



INCLUSION Quality Standard

INCLUSION documents how a facility supports children's full participation and the ways staff intentionally plan for each child and family to be successful. Inclusive experiences in early childhood result in a sense of belonging, positive social relationships, and the ability for all children to learn at their full potential.

Worksheets needed to complete this section:

1. *QRIS Personnel Worksheets for Lead & Assistant teachers* found in the Worksheet Section
2. *QRIS Personnel Worksheet: Component 9 Summary* found in the Worksheet Section

Terms:

- **Policy:** (What you say you are going to do) Written plan that spells out a course of action
- **Procedure:** (How you will do it) Course of action that corresponds to a policy; will be verified through written records
- **Record:** (How you know it has been done) Written record of the procedure in process
- **Component 9: Special Needs:** One of the IdahoSTARS Early Care and Education Core Knowledge Components, focusing on the knowledge and understanding of developmental stages, processes, theories and their implications for working with children with disabilities and their families and to provide inclusive opportunities
- **Community resource list:** List that specifies community resources available to support children and families with (or suspected of having) a disability or special health care needs should be indicated
- **Screening:** High quality screening tools are research-based, reliable, and valid in determining children with and without delays. They are also appropriate for children from a diverse range of racial, ethnic, linguistic, and cultural backgrounds. One example is the *Ages and Stages Questionnaire (ASQ)*. Training on the tool is available online.
- **Qualified screener:** An staff person that has formal training and experience in administering specific developmental screening tools and techniques. Document staff qualification with a certificate or record of completion. Or an agency trained to the same level of expertise. Documentation of completed screening is required.
- **Inclusion Self-Reflection:** Survey that gives classroom teachers the opportunity to reflect on current inclusive practices and to use the information to prioritize and set goals to strengthen inclusive settings, activities, and practices. Available on the IdahoSTARS website (www.idahostars.org)
- **Referral:** Direction to a source for help or information. Referrals must be recorded in writing in order to be verified
- **Referral outcome:** Written documentation of the results of a referral
- **Primary language:** The language the child speaks most often
- **Methods of documenting children's development:** A collection of information about a child's growth, strengths, challenges and interests. Observations should on-going and recorded in a variety of ways and at different times of the day to give a more accurate snapshot of the child. The collection may include anecdotes, running records, videotapes and other observation techniques. Contact your local CCR & R office for additional strategies and information.



Directions:

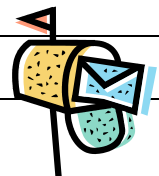
1. Use the **Personnel Worksheets** and **Component 9 Summary** to calculate the percentage of employees with the stated number of total training hours in Component 9: *Special Needs*.
2. When calculating training percentages, **do not** include new employees who have been employed 90 days or less.
3. In the *Percent* column of the **Component 9 Summary**, record the percentage of *lead* teachers who have earned:
 - 1 hour of training in Component 9 in the 12 months prior to application
 - 2 hours of training in Component 9 in the 12 months prior to application
 - 3 hours of training in Component 9 in the 12 months prior to application
 - 4 hours of training in Component 9 in the 12 months prior to application
 - 5 hours of training in Component 9 in the 12 months prior to application
4. In the *Percent* column of the **Component 9 Summary**, record the percentage of *assistant* teachers who have earned :
 - 1 hour of training in Component 9 in the 12 months prior to application
 - 2 hours of training in Component 9 in the 12 months prior to application
 - 3 hours of training in Component 9 in the 12 months prior to application
 - 4 hours of training in Component 9 in the 12 months prior to application
 - 5 hours of training in Component 9 in the 12 months prior to application
5. Compare the percentages of employees with training in Component 9 with the quality indicators for Inclusion on the grid below.
6. Check off each indicator which accurately describes a practice currently in place in the facility. Only check the indicator if the facility *already* has a written policy and procedure in place. Label and/or attach the policy as documentation.
 - Identify the tier on the grid below that corresponds with the average ratio percentages for the facility.
 - Begin by looking at each indicator in Tier 1. Ask yourself if the statement is true for the facility.
 - If the answer is 'yes', it is true at this time, check the box and gather the supporting materials to submit with the completed application. The materials you need are listed in red beneath the indicator.
 - If the answer is 'no', it is not true at this time, leave the box empty.
 - If all indicators in Tier 1 are NOT in place, check the **Not yet at Tier 1** box.
 - If all indicators are checked in Tier 1, check the Tier 1 box; if all indicators in Tiers 1 & 2 are in place, check off the Tier 2 box, and so on.
7. Transfer the information to the Inclusion Quality Standard section on the *Application for a Facility Profile*
8. Attach documentation.

