



Inclusion Pathway for Directors and Program Administrators

Goal: Children with special needs* have access to quality early care and education, are included in typical program activities and routines, and have their individual needs and goals met.

Pathway	Exploring <i>Committed to learning about ways to support all children as full participants within ECE program</i>	Implementing <i>Committed to implementing formal program policies and procedures which allows all children to fully participate within ECE program</i>	Refining <i>Committed to supporting staff and parent involvement in an inclusive environment that supports all children to fully participate within ECE program</i>	Integrating <i>Committed to partnering with disability systems/providers and families to provide a fully integrated, inclusive ECE program</i>
Program Policies and Administration 1. Enrollment and Outreach	Recognizes and embraces the importance and significance of the Americans with Disabilities Act as related to ECE programs.	Extends a welcoming attitude to families with children having special needs who choose your program.	Identifies program as inclusive to R&R agency (Children’s Home Society) and community registries (Orange County Child Care and Development Planning Council)	Actively markets the fully inclusive ECE program, highlighting the mission, policies, and procedures.
Program Policies and Administration 2. Policies and Procedures	Learns about components of an inclusive program: <ul style="list-style-type: none"> • Mission statement • Written policies and procedures • Children’s & parents’ rights • Legal requirements 	Implements components of inclusive programs into written format (i.e., development of program handbook encouraging enrollment of children with special needs).	Provides training to staff and parents on program policies and procedures.	Regularly reviews and updates policies and procedures related to children with special needs; engages families in evaluating the effectiveness of the program’s inclusive policies and procedures.

* “Children with Special Needs” includes children with an Individualized Family Service Plan (IFSP), Individualized Education Program (IEP), or children with a diagnosed condition per a state licensed practitioner, that impacts the care of the child.





Inclusion Pathway for Directors and Program Administrators

Goal: Children with special needs* have access to quality early care and education, are included in typical program activities and routines, and have their individual needs and goals met.

Resources	Exploring <i>Committed to learning about ways to support all children as full participants within ECE program</i>	Implementing <i>Committed to implementing formal program policies and procedures which allows all children to fully participate within ECE program</i>	Refining <i>Committed to supporting staff and parent involvement in an inclusive environment that supports all children to fully participate within ECE program</i>	Integrating <i>Committed to partnering with disability systems/providers and families to provide a fully integrated, inclusive ECE program</i>
Program Policies and Administration 1. Enrollment and Outreach 2. Policies and Procedures	<p>Early Childhood Inclusion: A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC): <i>The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute</i></p> <p>An Administrator’s Guide to Preschool Inclusion by Ruth Ashworth Wolery and Samuel L. Odom, Early Childhood Research Institute on Inclusion <i>Posted: The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute</i></p> <p>Know the Law About Disabilities and “Challenging Behaviors” in California Child Care Programs: <i>The Child Care Law Center</i></p>	<p>Mission Statement Samples:</p> <p>Public education: Sample Inclusion Mission Statement for a Public School Board of Education</p> <p>Family child care provider: Miss Julie’s Preschool and Child Care</p> <p>Private preschool provider: A Child’s Place Learning Center, Inc. Inclusion Policy Handbook</p> <p>Policy Statement Sample: Rockford Public Schools, Rockford MI</p> <p>Policies and Procedure/Parent Handbook Sample: UCI Child Care Services</p>	<p>Steps to Take:</p> <ul style="list-style-type: none"> • Train your staff on your inclusive policies and procedures/parent handbook <p>Sample: A Child’s Place Parent Handbook and Staff Orientation</p>	<p>Inclusion Checklist for Programs: Kids Included Together</p> <p>Quality Indicators for Inclusive Preschool Programs - All of Us Together, WestEd Center for Prevention and Early Intervention</p>

* “Children with Special Needs” includes children with an Individualized Family Service Plan (IFSP), Individualized Education Program (IEP), or children with a diagnosed condition per a state licensed practitioner, that impacts the care of the child.





Inclusion Pathway for Directors and Program Administrators

Goal: Children with special needs* have access to quality early care and education, are included in typical program activities and routines, and have their individual needs and goals met.

