may identify other sites that are near or within a family of schools, such as child care centres, Ontario Early Years Centres, community centres etc.

If new child care spaces or the integrated hubs are not to be located in schools with JK/SK, then the Best Start plan must describe how the sites will be linked to the school programs as well as the rationale as why the school was not the appropriate location. In some communities, it may make sense to establish spaces in home-based child care programs located close to schools.

- The guidelines also require CMSMs/DSSABs to work with School Boards and existing child care programs to identify how to integrate early learning and care programs. The guidelines also underscore a *Schools First* expectation for neighbourhood hubs i.e. those centres that cluster an array of child and parent services.
- As Best Start network members, School Boards must sign-off on the local plans, which reinforce the *Schools First* policy interest. In turn, the plans must be approved by MCYS, which will ensure that the *Schools First* policy is followed. MCYS and EDU field offices will problem solve together so that local plans meet the Best Start vision.

<u>Best Start Demonstration Sites provide Early Test of Monitoring *Schools First* Policy</u>

- Three Best Start demonstration communities have been announced—Hamilton East, rural Lambton/Chatham-Kent and Timiskaming—where the full Best Start vision will be implemented at an accelerated pace. Their Best Start plans are expected in the summer, 2005. These projects provide an early opportunity to monitor any potential issues and best practices that may emerge in adherence to the *Schools First* policy in the implementation of Best Start. MCYS and EDU field offices are both involved in facilitating the planning process.

APPENDIX 3 ROLES AND RESPONSIBILITIES OF STAKEHOLDERS INVOLVED WITH BEST START

There are a number of stakeholders that are involved in Best Start, from a policy/support perspective to a service delivery role. For discussion of accountability, please refer to page 20.The following is a listing of some of the key stakeholders with a description of their distinct roles and responsibilities.

Parents

Parents and children – families -- are at the heart of Best Start. Parents, guardians and other family caregivers will, at a minimum, be given the opportunity to:
- help identify their children's strengths and needs
- participate in planning and implementing Best Start through the Best Start networks[*]
- provide advice on the best way to organize and integrate services
- participate in screening programs
- provide nurturing, stimulating home environments
- become informed about the services available and the importance of early learning and care
- make choices about the services they need for their children.

Policy Makers/Funders

The **Ministry of Children and Youth Services** has overall responsibility for Best Start. At the Corporate level, MCYS will:
- provide leadership provincially
- develop the overall vision for Best Start and policies, practices and funding models to support planning and implementation
- provide funding for a wide range of child and youth services
- develop planning frameworks and guidelines
- identify and support demonstration communities
- liaise with other government ministries whose services link with Best Start
- liaise with other levels of government that provide funding for early learning and child care programs (i.e., federal government, municipal governments)
- review community plans
- partner with other levels of government to provide funding for Best Start components
- be accountable for the components of Best Start that it funds directly, and be accountable for the successful coordination and integration of services funded by other ministries and other levels of government.

---

[*] Refers to both local networks and the regional French-language networks

The **MCYS Regional Offices** will:
- provide leadership/champion Best Start in their region
- participate in planning and implementing Best Start through the Best Start networks*
- interpret ministry policy for the community
- review and approve community plans, including capital plans, and make recommendations to corporate office
- liaise with other ministries at regional level
- license child care programs in the region
- monitor implementation of Best Start
- provide feedback to corporate office on the strategy

The **Ministry of Health and Long-Term Care** funds a number of services for young children, including primary, secondary and tertiary health services provided by physicians and other specialists in both hospital and community settings, like immunization and prevention programs offered by public health units. At the Corporate level, MOHLTC will:
- facilitate implementation of Best Start
- support the overall vision for Best Start, and its policies, practices and funding models
- liaise closely with MCYS, and play a key role in communicating with the health sector
- assist in identifying and resolving planning and implementation issues (e.g., identifying effective ways to coordinate services for children with special needs, identifying ways to involve primary care providers in the 18-month well baby screen and compensate them for their services)
- be accountable for the ongoing provision of the health services required by young children

The **MOHLTC Regional Offices** will:
- provide leadership within the health sector in their region
- participate in planning and implementing Best Start through the Best Start networks*
- interpret ministry policy for the community
- facilitate the participation of children's treatment and mental health services
- assess the impact of proposed plans on health services in the region
- assist in resolving local issues
- identify health-related issues that must be addressed provincially.
- recognize that the concept of primary and specialist care reflects a division of labour that occurs more in big cities than many rural areas.

