

The Inclusion Standard of the Quality Rating and Improvement System

IdahoSTARS ★ University of Idaho ★ PO Box 444061 ★ Moscow, ID 83844-4061 or Call the 2-1-1 Idaho CareLine by dialing 2-1-1 or 1-800-926-2588

Inclusion is one of the six Quality Standards in the IdahoSTARS Quality Rating and Improvement System (QRIS). Inclusion means inviting all children to participate in a child care program and intentionally planning for ways to help every child be successful, whether or not that child has an identified disability.

All child care providers are encouraged to:

- Observe and track children's development (you can download the "Observing and Documenting Young Children" information sheet from www.idahostars.org in the Inclusion section)
- Attend IdahoSTARS training in Component #9 (Special Needs) (check the training calendar at www.idahostars.org)
- Connect families to resources and outside agencies as necessary

THE INCLUSION SELF-REFLECTION

The Inclusion Self-Reflection (available at www.idahostars.org in the Inclusion section) will help you to reach these goals. It is designed to help you identify current practices and plan for future improvements. It will help you create or revise your own policies, procedures and systems which will benefit children and families in your care.

IdahoSTARS mentors are available to help with implementing inclusion plans. For more information on working with a mentor, call the 2-1-1 Idaho CareLine by dialing 2-1-1 or 1-800-926-2588 and ask to speak to the director of the mentor/coaching program.

REQUIRED DOCUMENTATION FOR INCLUSION

Each facility must compile (or know where to locate) required documentation (e.g. training Completion Certificates, proof of teacher's tracking of developmental growth, and dates of parent-teacher conferences where developmental information and concerns were shared with parents, and tracking systems for outside agency referrals and parent follow-ups).

IdahoSTARS may need to refer to or see these documents at a later time.

QUALITY RATING SYSTEM SCORING OUTLINE FOR INCLUSION

1 point:

- Facilities are willing to (or currently) serve children with diagnosed disabilities/specialized health needs.
- 25% of children enrolled at the facility have developmental growth tracked by classroom teacher.
- 25% of children enrolled at the facility have developmental growth (strengths, challenges and concerns) reviewed at least yearly with parents.
- Director/owner attends three (3) hours of training in Component #9, Special Needs.
- Submit a completed copy of the Administrative Inclusion Reflection Plan (to be completed by the Owner/Director of the facility).
- Submit a completed copy of the Classroom Inclusion Reflection Plan(s) (Lead teacher/caregiver in each classroom completes).
- Family Child Care Providers must complete both the Administrative and the Classroom Inclusion Reflection Plan.

2 points:

- Facilities are willing to (or currently) serve children with diagnosed disabilities/specialized health needs.
- Director/owner attends three (3) hours of training in Component #9, Special Needs.
- 50% of children enrolled at the facility have developmental growth tracked by classroom teacher.
- 50% of children enrolled at the facility have developmental growth (strengths, challenges and concerns) reviewed at least yearly with parents.
- Submit a completed copy of the Administrative Inclusion Reflection Plan (to be completed by the Owner/Director of the facility).
- Submit a completed copy of the Classroom Inclusion Reflection Plan(s) (Lead teacher/caregiver in each classroom completes).
- Family Child Care Providers must complete both the Administrative and the Classroom Inclusion Reflection Plan.

3 points:

- Facilities are willing to (or currently) serve children with diagnosed disabilities/specialized health needs.
- 75% of the children enrolled at the facility have developmental growth tracked by classroom teacher.
- 75% of children enrolled at the facility have developmental growth (strengths, challenges and concerns) reviewed at least yearly with parents.
- Director/owner attends three (3) hours of training in Component #9, Special Needs.
- Submit a completed copy of the Administrative Inclusion Reflection Plan (to be completed by the Owner/Director of the facility).
- Submit a completed copy of the Classroom Inclusion Reflection Plan(s) (Lead teacher/caregiver in each classroom completes).
- Family Child Care Providers must complete both the Administrative and the Classroom Inclusion Reflection Plans.

4 points:

- Facilities are willing to (or currently) serve children with diagnosed disabilities/specialized health needs.
- 100% of children enrolled at the facility have developmental growth tracked by classroom teacher.
- 100% of children enrolled at the facility have developmental growth (strengths, challenges and concerns) reviewed at least yearly with parents.
- Director/owner attends three (3) hours of training in Component #9, Special Needs
- Have a plan/policy for tracking referrals to outside agencies such as Health and Welfare or Child Find (please describe in Administrators or Classroom Inclusion Reflection Plan).
- Have a plan/policy to demonstrate follow-up with families about referrals (please describe in Administrators or Classroom Inclusion Reflection Plan).
- Submit a completed copy of the Administrative Inclusion Reflection Plan (to be completed by the Owner/Director of the facility).
- Submit a completed copy of the Classroom Inclusion Reflection Plan(s) (Lead teacher/caregiver in each classroom completes).
- Family Child Care Providers must complete both the Administrative and the Classroom Inclusion Reflection Plans.