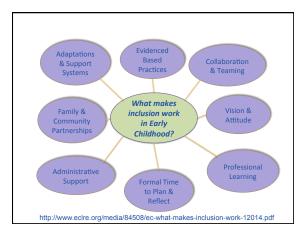


Inclusion in Preschool

Highlights of Key Considerations
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Inclusion Clarification

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.



Highlight K	ey Considerations	
Questions to Consid	der Guidance from Inclusion Clarification	
Do we serve children with disabilities?	Recommended at least 10%, but not more than 30%, of each classroom's enrolled children have disabilities (a	
How do we make sure we are	child with a diagnosed disability other than speech only, that has completed a	
accepting and recruiting children	formal assessment, has an IFSP or IEP and is receiving [or is eligible for] support	
with all kinds of abilities?	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.	
A was abilduse who are	e • Students with IEPs are	
Are children who are included with IEPs receiving the service	active members of the classroom. Strategies,	
identified in IEP in the PFA classroom?	he supports, and services identified in IEPs are provided in the	
 Do teachers and support staff in the classroom assure the 	classroom and are embedded into	
children with IEPs ar part of all aspects of classroom?	re classroom play,	
Classioom?	transitions.	<u> </u>

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?

 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.

Do we serve all the children we can and not turn children away because they have special needs?

Do we use the IEP to make individual accommodations and note that in our lesson plans?

Do we have time to collaborate to make those accommodations and learn about the needs of the children we serve?

- 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.

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 are 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?

- 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.



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