
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.

Worksheet needed to complete this section: *QRIS Professional Development Summary*

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 record
- **Record:** (How you know it has been done) Written record of the procedure in process
- **Component 5: Observing, recording, and assessing child outcomes:** One of the IdahoSTARS Early Care and Education Core Knowledge Components, focusing on understanding the how and why of observing children and utilization of assessment techniques as a tool for curriculum planning, goal setting for individuals in partnerships with parents, and preparation of the learning environment to enhance growth and learning.
- **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 work 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.
- **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 counted.
- **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 be 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. Refer to your IdahoSTARS Provider Training Log or the **Professional Development Summary** for the total training hours taken in the 12 months prior to the application in **Component 9: Special Needs** and **Component 5: Observing, recording, and assessing child outcomes**.
2. 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 your training hours in Components 5 and 9.
 - Begin by looking at the indicators 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 the indicators in Tier 1 are NOT in place, check the **Not yet at Tier 1** box.
 - If the indicators are all checked in Tier 1, check the Tier 1 box; if the indicators in Tiers 1 & 2 are in place, check off the Tier 2 box, and so on.
3. Transfer the information to the Inclusion Quality Standard section on the *Application for a Facility Profile*
4. Attach documentation.

Inclusion Quality Indicators

Not yet at Tier 1 ☐				
☐ Tier 1	☐ Tier 2	☐ Tier 3	☐ Tier 4	☐ Tier 5
<p>☐ Owner has taken 1 hour of IdahoSTARS approved training in Component 9, <i>Special Needs</i>, and/or Component 5, <i>Observing, recording, and assessing child outcomes</i> in the 12 months prior to application</p> <p>☐ Written policy that reflects facility commitment to serving children with disabilities Label and attach policy as noted in Helpful Hints</p> <p>☐ Posted community resource list specific to serving children with disabilities Attach example</p>	<p>☐ Owner has taken 2 hours training in Component 5 and/or 9 in the 12 months prior to application</p> <p>☐ Submit <i>Inclusion Self-Reflection</i> to University of Idaho in the 12 months prior to application Attach confirmation email</p> <p>☐ Written policy and procedure to serve children with disabilities in the family's primary language Label and attach policy as noted in Helpful Hints</p> <p>☐ Written policies and procedures to document each child's developmental growth, strengths and challenges Label and attach policy as noted in Helpful Hints</p> <p>☐ Enrollment packet includes Child Find brochure & application</p>	<p>☐ Owner has taken 3 hours training in Component 5 and/or 9 in the 12 months prior to application</p> <p>☐ Written policy and procedure for referrals to outside support to address needs and/or concerns Label and attach policy as noted in Helpful Hints</p> <p>☐ Provide one formal parent/teacher conference per year to share child's development Label and attach policy as noted in Helpful Hints</p> <p>☐ Methods for documenting children's developmental growth, strengths, and challenges are used at least once every three months Label and attach policy as noted in Helpful Hints</p>	<p>☐ Owner has taken 4 hours training in Component 5 and/or 9 in the 12 months prior to application</p> <p>☐ Written policy and procedure to document follow-up of any referral out-comes Label and attach policy as noted in Helpful Hints</p> <p>☐ Methods for documenting children's developmental growth, strengths, and challenges are used at least once monthly Label and attach policy as noted in Helpful Hints</p>	<p>☐ Owner has taken 5 hours training in Component 5 and/or 9 in the 12 months prior to application</p> <p>☐ Provide two formal parent/teacher conferences per year to share child's development Label and attach policy as noted in Helpful Hints</p> <p>☐ Methods for documenting children's developmental growth, strengths, and challenges are used at least once weekly Label and attach policy as noted in Helpful Hints</p>

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 help you plan what to do next!
- Only check the indicator if the facility *already* has a written policy and procedure in place
- 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 Components 5 and 9 by viewing the IdahoSTARS online Training calendar at www.idahostars.org
- Submit the *Inclusion Self-Reflection* online @ www.idahostars.org OR dial 2-1-1 Idaho Careline and ask for the IdahoSTARS training office: a hard copy 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
- 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*.
- **Methods of documenting children’s development:** A collection of information about a child’s growth, strengths, challenges and interests. Observations should be ongoing 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 Standard* section of the *Application for a Facility Profile*
- A copy of the **confirmation email** for the *Inclusion Self-Reflection* submitted on-line. OR--If you request a hard copy of the *Inclusion Self-Reflection*, copy the **first page of the completed reflection** as documentation.
- Copies of any written policies currently in place
- **Professional Development Summary** which records trainings in Components 5 and 9
- **Copies of any written policies** currently in place
 - Label each policy with post-it note OR
 - Highlight and label each policy in yellow if submitting a copy of a policy in a parent or staff handbook