

## Integration Plan – Document to retain in the parental record

The development of an integration plan and its periodic or annual review aim to determine—as objectively as possible—the child's actual needs in terms of integration based on the childcare provider's activities, the layout of the premises and the availability of equipment.

Developed by the childcare provider and the child's parents or guardians, the integration plan must specify the needs for material and human resources required according to the recommendations of various professionals recognized by the Ministère de la Famille (the Ministère<sup>1</sup>). It is possible that the childcare provider will not implement all the recommendations of the professional(s) consulted. In this case, the childcare provider and the parents must indicate in an appendix why the recommended resources do not all appear in the integration plan.

The plan must be reviewed and enhanced as needed, at least once a year. The date and signature of the updated integration plan confirm the periodic or annual update.

### The integration plan is comprised of four parts:

- Part A** General information;
- Part B** Evaluation of the child's abilities;
- Part C** Identification of the child's special needs and potential means to meet them;
- Part D** Identification of the childcare provider's needs to meet the child's special needs.

- Parts A and B must be completed by the parents. They can consult the childcare provider for Part B.
- The information provided in this document will remain strictly confidential.

### In addition to this document, the following documents must be placed in the parental record:

- The Board of Directors resolution in view of integrating a disabled child into a childcare facility, as applicable;
- A certificate from Retraite Québec or a report by a professional recognized by the Ministère, attesting the child's disabilities;
- A document presenting the recommendations of at least one professional pertaining to the measures to apply, particularly with respect to material and human resources. These recommendations can be formulated by the professional who has attested the child's disabilities or other professionals recognized by the Ministère;
- Invoices and other vouchers related to the use of Part A of the allowance;
- Reasons for refusal of integration as they are specified in the integration or expulsion policy of the childcare provider, as applicable.

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1. The list of professionals who can sign this report is available in the Professional's Report form on the Ministère's website.

## Partie A General information

### Child identification

Child's last name and first name		
<input type="text"/>		
Address (number, street, apt.)		
<input type="text"/>		
City	Province	Postal code
<input type="text"/>	<input type="text"/>	<input type="text"/>
Date of birth (YYYY-MM-DD)	Current age	Telephone
<input type="text"/>	<input type="text"/>	<input type="text"/>

### Identification of the parents or guardian

Parent's last name and first name		
<input type="text"/>		
Telephone	ext.	Email
<input type="text"/>	<input type="text"/>	<input type="text"/>
Parent's last name and first name		
<input type="text"/>		
Telephone	ext.	Email
<input type="text"/>	<input type="text"/>	<input type="text"/>
Parent's last name and first name		
<input type="text"/>		
Telephone	ext.	Email
<input type="text"/>	<input type="text"/>	<input type="text"/>

### Identification of the childcare provider

<input type="radio"/> Childcare centre (CPE)	
<input type="radio"/> Home childcare provider (HCP) with subsidized places	
<input type="radio"/> Subsidized daycare centre	
Name of the childcare provider	
<input type="text"/>	
Address (number, street, apt.)	Choose a region
<input type="text"/>	<input type="text"/>
Name of the home childcare Coordinating Office (CO), as applicable	
<input type="text"/>	
Address (number, street, apt.)	Choose a region
<input type="text"/>	<input type="text"/>
Licence capacity or number of children the HCP can accept based on its recognition	Number of spaces held by children with disabilities
<input type="text"/>	<input type="text"/>
Last name and first name of contact person	
<input type="text"/>	
Telephone	ext. Position
<input type="text"/>	<input type="text"/>
Date child was admitted to the child-care facility	Date of declaration of disability (or of need for integration support)
<input type="text"/>	<input type="text"/>
(YYYY-MM-DD)	(YYYY-MM-DD)

**Child's experience in a childcare facility**

Has the child ever attended a childcare facility?

☐ Yes☐ No☐ Centre based childcare facility ☐ Home childcare

Does the child go to the nursery of a centre based childcare facility?

☐ Yes☐ No**Specialized services**

Has the child ever received specialized services (e.g., medical, adaptation and rehabilitation services)?

☐ Yes☐ NoIf **yes**, please provide the following information:

1. Organization or facility that provided the specialized services

Last name and first name of the professional

Profession

Telephone

ext.