Inclusion Quality Indicators

Not yet at Tier 1 <input type="checkbox"/>				
<input type="checkbox"/> Tier 1	<input type="checkbox"/> Tier 2	<input type="checkbox"/> Tier 3	<input type="checkbox"/> Tier 4	<input type="checkbox"/> Tier 5
<ul style="list-style-type: none"> <input type="checkbox"/> Director and <input type="checkbox"/> 75% of lead teachers and <input type="checkbox"/> 50% of assistant teachers have taken 1 hour of IdahoSTARS approved training in Component 9: <i>Special Needs</i>, in the 12 months prior to application <input type="checkbox"/> Written policy that reflects facility commitment to serving children with disabilities Label and attach policy <input type="checkbox"/> Posted community resource list specific to serving children with disabilities Submit example 	<ul style="list-style-type: none"> <input type="checkbox"/> Director and <input type="checkbox"/> 75% of lead teachers and <input type="checkbox"/> 50% of assistant teachers have taken 2 hours training in Component 9 <input type="checkbox"/> 25% of all classrooms submit the <i>Inclusion Self-Reflection</i> to the University of Idaho in the 12 months prior to application <input type="checkbox"/> Written policy and procedure to serve children with disabilities in the family's primary language Label and attach policy <input type="checkbox"/> Written policies and procedures to document each child's developmental growth, strengths and challenges Label and attach policy <input type="checkbox"/> Enrollment packet includes Child Find brochure & application 	<ul style="list-style-type: none"> <input type="checkbox"/> Director and <input type="checkbox"/> 75% of lead teachers and <input type="checkbox"/> 50% of assistant teachers have taken 3 hours training in Component 9 <input type="checkbox"/> 50% of all classrooms submit the <i>Inclusion Self-Reflection</i> Submit copy of confirmation email <input type="checkbox"/> Written policy and procedure for referrals to outside support to address needs and/or concerns Label and attach policy <input type="checkbox"/> Provide one formal parent/teacher conference per year to share child's development Label and attach policy <input type="checkbox"/> Methods for documenting children's developmental growth, strengths, and challenges are used at least once every three months 	<ul style="list-style-type: none"> <input type="checkbox"/> Director and <input type="checkbox"/> 75% of lead teachers and <input type="checkbox"/> 50% of assistant teachers have taken 4 hours training in Component 9 <input type="checkbox"/> 75% of all classrooms submit the <i>Inclusion Self-Reflection</i> <input type="checkbox"/> Written policy and procedure to document follow-up of any referral out-comes Label and attach policy <input type="checkbox"/> Methods for documenting children's developmental growth, strengths, and challenges are used at least once monthly Submit examples 	<ul style="list-style-type: none"> <input type="checkbox"/> Director and <input type="checkbox"/> 75% of lead teachers and <input type="checkbox"/> 50% of assistant teachers have taken 5 hours training in Component 9 <input type="checkbox"/> All classrooms in the facility submit the <i>Inclusion Self-Reflection</i> <input type="checkbox"/> Provide two formal parent/teacher conferences per year to share child's development Label and attach policy <input type="checkbox"/> 90% of children have their development screened by qualified screener within 90 days of enrollment Label and attach policy <input type="checkbox"/> Methods for documenting children's developmental growth, strengths, and challenges are used at least once weekly Submit examples

Helpful Hints for the Inclusion Quality Standard

- You must answer 'yes' to all indicators in a tier before you can move to the next. However you are encouraged to check off every indicator already in place – this will highlight the work you already do and serve as a guide to plan what to do next!
- Only check the indicator if the facility *already* has a written policy and procedure in place
- Submit reflection(s) on-line @ www.idahostars.org OR dial 2-1-1 Idaho CareLine and ask for the IdahoSTARS Training Office: a hard copy of the *Inclusion Self-Reflection* will be sent to you.
 - To document reflections completed, submit a copy of the first page of each reflection (if submitting hard copies) OR a copy of the first page of the confirmation email if submitting electronically
- Who is considered **qualified screener** for the Tier 5 indicator? A **qualified staff person** has received formal training and has experience in administering specific developmental screening tools and techniques. This training must be documented by a certificate or record of completion. A qualified agency may also perform the screening. Documentation of the completed screening is required.
- Label and attach the policy as documentation.
 - Label each policy with post-it note
 - Highlight each policy in yellow if submitting a copy of a policy in a parent or staff handbook
- Find local trainings in Component 9: *Special Needs* by viewing the IdahoSTARS on-line Training calendar at www.idahostars.org
- The procedures and records corresponding to written policies will be verified on-site by an assessor when the facility applies for a star rating, but not when you are completing a *Facility Profile*.
- Begin creating parent and staff handbooks that include the policies and procedures required in each indicator. These handbooks will be submitted as a part of your application when you apply for a STAR rating.
- **Methods of documenting children's development:** A collection of information about a child's growth, strengths, challenges and interests. Observations should on-going and recorded in a variety of ways and at different times of the day to give a more accurate snapshot of the child. The collection may include anecdotes, running records, videotapes and other observation techniques. Contact your local CCR & R office for additional strategies and information.



WHAT TO SEND IN

- The *Inclusion* section of the *Application for a Facility Profile*
- A copy of the confirmation email for each ***Inclusion Self-Reflection*** submitted on-line. If you request a hard copy of the ***Inclusion Self-Reflection***, copy the first page of each completed reflection as documentation.
- ***Personnel Worksheet: Component 9 Summary*** (in Worksheet Section)
- Copies of any written policies currently in place
 - Label each policy with post-it note OR
 - Highlight each policy in yellow if submitting a copy of a policy in a parent or staff handbook