---

* Refers to both local networks and the regional French-language networks

The **Ministry of Education** fully supports Best Start as an initiative that can enhance student success at school and will be an active partner in planning and implementing Best Start. At the Corporate level, EDU will:

- facilitate implementation of Best Start
- support the overall vision for Best Start, and its policies, practices and funding models
- liaise closely with MCYS, and play a key role in communicating with the education sector
- assist in identifying and resolving planning and implementation issues (e.g., services required to enhance the successful transition of children with special needs into school programs, links between Preschool Speech and Language and School Speech and Language Programs, the potential use of school resources, such as teachers, speech and language pathologists, to provide Best Start services)
- advise on, interpret and review education policies, legislation and curriculum to support Best Start
- review and approve capital plans for schools, and provide funding for capital costs for new school construction
- provide support for demonstration communities
- be accountable for the successful coordination and integration of early learning programs with JK/SK curriculum

The **EDU District Offices** will:

- provide leadership within the education sector in their districts
- participate in planning and implementing Best Start through the Best Start networks[*]
- interpret ministry policy and curriculum for the community
- facilitate the participation of school boards
- assess the impact of proposed plans on schools and school boards
- assist in resolving local issues
- identify issues that must be addressed corporately.

The **Consolidated Municipal Service Managers (CMSMs) and District Social Services Administration Boards (DSSABs)** are the child care service system managers and are responsible for coordinating municipal services, and for planning and funding child care and other services for children and youth (e.g., recreation programs) in their region. Municipal governments across Ontario provide funding for a number of programs and services for young children and their families, including child care services, public health programs, recreation programs and libraries. They are the designated service system managers for child care and are responsible for planning and managing the delivery of child care services at the community level. CMSMs/DSSABs will:

- provide leadership within the municipality for Best Start

---

[*] Refers to both local networks and the regional French-language networks

- participate in planning and implementing Best Start through the Best Start networks*
- play the lead role during Phase 1 in planning and implementing the expansion to child care services
- make sure that Best Start investments in child care are consistent with municipal child care plans
- provide links to other child and youth services in the community, such as recreation programs and libraries
- be accountable for the child care services in their municipality, and for coordinating and integrating other municipally funded services for young children and families, i.e. special needs resourcing
- develop and implement local Child Care Service Plans, and corresponding Child Care Infrastructure Plan, based on local community need following a planning process that engages Best Start networks. CMSMs/DSSABs must build on their existing plans as a basis for the planning for the Best Start expansion of child care spaces.
- be required to revise the existing Child Care Service Plans to address the requirement for the child care component under Best Start. The final revised Child Care Service Plan that includes the child care component of Best Start will be shared with the Best Start network prior to seeking Council approval.

School Boards

School Boards are responsible for implementing provincial education policies and curriculum and for providing education programs for children beginning in junior kindergarten. It is anticipated that they will:
- participate in planning and implementing Best Start through the Best Start networks[*]
- identify issues and opportunities in developing Best Start hubs and linking early learning and school-based programs
- assist in planning early learning and care hubs, child care programs located in schools and help to coordinate these programs with the Kindergarten Program
- identify issues that must be addressed to help children with special needs make a successful transition to school
- seek opportunities for expertise/resources to be shared with early learning and child care programs
- provide sites/space for Best Start neighbourhood learning and care hubs (when appropriate)
- identify issues related to the hub model in their districts (e.g., transportation)
- provide sites/spaces for expansion of child care

---

[*] Refers to both local networks and the regional French-language networks

Early Identification and Intervention Programs

Public Health Units are responsible for delivering Healthy Babies Healthy Children (HBHC) and other early years services, such as immunization programs, nutrition programs and school-based health programs. They will:
- participate in planning and implementing Best Start through the Best Start networks*
- provide information on child, family and population health and well-being of the community that can be used to guide Best Start programs
- identify ways to integrate health unit programs into Best Start
- continue to manage, deliver and be accountable for public health programs for young children (e.g., HBHC, immunization programs, child health programs).

