

**THE INCLUSION NEWS**

WINTER 2025



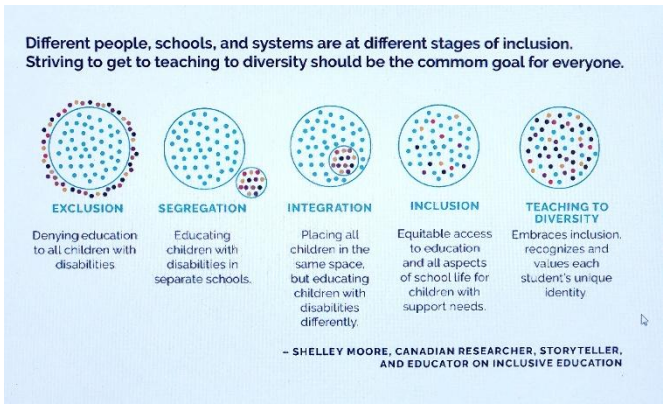
**Welcome**

Happy New Year!  
A new year brings motivation and excitement around new possibilities. With the start of a new calendar year, we begin the entry to school process for children entering school in September. The former Tell Us About Your Child package has been replaced this year with the Students with Extensive Special Education Needs form. Your resource consultant has received guidelines from the school boards on the distribution of this form to families. Please reach out to your resource consultant for more information. To learn more about supporting families with entry to kindergarten, click the link below to listen to this helpful podcast created for our Hamilton community.

[Fostering Independence During the Transition to School](#)

As we move into spring, be on the lookout for more information on implementing a seed packet approach to planning. This all-inclusive approach is a fun way to explore how to support children grow by connecting with the experts – the child, the family, the friends and YOU!

Finally, good news for centres in the west! We welcome a new supervisor to support your area. See page 2 for an introduction.



The now familiar evolution of inclusion is updated to include diversity.

**In this issue:**

Get On The Bus!	Pg. 2
2024 Impact Data	Pg. 2
Fostering Friendships	Pg. 3
Important Dates	Pg. 4

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# THE CHEERING SECTION

## GET ON THE BUS!

What bus, you ask? The Inclusion Express! If you have been following Dr. Shelley Moore you will be familiar with the phrase “Get on the bus!” which she uses to depict an image of the forward movement of truly inclusive practices. Up until the end of June, CLH resource consultants and inclusion facilitators will be handing out bus tickets as a form of recognition to individuals, classrooms or centres when they observe inclusive strategies, planning or activities taking place. Copies of these tickets are placed on a bus route in our office and the picture will be sent out in the summer newsletter. There’s sure to be a traffic jam! Already on the bus are Erin from Wee Watch, Jen and Ivanka from Our Lady of Assumption, Miranda and Selina from St. Eugene, Lindsay from Templemead and Sara Dikshya from Immaculate Conception.



This month we welcome Judine Gordon who will be the Children’s Inclusion Services Supervisor for the west (Ancaster/Dundas/Flamborough). With 23 years in child care, Judine brings with her extensive experience in working with children with developmental and behavioural support plans, Montessori settings, and the board of education. Look for her to begin visiting soon.

## INCLUSIVE LANGUAGE

*As you update your inclusion policy, here’s a few tips to keep in mind when making the switch to more inclusive language specific to disability. Avoid the use of any restrictive language, such as the word impaired. It works for some diagnoses, but not others and is often defined as imperfect or weakened. When referring to goals, words or phrases such as modifications, adaptations and classwide adaptive planning should be substituted with supplementary, replacement, competencies or universal design. To learn more about any of these suggestions, reach out to a CLH staff member.*

## 2024 IMPACT DATA

# OF CHILDREN WITH RC SUPPORT	440
# OF CHILDREN WITH RC SUPPORT IN BEFORE/AFTER	171
# OF LEVELS OF ECS PROVIDED	140
# OF LINK PLACEMENTS	54
# OF LCCP CONSULTATIONS	6257



# FOSTERING FRIENDSHIPS

Early childhood classrooms are often the first place where children experience a true sense of belonging outside of their family. They learn they are connected and matter to their community and they begin to learn the value of true friendship. Young children are often naturally inclusive, but making friends is not an intuitive ability. Nurturing and supporting an inclusive mindset as children grow becomes increasingly important as they enter school. Children with or without a disability need guidance and practice to learn to accept diversity, and for those children with a language delay, noticing where they need support is the key to fostering those friendships.

At Tiny Hoppers Paramount, educators Stefanie, Lily and Minu prompt children to include a child with a disability by pointing out ways they are similar using clothing and colours. The supervisor, Isabelle, speaks the child's first language, allowing others to learn the words and connect with them in a comforting way, without the support of an adult.

At Childventures Early Learning Academy, Katrina, Hayley and Lally recognize that neurodivergent children bring compassion and empathy out of classmates that may not be visible in their absence. Educators respond to the natural curiosity that children demonstrate about each other and lead the experience providing the bridge that makes the connecting interaction.

Nurturing positive social interactions among peer groups impacts social skills, self-esteem, language skills and cognitive development for all children. For children without disabilities, nurturing these interactions helps to reduce the fear of human differences, increases social awareness, and ultimately, leads to friendship.

Never doubt the effort you make to strengthen the connections in your classrooms. Children who feel a sense of belonging now will seek the same for others in the future.



## Important Dates

Children's Inclusion Services will be unavailable on the following dates:

- *Family Day – February 17/25*
- *Good Friday – April 18/25*
- *Easter Monday – April 21/25*
- *Victoria Day – May 19/25*



**Bowling pin signed by Dr. Shelley Moore  
(A gift to our team from Rebecca  
Salisbury upon her retirement).**

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