

Highlight Key Considerations

Questions to Consider

**Guidance from
Inclusion Clarification**

- Do we serve children with disabilities?
- How do we make sure we are accepting and recruiting children with all kinds of abilities?

- Recommended at least 10%, but not more than 30%, of each classroom's enrolled children have disabilities (a child with a diagnosed disability other than speech only, that has completed a formal assessment, has an IFSP or IEP and is receiving [or is eligible for] support services).
- The maximum number of students in the classroom is 20. The total number of students could be reduced depending on the needs of the children with IEPs. Minimum students for PFA classrooms is 15.

- Are children who are included with IEPs receiving the services identified in IEP in the PFA classroom?
- Do teachers and support staff in the classroom assure that children with IEPs are part of all aspects of the classroom?

- Students with IEPs are active members of the classroom. Strategies, supports, and services identified in IEPs are provided in the classroom and are embedded into classroom play, activities, and routines, resulting in minimal transitions.

<ul style="list-style-type: none">• Are we collaborating with others to serve children with disabilities?• Do we have MOUs with other agencies or LEAs to assure we are working to refer children for evaluations as needed?• Do we reach out to assure that screenings are happening for all children?• Once children are identified we are sure to look at serving them in the least restrictive environment?	<ul style="list-style-type: none">• Community based programs are working with LEAs to develop an MOU to ensure their students are being referred, evaluated and provided services. LEAs also reach out to community programs in order to develop a relationship to ensure Child Find requirements are fulfilled.
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<p>Do we serve all the children we can and not turn children away because they have special needs?</p> <p>Do we use the IEP to make individual accommodations and note that in our lesson plans?</p> <p>Do we have time to collaborate to make those accommodations and learn about the needs of the children we serve?</p>	<ul style="list-style-type: none">• Program mission statements reference that all students can be included and educated in the program.• Individualization occurring in the classroom is based on IEP goals and accommodations.
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<ul style="list-style-type: none">• Have we planned for professional learning needs to support our teachers? Do we have collaboration time with key consultants to help us better serve all the children especially those with special needs? If we are a community based organization, do we have a working relationship with the LEAs in our area to serve children with disabilities in our program? If we are an LEA how are we assuring we supporting children in the PFA classroom that have IEPs?	<ul style="list-style-type: none">• Programs refer to the "Inclusion Model" guidance document to ensure the teacher(s) is appropriately licensed. Administration and staff participate in professional development training, internal and external, related to providing services to children with IEPs in the regular early childhood classroom and supporting families through the identification and evaluation process.• The LEA is responsible for funding and providing the special education services.
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Illinois State Board of Education
Inclusion Models

Dually Licensed Teacher Model	Itinerant Model**	Team (Co-Teaching) Model
<ul style="list-style-type: none">• 1 FTE dually licensed*• 1 FTE assistant	<ul style="list-style-type: none">• Special education teacher in classroom to provide special education minutes. This teacher can provide services to multiple classrooms and is not located in the same room the whole day.• 1 dually licensed* or PEL endorsed in LBS1 with ECSE approval• 1 FTE teacher with PEL endorsed in early childhood• 1 FTE assistant	<ul style="list-style-type: none">• Special education teacher a regular part of the classroom.• 1 FTE dually licensed* or PEL endorsed in LBS1 with ECSE approval• 1 FTE teacher with PEL endorsed in early childhood• 1 FTE assistant

*Dually Licensed: Professional Educator License (PEL) endorsed in early childhood with early childhood special education approval
**Model frequently used to provide services in community based childcare or preschool settings

Updated 9/23/2016


A Preschool LRF Initiative
of the Illinois State Board of Education

The preschool least restrictive environment initiative for ISBE is Early CHOICES, who provides training and technical assistance on inclusive practices. Their tools and supports can be found at www.eclre.org

http://ectacenter.org/~pdfs/topics/inclusion/preschool_inclusion_finance_toolkit_2017-07-07.pdf