Early Identification and Intervention Programs provide specialized programs for children, including Preschool Speech and Language, Infant Hearing Program, Infant Development, Children's Mental Health and Behaviour Management initiatives. They will:
- participate in planning and implementing Best Start through the Best Start networks[*]
- assist in identifying gaps and planning services
- develop strategies to link and integrate their services to the broader integrated system
- play an active role in delivering integrated Best Start services
- be accountable for managing and delivering quality services.

Early Learning and Care Programs

Child Care Services are responsible for providing early learning and care programs for child from infancy to 12 years. In Ontario, child care services are provided by a range of different organizations, including non-profit agencies, commercial operators, and they include both centre-based and home-based programs, and both regulated and informal programs. Although Best Start intends to improve quality in both the regulated and informal child care systems, Best Start will focus first on regulated centre-based and home-based child care services. Their role in Best Start is to:
- participate in planning and implementing Best Start through the Best Start networks*
- assist in identifying gaps and planning services
- work with the education system to integrate their learning program with the Kindergarten Program
- help parents become informed about Best Start services and how to access them
- play an active role in delivering Best Start services
- be accountable for managing and delivering quality child care services.

---

[*] Refers to both local networks and the regional French-language networks

Post-Secondary Education Programs, Regulatory Colleges and Professional Associations are responsible for providing the training, education, and standards of practice for those who deliver child and youth services and early learning and care programs. They will:

- participate in planning and implementing Best Start through the Best Start networks[*]
- identify best practices in service delivery and service integration
- identify any gaps in knowledge, skills and education, as well as HR issues
- be accountable for developing and providing education and other programs to support Best Start.

The successful implementation of Best Start depends on six important factors:

- coordinated community planning
- clear accountability
- integration of services and support at the community/neighbourhood level
- restoration and expansion of services of Healthy Babies Healthy Children (HBHC), Preschool Speech and Language (PSL), and Infant Hearing Programs (IHP), as well as services for children with special needs
- expansion of quality child care in integrated settings
- availability of funding

For these reasons, the roles and responsibilities of the various partners may be redefined or altered at the local planning tables.

---

[*] Refers to both local networks and the regional French-language networks

APPENDIX 4 - SAMPLE 1 - TERMS OF REFERENCE

< NAME OF COMMUNITY > LOCAL BEST START NETWORK

GOAL

Children in Ontario will be ready and eager to achieve success in school by the time they start Grade 1.

MANDATE

To plan, implement and monitor Best Start at the local level in accordance with the Implementation Planning Guidelines for Best Start Networks.

SCOPE

Best Start will create a comprehensive integrated system of services that supports families with children from birth through the transition into school. The scope of the initiative is intended to be as broad as possible for this age range, covering the spectrum of health, education, social supports and children's services.

PRINCIPLES

The following guiding principles should be followed in the planning for Best Start:

- Simplified access
- Integrated services
- Partnership with parents and families
- Community driven
- Flexible and responsive
- Cross-ministerial
- Quality services

OBJECTIVE

Best Start is designed to give Ontario's children the best possible start in life and help them achieve success in school. To achieve this objective, the Best Start plan will:

- help parents support their children
- help children in Ontario to be ready to learn when they start Grade 1 and achieve success in school
- help make the transition to Grade 1 as smooth, seamless and successful as possible for children and their families

- make high quality early learning and care available
- help parents by providing a variety of parenting supports
- help identify and provide support to children who need extra help
- build on partnerships with communities and with the federal and municipal levels of government

KEY ACTIVITIES OF NETWORK

- Build Best Start networks based on existing planning bodies
  - Bring together community partners
  - Provide an overview of Best Start
  - Develop terms of reference
  - Identify mechanisms to build partnerships with parents
  - Establish clear accountability
  - Describe the Best Start network

- Develop a transition plan to increase licensed child care spaces and subsidies in 2005-06 with priority for children in JK and SK and gradual expansion of licensed child care and subsidies for children aged 0-4 years. CMSMs/DSSABs will be responsible for leading this task.
  - Assess the need for child care during non-school hours for children in JK and SK, and for children aged 0-4.
  - Identify the community's current capacity to provide child care for children in JK and SK and for children aged 0-4.
  - Identify the programs/spaces to receive subsidies, in order of priority.
  - Develop a child care infrastructure plan for renovations/new spaces

