

Illinois State Board of Education

Inclusion Models and Guidance

Dually Licensed Teacher Model

- Teachers who provide regular and special education to one group of children, those with and without IEPs
- 1 FTE dually licensed*
- 1 FTE assistant

Team (Co-Teaching) Model

- Teachers with different certifications work together to plan, implement and assess the activities of all children.
- 1 FTE dually licensed* or PEL endorsed in LBS1 with ECSE approval
- 1 FTE teacher with PEL endorsed in early childhood
- 1 FTE assistant

Itinerant Model**

- Teachers and related service providers deliver special education services in regular education classrooms in collaboration with the regular education teacher and other staff.
- 1 dually licensed* or PEL endorsed in LBS1 with ECSE approval. FTE determined by IEP needs.

Collaborative

- Special education and related services staff confer with regular education staff specific to children with IEPs. Teachers who provide regular and special education to one group of children, those with and without IEPs
- Can occur as isolated model or as an addition to the above.



*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.

Considerations for Inclusive Classrooms

- The IEP team (including parents) determines the placement for children with IEPs and general education should be considered for all students.
- Multiple funding sources may be used to implement inclusive classrooms (PFA, Title 1, PFA/E , tuition, Head Start, local funds).
- All special education services, supports, accommodations and modifications are paid for by special education or local funds.
- Programs must adhere to the 70/30 non-IEP/IEP ratio, excluding IEPs for speech only. Including speech only IEPs, the ratio cannot exceed 50/50.
- Strategies, supports, and services identified in IEPs are provided in the classroom, including related services, and are embedded into classroom play, activities, and routines, resulting in minimal transitions.
- The preschool inclusion 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.

Inclusion Clarification Early Childhood Block Grant Programs

The purpose of this section is to clarify best practice regarding administrative rule 235.30 (6) " applicants must provide a description of the provisions to be made to allow for the participation of children with disabilities in the program "for purposes of correct implementation. The IEP team (including parents) determines the placement for children with IEPs and general education should be considered for all students.

- Recommend at least 10%, but not more than 30%, of each classroom's enrolled children have disabilities.
- The maximum number of students in the classroom is 20 and minimum number is 15 for blended classrooms. The number of students funded through the grant should still be served.
- Students with an IEP should be considered a PFA/E student and are active members of the classroom.
- Community based programs work with LEAs to develop an MOU to ensure 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.
- Program mission statements reference that all students can be included and educated in the program.
- Programs refer to Page 1 of this document to ensure appropriate licensure.
- 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.