2. Organization or facility that provided the specialized services

Last name and first name of the professional

Profession

Telephone

ext.

3. Organization or facility that provided the specialized services

Last name and first name of the professional

Profession

Telephone

ext.

If the child has received specialized services in the past but no longer receives them now, enter the date when the service ended

(YYYY-MM-DD)

**Technical aids**

Does the child use technical aids or any other means to compensate for his or her disability or to help with certain everyday activities (e.g., hearing aids, prosthesis, orthosis, Bliss symbol, wheelchair, tricycle)?

☐ Yes☐ NoIf **yes**, please specify:**Drugs and treatment**If **yes**, please specify:

## Part B Evaluation of the child's abilities

This section aims to provide the elements needed for analysis of the child's special needs.

### Daily activities

Here is a list of everyday activities:

- ① Check the response that best describes the child's usual ability to perform the activity.  
If the child does not have any difficulty performing the activity, or if the activity does not apply to his or her case, **check "not applicable."**
- ② In order to monitor the child's progress, check his or her **current level of learning**<sup>2</sup>.

#### Legend ①

- 1 With difficulty
- 2 With technical aid
- 3 With assistance
- 4 Unable of performing

#### Legend ②

- A Never learned
- B Learning in progress
- C Learning completed

2. Note that this refers to specialized and non-specialized learning other than those associated with common activities for a child of that age.

### Nutrition

☐ Not applicable

	①				②		
	1	2	3	4	A	B	C
Eats (e.g., non-slip plate, adapted utensils)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drinks (e.g., with a straw, from the cup)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special diet:							
Food consistency (e.g., puree):							
Position during meals (e.g., bumping block, arm chair):							

### Dressing

☐ Not applicable

	①				②		
	1	2	3	4	A	B	C
Removes his/her shoes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Puts on his/her shoes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Undresses him/herself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dresses him/herself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unfastens his/her clothes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fastens his/her clothes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment:

**Potty training**☐ Not applicableWears diapers ☐ Occasionally ☐ Permanently

	1				2		
	1	2	3	4	A	B	C
Sits on the potty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sits on the toilet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asks to go	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Washes his/her hands and face	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment:

**Intolerances or special sensitivities**☐ Not applicable☐ To cold☐ To the sun☐ To wind☐ To noise☐ To air☐ To heat☐ To dust☐ Allergies (specify) \_\_\_\_\_

Comment:

**Gross motor skills**☐ Not applicable

	1				2		
	1	2	3	4	A	B	C
Raises and bows his/her head	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rolls over, changes position	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Crawls	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moves on all fours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Walks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pushes or pulls a toy while walking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Runs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Joins in activities that require physical coordination (e.g., claps his/her hands, catches a ball, walks down the stairs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can do activities such as use a swing, a tricycle, a slide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment:

Coordination difficulties:

Position to favour:

Position to avoid:

## Fine motor skills

☐ Not applicable

	1				2		
	1	2	3	4	A	B	C
Grasps an object with his/her hands	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Handles an object	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transfers an object from one hand to the other and voluntarily releases the object	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grabs an object with his/her thumb and index finger	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empties and fills a container	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stacks rings on a pole	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stacks, makes a tower using three blocks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Turns the pages of a book	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rolls playdoh into a ball	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Makes a puzzle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Screws, unscrews, turns a doorknob	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Holds a pencil between his/her thumb and index	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses scissors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment:

## Verbal and non-verbal communication

☐ Not applicable

	1				2		
	1	2	3	4	A	B	C
Notices sounds, messages, music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mimics sounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understands and executes a simple instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gives or points to objects on demand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates using signs, gestures and sounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mimics noises, animal sounds, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expresses him/herself using two words consecutively (e.g., <i>Want this!</i> )	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Answers simple questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Executes two instructions with a common thread	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaks fluently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment:

## Vision

☐ Not applicable

	1				2		
	1	2	3	4	A	B	C
Finds a hidden object	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follows the adult and other children with his/her eyes when they move around	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is attracted to his/her reflection in the mirror	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Takes part in activities requiring fine vision (recognizes shapes, objects, colours, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moves around without bumping into things or falling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Takes part in activities requiring distance and peripheral vision (ball, obstacle games)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wears glasses:	<input type="radio"/> Yes		<input type="radio"/> No				

