



LOCAL PROGRAM INDICATORS OF HIGH QUALITY INCLUSION

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INDICATOR 1: Program Inclusion Leadership Team

The program participates in, or establishes, an inclusion leadership team comprised of administrators, program staff, family member(s), and community partners who implement action plans that guide, support, and ensure the availability of high-quality inclusive settings and the implementation of evidence-based inclusion practices.

Indicator 2: Vision

The program develops, implements, and widely shares a written vision statement on the inclusion of children with disabilities that embraces and affirms the unique contributions and identities of all children and families.

Indicator 3: Family Engagement and Partnerships

The program ensures families of children with and without disabilities participate in the development and implementation of policies and initiatives related to inclusion.

Indicator 4: Awareness and Commitment

The program intentionally promotes among staff, families, and the community an awareness about and commitment to inclusion.

For more information, visit <http://ectacenter.org/topics/inclusion>

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Indicator 5: Policies and Procedures

The program develops and implements written inclusion policies and procedures that are reflective of the program's vision statement and support the use of evidence-based inclusion practices.

Indicator 6: Fiscal Resources

The program understands the available funding streams and resources, and reallocates, coordinates, and braids funds to design and implement evidence-based inclusion practices.

Indicator 7: Formal Partnerships

The program engages in formal agreements with community partners that detail collaborative strategies, processes, and resources, such as personnel, professional development, and fiscal, as needed to support inclusion.

Indicator 8: Personnel Policies and Structure

The program's policies and structures support the delivery of early intervention, special education, and other specialized services within daily routines and activities enabling program personnel to collaboratively learn and implement evidence-based practices.

Indicator 9: Collaborative Teaming

The program provides adequate planning time and other supports for collaborative teams to work together on an ongoing basis to maximize the learning and development of children with disabilities.

Indicator 10: Specialized Technical Assistance and Consultative Services

The program identifies and accesses specialized technical assistance and consultative services to support the implementation of evidence-based inclusion practices and communicates to the state any additional supports needed.

Indicator 11: Program Supports for Professional Development

The program builds personnel confidence and competence in implementing evidence-based inclusion practices by providing opportunities and supports to engage in meaningful, on-going, evidence-based professional development, and coaching.

Indicator 12: Curriculum

The program effectively implements a developmentally appropriate curriculum which is modified when needed to meet the diverse needs of children with disabilities within the program.

Indicator 13: Data Collection and Use

The program collects and uses data, including ongoing observation and authentic assessment, for decision-making and quality improvement related to the environment, inclusion practices, and child experiences, to ensure full participation and improved outcomes for children with disabilities.