- Develop a Phase 1 Integrated Implementation Plan
  - Describe the community's needs for early learning and care services
  - Develop a plan to implement early learning and care hubs
  - Develop a plan to implement child care during non-school hours with priority for children in JK and SK and gradual expansion of child care for children 0 to 4 for 2006-07 onwards.
  - Integrate plans to enhance key early identification and intervention programs
  - Set out longer term vision to implement Best Start
  - Identify any challenges to implementing Best Start and strategies to overcome them

- Include mechanisms to build strong effective partnerships with parents, including:
  - Allocate a proportion of positions on the network to parents.
  - Contact School Councils at the local schools and other parent groups to find parents interested in serving on the network

- o If the network is serving a particular language or ethnocultural community, ask community leaders to help identify parents who can speak for the community.
- o Try to recruit parents of children with special needs: they are often very knowledgeable about services and aware of the gaps.
- o Hold a public meeting at the local school or community centre to talk about Best Start and the network.
- o Place ads in local papers or posters in places where parents go with their children.
- o Offer training and orientation for parents who would like to participate but do not have experience serving on planning committees.
- o Schedule meetings at times convenient for parents.
- o Reimburse parents for the cost of child care and transportation so they can attend meetings.
- o Find innovative ways for parents in rural areas to participate (e.g., video conferencing).
- o Find ways to overcome language barriers and communicate effectively with parents (e.g., avoid jargon).

TIMELINES

As per the Implementation Planning Guidelines for Best Start Networks.

ACCOUNTABILITIES

Please refer to page 20 of the Implementation Planning Guidelines for Best Start networks for a detailed description of the issues pertaining to accountability.

Best Start networks will identify:
- the steps they will take to integrate planning for Best Start services and to develop the overall integrated Best Start plan
- the mechanisms they will use to ensure accountability for participating in Best Start and integrating services (e.g., service agreements, memorandums of understanding)
- the mechanisms they will use to monitor implementation of Best Start
- the mechanisms they will use to resolve any conflict between members' accountability to their program funders and their accountability to the Best Start network.

The Best Start Network will have an internal accountability mechanism in the form of a self-assessment that the Network will conduct annually to assess:

- Achievement of objectives and outcomes
- Membership and participation of all members
- Adequacy of the established Terms of Reference

ROLES AND RESPONSIBILITIES

It will be critical to the success of this initiative that roles and responsibilities are clearly understood by all parties.

See Appendix 2 for details of Roles and Responsibilities.

The successful implementation of Best Start depends on six important factors:
- coordinated community planning
- clear accountability
- integration of services and support at the community/neighbourhood level
- restoration and expansion of services of Healthy Babies Healthy Children (HBHC), Preschool Speech and Language (PSL), and Infant Hearing Programs (IHP), as well as services for children with special needs
- expansion of quality child care in integrated settings
- availability of funding.

For these reasons, the roles and responsibilities of the various partners may be redefined or altered at the local planning tables.

MEMBERSHIP

The Local Best Start network will reflect the unique composition of each community and a broad range of community perspectives as suggested in the list below. It will be critical that participants are able to make decisions on behalf of the organization and/or sector they represent.

- Parents
- CMSMs/DSSABs
- District School Boards and School Authorities
- Public Health Units, HBHC
- Early Years Centres
- Early Learning Programs
- Preschool programs
- Child care services (including child care operators)
- Local Health Integration Networks
- Community Health Centres
- Family Health Teams
- Family Counselling Centres/Family Services
- Recreation Programs
- Aboriginal services
- Services for francophones
- Libraries

- Business Sector
- Children's treatment services
- Children's mental health services
- Child health networks
- Child protection services (includes Children's Aid Societies)
- Universities and Colleges that offer Early Childhood Education Programs
- Primary care providers
- Preschool Speech and Language Services
- Developmental Services
- Multi-cultural services as appropriate
- Ministry of Children and Youth Services Regional Office (ex officio)
- Ministry of Education District Offices
- Other

STRUCTURE OF THE COMMITTEE

This section of the terms of reference could speak to the role of the chair, how members will be selected for the network, terms of membership, meeting frequency, mechanisms that link local network with Regional French-language network, communication of work of the network to key stakeholders, etc.