Comment:

## Reasoning

☐ Not applicable

	1				2		
	1	2	3	4	A	B	C
Finds a hidden object (behind his/her back, under a bucket)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copies simple gestures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Makes associations and places objects in a given order	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Executes an instruction ( <i>Give, Take, Come</i> , etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Points to a picture or item mentioned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Matches three colours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understands the notion of "the same and different"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focuses during structured activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plays the same games as other children his/her age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment:



## Adaptation and socialization

☐ Not applicable

	1	2	<sup>1</sup> 3	4	A	<sup>2</sup> B	C
Reacts to the adult's presence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tolerates his/her parent's absence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supports the educator's absence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responds when he/she is called upon	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mimics others' gestures when playing (can imitate)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Furthers simple instructions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plays with his/her peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can play alone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stays in the yard or within an established perimeter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shares	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Waits his/her turn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Avoids certain dangers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engages in free play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperates during play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Avoids actions that are dangerous to him/herself and to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment:

## Part C Identification of the child's special needs and potential means to meet them

**"Special needs" refers to the needs directly linked to the impairment and disabilities, the other needs having been recognized as individual needs comparable to those of any other child.**

### Nutrition

☐ Not applicable

Explain the difficulties encountered:

Specify the potential means to mitigate integration obstacles:

**Dressing**

☐ Not applicable

Explain the difficulties encountered:

Specify the potential means to mitigate integration obstacles:

**Potty training**

☐ Not applicable

Explain the difficulties encountered:

Specify the potential means to mitigate integration obstacles:

**Intolerances or special sensitivities, allergies**

☐ Not applicable

Explain the difficulties encountered:

Specify the potential means to mitigate integration obstacles:

**Gross motor skills**

☐ Not applicable

Explain the difficulties encountered:

Specify the potential means to mitigate integration obstacles:

**Fine motor skills**

☐ Not applicable

Explain the difficulties encountered:

Specify the potential means to mitigate integration obstacles:

### Verbal and non-verbal communication

☐ Not applicable

Explain the difficulties encountered:

Specify the potential means to mitigate integration obstacles:

### Vision

☐ Not applicable

Explain the difficulties encountered:

Specify the potential means to mitigate integration obstacles:

### Reasoning

☐ Not applicable

Explain the difficulties encountered:

Specify the potential means to mitigate integration obstacles:

### Adaptation and socialization

☐ Not applicable

Explain the difficulties encountered:

Specify the potential means to mitigate integration obstacles:

## Part D Identification of the childcare provider's needs to meet the child's special needs

**Note that the childcare provider must specify any material and human resources needed in accordance with the recommendations of the professionals recognized by the Ministère and with the analysis of the needs identified in Part C above.**

### Experience of the childcare provider

Has the staff already experienced the integration of a disabled child?

☐ Yes ☐ No

Needs in terms of:

### ☐ Material resources

Adaptation of material or equipment used by children of the same age.

Specify:

Purchase of specialized equipment or material.

Specify:

Layout

Specify:

### ☐ Human Resources

Reduced number of children per educator or HCP.

Specify:

Addition of staff or of an assistant.

Specify:

Training and replacement of staff who receive this training;

Specify:

☐ **Others**

Specify:

☐ **External collaboration and search for information**

Professional support (rehabilitation centre, CISSS/CIUSSS, etc.)

Specify:

Information and documentation (e.g., type of disability, bibliography)

Specify:

Special training (e.g., using the device, special means of communication)

Specify:

## Signatures

**I agree with this integration plan for my child and undertake to collaborate with the childcare provider.**

Date (YYYY-MM-DD)

**X**

Signature of the parent or guardian

**I undertake to immediately implement this integration plan and to update it as needed, no later than one year from today.**

Date (YYYY-MM-DD)

**X**

Signature of the person responsible for integration at the childcare facility

## For more information

For more information, contact the Ministère's Information Service at:

**1-855-336-8568** or visit the Ministère's website: [www.mfa.gouv.qc.ca](http://www.mfa.gouv.qc.ca)