<p>Pathway</p>	<p>Exploring <i>Committed to learning about ways to support all children as full participants within ECE program</i></p>	<p>Implementing <i>Committed to implementing formal program policies and procedures which allows all children to fully participate within ECE program</i></p>	<p>Refining <i>Committed to supporting staff and parent involvement in an inclusive environment that supports all children to fully participate within ECE program</i></p>	<p>Integrating <i>Committed to partnering with disability systems/providers and families to provide a fully integrated, inclusive ECE program</i></p>
<p>Program Policies and Administration</p> <p>3. Collaboration with Disability Services</p>	<p>Learns about disability systems, referrals, and services; including IFSPs/IEPs/medical plans.</p>	<p>Accesses and reviews individual IFSP/IEPs, and works with service providers to identify adaptations and accommodations to program as needed.</p>	<p>Supports integration of IFSP/IEP specified services on-site and/or develops routine communication with off-site service providers.</p>	<p>Facilitates staff and family contributions to team planning (such as IFSP, IEP, and/or medical team meetings) to continually meet the needs of the individual child.</p>

* "Children with Special Needs" includes children with an Individualized Family Service Plan (IFSP), Individualized Education Program (IEP), or children with a diagnosed condition per a state licensed practitioner, that impacts the care of the child.





Inclusion Pathway for Directors and Program Administrators

Goal: Children with special needs* have access to quality early care and education, are included in typical program activities and routines, and have their individual needs and goals met.

Resources	Exploring <i>Committed to learning about ways to support all children as full participants within ECE program</i>	Implementing <i>Committed to implementing formal program policies and procedures which allows all children to fully participate within ECE program</i>	Refining <i>Committed to supporting staff and parent involvement in an inclusive environment that supports all children to fully participate within ECE program</i>	Integrating <i>Committed to partnering with disability systems/providers and families to provide a fully integrated, inclusive ECE program</i>
<p>Program Policies and Administration</p> <p>3. Collaboration with Disability Services</p>	<p>Attend:</p> <ul style="list-style-type: none"> ● IEP Rights and Strategies Workshop ● Basic Rights Workshop Team of Advocates for Special Kids (TASK) Online Training Calendar. <p>Attend:</p> <ul style="list-style-type: none"> ● Moving on at 3 Workshop Comfort Connection Family Resource Center. Call 714-558-5400 for schedule <p>Attend:</p> <ul style="list-style-type: none"> ● Quality Start OC. Online Training Calendar: <p>To understand how children are assessed and how to access early intervention services: How to Get a Child Tested: <i>California Childcare Health Program</i></p> <p>10 Basic Steps in Special Education: <i>Center for Parent Information and Resources, U.S. Department of Education, Office of Special Education Programs</i></p>	<p>Steps to Take:</p> <ul style="list-style-type: none"> ● Obtain permission from parent to contact service providers to make appropriate adaptations in your program. ● Collaborate with service provider, classroom teachers, program administrator and parents. <p>Sample Authorization Form: A Child's Place Learning Center, Inc. Inclusion Policy Handbook:</p> <ul style="list-style-type: none"> ● Authorization for the Release of Information <p>CARA's Kit: Creating Adaptations for Routines and Activities</p> <p>To view, visit:</p> <ul style="list-style-type: none"> ● City of Irvine Child Resource Center (CRC) ● Comfort Connection Family Resource Center <p>To purchase: http://www.naeyc.org/store/node/666</p>	<p>A Child's Place Learning Center, Inc. Inclusion Policy Handbook:</p> <ul style="list-style-type: none"> ● The Importance of Multi-Agency Partnerships at A Child's Place Learning Center, Inc. ● Expectations of the Inclusion Facilitators While at ACP ● Rules and Responsibilities for Outside Agency Staff ● Dress Code 	<p>Role of the Child Care Provider in the Individualized Family Service Plan Process or Individualized Education Program Process: <i>Adapted from Role of the Primary Caregiver or Home Visitor in the Individualized Family Service Plan Meeting CIHS/Sonoma State University-2005</i></p> <p>Inclusion Works!: Creating Child Care Programs That Promote Belonging for Children with Special Needs: See Chapter 5. <i>Ca. Dept. of Education.</i></p> <p>IEP Preparation Video: From the Head Start Center on Inclusion. <i>Posted by the Professional Development Program, Rockefeller College, Universities at Albany, State University of New York</i></p>

* "Children with Special Needs" includes children with an Individualized Family Service Plan (IFSP), Individualized Education Program (IEP), or children with a diagnosed condition per a state licensed practitioner, that impacts the care of the child.