DECISION-MAKING PROCESS AND DISPUTE RESOLUTION

Best Start Networks should identify in their terms of reference how decision-making will occur, and how issues will be resolved. The following points should be considered:

a) How quorum for decision-making is defined
b) Process for decision-making (e.g. consensus, majority)
c) Process for dispute resolution

SIGNATURES TO THE TERMS OF REFERENCE

The terms of reference must be signed by (at a minimum) representatives of the CMSM/DSSAB, MCYS Regional Office, Ministry of Education District Office, relevant District School Boards and Public Health. Other parties to be included as deemed appropriate at the local level.

SAMPLE 2 - TERMS OF REFERENCE

REGIONAL FRENCH-LANGUAGE BEST START NETWORK

GOAL

Children in Ontario will be ready and eager to achieve success in school by the time they start Grade 1.

MANDATE

To advise and inform the local Best Start network on specific need for services in French for francophone children and parents through the early learning and care system and endorse the local plan.

SCOPE

Best Start will create a comprehensive integrated system of services that supports families with children from birth through the transition into school. The scope of the initiative is intended to be as broad as possible for this age range, covering the spectrum of health, education, social supports and children's services.

PRINCIPLES

The following guiding principles should be followed in the planning for Best Start:

- Simplified access
- Integrated services
- Partnership with parents and families
- Community driven
- Flexible and responsive
- Cross-ministerial
- Quality services

OBJECTIVE

Best Start is designed to give Ontario's children the best possible start in life and help them achieve success in school. To achieve this objective, the Best Start plan will:

- help parents support their children
- help children in Ontario to be ready to learn when they start Grade 1 and achieve success in school

- help make the transition to Grade 1 as smooth, seamless and successful as possible for children and their families
- make high quality early learning and care available
- help parents by providing a variety of parenting supports
- help identify and provide support to children who need extra help
- build on partnerships with communities and with the federal and municipal levels of government

KEY ACTIVITIES OF NETWORK

- Build Regional French-language Best Start network
    - Bring together community partners
    - Provide an overview of Best Start
    - Develop terms of reference
    - Identify mechanisms to build partnerships with parents
    - Establish clear accountability
    - Describe the French-language Best Start network

- Provide advice on the needs of the francophone community to the local Best Start network in the development of a transition plan to increase licensed child care spaces and subsidies in 2005-06 with priority for children in JK and SK and gradual expansion of licensed child care and subsidies for children aged 0-4 years.

- Provide advice on the needs of the francophone community to the local Best Start network in the development of a Phase 1 Integrated Implementation Plan

- The Regional French-language Best Start network will include mechanisms to build strong effective partnerships with parents.

TIMELINES

As per the Implementation Planning Guidelines for Best Start Networks.

ACCOUNTABILITIES

Please refer to page 20 of the Implementation Planning Guidelines for Best Start Networks for a detailed description of the issues pertaining to accountability

The Regional French-language Best Start network will identify the mechanisms for integrating the needs of the francophone community in the Best Start plan developed by the local network.

The Regional French-language Best Start Network will have an internal accountability mechanism in the form of a self-assessment that the network will conduct annually to assess:

- Achievement of objectives and outcomes
- Membership and participation of all members
- Adequacy of the established Terms of Reference

ROLES AND RESPONSIBILITIES

It will be critical to the success of this initiative that roles and responsibilities are clearly understood by all parties.

See Appendix 2 for details of Roles and Responsibilities.

The successful implementation of Best Start depends on six important factors:
- coordinated community planning
- clear accountability
- integration of services and support at the community/neighbourhood level
- restoration and expansion of services of Healthy Babies Healthy Children (HBHC), Preschool Speech and Language (PSL), and Infant Hearing Programs (IHP), as well as services for children with special needs
- expansion of quality child care in integrated settings
- availability of funding.

For these reasons, the roles and responsibilities of the various partners may be redefined or altered at the local planning tables.

MEMBERSHIP

The Regional French-language Best Start network will reflect the unique composition of each community and a broad range of community perspectives as suggested in the list below. It will be critical that participants are able to make decisions on behalf of the organization and/or sector they represent.

