

Special Needs Inclusion Project

Minimum and High Quality Standards for Including Children with Disabilities in Out of School Time Programs

Minimum Standards (adopted by DCYF, May 2008)

1. Participation in Inclusion Training

Program representative participates in an inclusion training provided by DCYF and/or its community partners on an annual basis.

2. Practice of Inclusion

Program has a process for determining the reasonable accommodations needed by children and youth with disabilities to participate in its activities.

IN 1.1 a. Staff is aware of the legal requirements for providing reasonable accommodations.

Examples:

- The program has the *Inclusion Toolkit* produced by SNIP.
- An explanation of the legal requirements for reasonable accommodation is included in new staff orientation.
- Annual staff development activities include training about reasonable accommodation.

High Quality Standards

2.1 Philosophy

Agency has a formal inclusion statement - philosophy, vision, mission, values, and goals - consistent with the DCYF Inclusion Standards.

IN 2.1 a. Agency's inclusion statement is evident in written materials, such as annual reports, brochures and registration materials.

2.2 Inclusion Strategies and Resources

Program has strategies and resources to ensure effective inclusion for children/youth with special needs in its activities.

IN 2.2 a. Staff and volunteers are trained and knowledgeable of inclusive practices.

Examples:

- Staff participates in professional development focused on including children/youth with disabilities.
- Staff and volunteers show evidence of certification or significant experience working with individuals who have special needs.
- In-house staff development activities and volunteer training curriculum includes knowledge and skills related to inclusive practices.
- The agency hires an inclusion facilitator to coach, guide and support staff.

IN 2.2 b. Staff identify (formally or informally) strengths and interests of children and youth with disabilities and creates a plan for including them in program activities.

Examples:

- Staff uses a process to identify children's strengths and needs.
- Staff develops a written plan for including children and youth with disabilities in the program activities.

Special Needs Inclusion Project

Minimum and High Quality Standards for Including Children with Disabilities in Out of School Time Programs

IN 2.2 c: Staff creates activities and/or curriculum to include children/youth with special needs in program activities.

Examples:

- Program has a curriculum binder where staff can find examples of modified activities and tips for including children/youth with special needs.
- Staff and participants attend workshops on creating inclusive activities.

2.3 Planning, Monitoring, Evaluation

Program activities are planned, regularly monitored and evaluated using indicators of best practices for inclusion.

IN 2.3 a: The program's evaluation addresses inclusive practices.

Examples:

- Program solicits feedback from families/youth to shape and strengthen its inclusion efforts.
- Staff completes a formal self-evaluation or survey of their program's progress toward including children/youth with disabilities.
- Staff hold an interim and annual meeting to review inclusive practices
- Program evaluation results are used to plan and modify program activities to further the inclusion of children/youth with special needs.

IN 2.3 c: Staff reviews progress of individual children with disabilities enrolled in their program.

Examples:

- The child/youth's written inclusion plan includes a process for monitoring progress toward meeting his/her goals.
- Staff meet regularly to discuss the progress of children/youth with special needs and the extent to which they are effectively participating in the program.
- Child's/youth's written inclusion plan describes his/her special health care needs and procedures for managing them in an emergency.

2.5 Outreach

Program descriptions and outreach efforts encourage children/youth with special needs to participate in program activities.

IN 2.5 a: Program's written materials encourage children/youth with special needs to enroll.

Examples:

- Outreach material, including flyers, brochures, reports, and websites state that children and youth with disabilities are welcome and are encouraged to apply.
- The agency publicizes its programs to agencies that serve children and youth with disabilities and their families such as:
Special Needs Inclusion Project; Support for Families of Children with Disabilities; Community Alliance for Special Education; San Francisco Unified School District; Golden Gate Regional Center; Jewish Vocational Services; Hearing & Speech Center of Northern California; High Risk Infant Interagency Council; Interagency Transition Outcomes Project; Childcare Planning and Advisory Council, BRIDGES Employment Program, Independent Living Resource Center, Janet Pomeroy Center; United Cerebral Palsy.

IN 2.5 b: Program actively recruits children/youth with disabilities and their families.

Examples:

- Parents of children with disabilities and youth with disabilities participate in an advisory capacity and assist staff in developing programs and policies.
- Children and youth with disabilities recruit other children and youth for the program.