- Parents
- CMSMs/DSSABs
- District School Boards and School Authorities
- Public Health Units, HBHC
- Early Years Centres
- Early Learning Programs
- Preschool programs
- Child care services (including child care operators)
- Local Health Integration Networks
- Community Health Centres

- Family Health Teams
- Family Counselling Centres/Family Services
- Recreation Programs
- Aboriginal services
- Libraries
- Business Sector
- Children's treatment services
- Children's mental health services
- Child health networks
- Child protection services (includes Children's Aid Societies)
- Universities and Colleges that offer Early Childhood Education Programs
- Primary care providers
- Preschool Speech and Language Services
- Developmental Services
- Multi-cultural services as appropriate
- Ministry of Children and Youth Services Regional Office (ex officio)
- Ministry of Education District Offices
- Other

STRUCTURE OF THE COMMITTEE

This section of the terms of reference could speak to the role of the chair, how members will be selected for the network, terms of membership, meeting frequency, mechanisms that link local network with Regional French-language network, communication of work of the network to key stakeholders, etc.

DECISION-MAKING PROCESS AND DISPUTE RESOLUTION

Best Start Networks should identify in their terms of reference how decision-making will occur, and how issues will be resolved. The following points should be considered:

d) How quorum for decision-making is defined
e) Process for decision-making (e.g. consensus, majority)
f) Process for dispute resolution

SIGNATURES TO THE TERMS OF REFERENCE

The terms of reference must be signed by (at a minimum) representatives of the CMSM/DSSAB, MCYS Regional Office, Ministry of Education District Office, relevant District School Boards and Public Health. Other parties to be included as deemed appropriate at the local level.

APPENDIX 5 GLOSSARY OF TERMS

Best Start networks – Community planning groups responsible for planning and implementing Best Start.

Child care during non-school hours – refers to an integrated model for child care for children in preschool, Junior Kindergarten and Senior Kindergarten for the hours when they are not in school. For children enrolled in either a half day JK or SK programs, child care in non-school hours would be the care provided for the other half of the day. For children enrolled in full-day JK or SK programs, child care in non-school hours would be care provided in the hours before and after the school day (i.e., before 8:30 am and after 3:30 pm).

Children with special needs – special needs includes any child who requires any special help, treatment, assistance etc.

Community Services Inventory (CSI) – is a data tool designed to help communities gather information on the services available, map where services are located, and identify any gaps.

Day Nurseries Act – the Ontario legislation that establishes the standards, expectations and regulations for child care programs and preschool programs outside of schools.

Demonstration communities – the three communities in Ontario, Hamilton, Lambton /Chatham-Kent, and Timiskaming, selected to implement all components of Best Start, while all other communities implement only Phase I components. The demonstration communities were chosen to provide a mix of urban, rural and Francophone/northern communities. Lessons learned in the demonstration communities will be used to enhance the roll-out of Best Start across the province.

District School Boards – means a) an English-language public district school board, b) an English-language separate district school board, c) a French-language public district school board, or d) a French-language separate district school board

Early Development Instrument (EDI) – a teacher-completed checklist that measures kindergarten children's readiness to learn at school in five domains: physical health and wellbeing, social competence, emotional maturity, language

and cognitive development, and communication skills and general knowledge. Developed by Drs. Offord and Janus at McMaster University and based on the National Longitudinal Survey of Children and Youth (NLSCY) and other existing screening tests. The instrument is a group level measure. Although teachers complete the questionnaire for each child, the information is summarized and interpreted at the group level (i.e., for whole classrooms, all boys or girls, all children who speak English as a second language). It is intended to help communities assess how well they are doing in supporting young children and their families and assist in monitoring changes.

Early identification and intervention – refers to screening and other approaches to identify the early signs or symptoms of a problem with health or child development, as well as the services provided to help correct or resolve the problem. Problems that are identified and responded to early are less likely to have a long-term impact on a child's development. Examples of early identification and intervention programs include: Healthy Babies, Healthy Children, the 18-month well baby check, Preschool Speech and Language, Infant Hearing Program, Pre-school Intervention Program for Children with Autism.

Early learning and care – refers to a range of programs and services for children and families from birth to transition to Grade 1, that foster learning and also include, but not restricted to, parenting supports and parent education and referrals to specialized health, developmental and social services.

Fee subsidies – Financial assistance to offset the cost of child care for families who are deemed eligible based on eligibility criteria set by the MCYS.

High risk – a term used in early identification and intervention programs to describe a situation where, based on the results of a complete assessment and professional judgment, there is a serious risk that a child may not reach his/her potential and that the family may benefit from more intensive supports.

Informal child care programs – refers to child care services provided by individuals in their homes or a child's home that are not licensed under the Day Nurseries Act.

Ontario Early Years Centres – a series of centres across the province that provide support for families with children up to age 6. The centres provide parenting programs and resources, play programs, screening and assessment services, and referrals to other early years services.

Parents – refers to a child's parents, legal guardians, family members or key person/s responsible for the child's care.

Regulated child care programs – refers to centre-based and home-based child care programs that are licensed under the Day Nurseries Act and regulated under that legislation. Includes not-for-profit and commercial child care operators.

Seamless day – describes a system of organizing and integrating services for young children so that they can move easily from one service (e.g., child care) to another (e.g., junior kindergarten), and the services are complementary and harmonized with one another, and contribute to healthy child development.

Abbreviations

CMSMs	Consolidated Municipal Services Managers
CSI	Community Services Inventory
DNA	*Day Nurseries Act*
DSSABs	District Social Services Administration Boards
DSB	District School Boards
EDI	Early Development Instrument
EDU	Ministry of Education
HBHC	Healthy Babies Healthy Children
ID	Infant Development
IHP	Infant Hearing Program
JK	Junior Kindergarten
MCSS	Ministry of Community and Social Services
MCYS	Ministry of Children and Youth Services
MOHLTC	Ministry of Health and Long-Term Care
OEYCs	Ontario Early Years Centres
PSL	Preschool Speech and Language
SK	Senior Kindergarten

**APPENDIX 6 - BEST START IMPLEMENTATION PLANNING
TEMPLATE**

Name of Local Best Start
Network:_____

Task 1 - Build Best Start Networks

Deliverable: Best Start network
Due Date: September 30, 2005

Section 1: Establishing the Network

- clear identification of the role of the Best Start network
- identify membership of the Best Start network and define the role of individuals within the network
- description of how the network represents all community services/organizations that should be involved in an early learning and care strategy
- identification of strategies to engage parents in Best Start
- develop terms of reference

Section 2: Establishing Accountability

Best Start networks will identify:
- the steps they will take to integrate planning for Best Start services and to develop the Phase 1 Integrated Implementation Plan
- mechanisms the network will use for accountability purposes for participating in Best Start and integrating services (e.g., service agreements, memorandums of understanding)
- mechanisms for liaising with the Regional French-language Best Start networks
- mechanisms the network will use to monitor implementation of Best Start
- mechanisms for conflict resolution between members' accountability to their program funders and their accountability to the Best Start network
- mechanisms on how the networks will work with CMSMs/DSSABs as they develop the transition plan

Name of CMSM or DSSAB:_____

Task 2 – Develop a Transition Plan to Increase Licensed Child Care Spaces and Subsidies in 2005-06 with Priority for Children in JK and SK during Non-school Hours and Gradual Expansion of Licensed Child Care and Subsidies for Children Aged 0-4 Years

Deliverable: Transition plan to use existing vacant child care spaces to increase the number of child care spaces for families with priority for children in JK and SK and gradual expansion for children aged 0-4 years, and identify any capital planning required for renovations to accommodate additional spaces for 2005/06 and any out year infrastructure projects that can begin in 2005-06. Please note CMSMs/DSSABs are being asked to develop the transition plan on behalf of the Best Start networks.
Due Date: October 31, 2005

Section 1: Assess the Need and Community's Current Capacity to Provide Child Care for Children in JK and SK and for Children Aged 0-4 Years

---

Part A – Assessment of Local Needs

- Describe the community's need for child care using the EDI, CSI and other relevant information on population needs
- Provide information on the community's need for child care as informed by the Regional French-language Best Start networks
- Describe community's need for child care pertaining to the aboriginal community (if relevant)
- Provide a historical overview of the local child care system including:
    o History of child care needs
    o Previous year's child care spending and service levels
    o Over/under expended services
- Provide data necessary to determine local child care needs and identify service gaps
- Provide a description of local services using the following table:

Local Services

Number of licensed child care centres and number of spaces provided	
Number of licensed full day equivalent day care and private-home day care spaces	
Number of licenses private-home day care agencies and number of approved homes	
Range of child care services available (i.e., full-time, part-time, before and after school, emergency, rural, etc.)	
Number of for-profit and non-profit child care centres	
Number of for-profit and non-profit private-home day care agencies	
Number of licensed before and after school programs	
Child Care Resource Centres	
Ontario Early Years Centres	
Number of French-language child care programs, licensed capacity and number of fee subsidies	
Number of special needs resourcing programs	
Other programs please specify	

Part B – Recommendations

- Using existing child care data, where possible, identify the number of vacant child care spaces in existing licensed child care programs that could be filled if the places were subsidized, as well as the existing system's capacity to add additional licensed spaces quickly.
- Identify the programs/spaces to receive subsidies, in order of priority. Priority should be given to those programs that are located in schools.
- In cases where a determination has been made that child care space is not to be located in schools, then provide a rationale as to why the school is not the appropriate location.

Section 2: Develop a Child Care Infrastructure Plan for Renovations/New Spaces

- Please refer to the Requirements for Developing Best Start Infrastructure Projects developed to assist communities in this work.

Name of Local Best Start
Network:_____

Task 3: Develop a Phase 1 Integrated Implementation Plan

Deliverable: Full implementation plan that outlines the community's vision for Best Start and its proposed multi-year roll out
Due Date: December 31, 2005

Section 1: Need Assessment for Early Learning and Care Services

Part A – Need Assessment
- Using existing data, provide an inventory of agencies providing services for children and their parents identifying services/functions that are provided
- Analysis and map of existing children's services
- List of neighbourhoods where there are a significant number of families at risk and a description of the population in those neighbourhoods (e.g., language, culture, socio-economic status)

Part B – Gap Analysis
- Identification of gaps in existing programs (e.g., geographical areas not well served, certain populations not well served, francophone, aboriginal)
- Identification of the types of services required to meet needs (e.g., parenting services, early interventions services, child care, services for children with special needs)

Section 2: Plan for Early Learning and Care Hubs

- Identify number of hubs and hub sites, based on needs assessment
- Identify hub services and mechanisms for service integration
- In cases where hubs are not located in schools, provide a rationale

Section 3: Plan to Implement Child Care

Part A – Site Identification
- Identify all the sites where child care could be added or developed for 2006-07 onwards
- Develop an infrastructure plan as per the Requirements for Developing Best Start Infrastructure Projects

Part B – Human Resources
- Assessment of current child care human resources available in the community
- Identify the number of additional staff required

Part C – Budget
- CMSMs/DSSABs to provide a projected annual operating budget for additional child care spaces

Section 4: Integrated Plan to Enhance Key Early Identification and Intervention Program

Part A – Funding and Provincial Targets
- Describe how service enhancement/restoration funding will be used to achieve provincial targets for:
    - Preschool Speech and Language
    - Infant Hearing Program
    - Healthy Babies Healthy Children
- Provide an overview of how individual plans (i.e, HBHC, Preschool Speech and Language, etc.) are complementing the overall Best Start plan

Part B – Integration
- Describe how programs (i.e., HBHC, Preschool Speech and Language, etc.) will be delivered in the community
- Identify how programs will be integrated with the neighbourhood early learning and care hubs

Section 5: Community's Long-Term Vision to Implement Best Start

Part A – Long-term Vision to Implement Best Start
- Describe the longer term vision for Best Start in the community focusing on the following:
    - Identify needs for Best Start services in the community – focusing on issues of community's needs and capacity
    - Rank order, by priority, how components will be implemented
    - Provide an overview of your community's fully implemented Best Start system

Part B – Challenges and Strategies
- Identify implementation challenges in your community that will impact your Best Start vision
- Identify proposed strategies to overcome the challenges

APPENDIX 7 - MAPS

The maps represent the English and French, Catholic and Public district school boards and CMSMs/DSSABs boundaries and do not include school authorities.