Illinois State Board of Education
School District Preschool Program Models
Placement options for children with IEPs

These models are documented from classroom configurations in use throughout the State of Illinois. *****This list is not all inclusive but a sample of how a school district may educate its preschool aged children with disabilities with typically developing peers.***** Multiple funding sources may be used to implement inclusive classrooms. Programs must adhere to the 70/30 non-IEP/IEP ratio, excluding IEPs for speech only.

Possible Models for School Districts *with* Preschool for All Grants

Tuition model (2 sessions)
1 FTE dually licensed (Professional Educator License (PEL) endorsed in early childhood with ECSE approval)
1 FTE assistant

Morning session:	Afternoon session:
PFA (no tuition)	PFA (no tuition)
Children with IEPs (no tuition)	Children with IEPs (no tuition)
Tuition-paying children	Tuition-paying children
(No more than 20 children in classroom)	(No more than 20 children in classroom)

Blended model (2 sessions)

Note: When beginning a PFA/ECSE blended program, the program will serve the same number of children and will employ the same number of staff as if it were not blended. All special education supports and services for children with IEPs should be funded with special education/local funds.

1 FTE dually licensed (PEL endorsed in early childhood with ECSE approval)
1 FTE assistant

Morning session:	Afternoon session:
10-15 children - PFA	10-15 children - PFA
5 children with IEPs	5 children with IEPs

Please keep in mind that the IEP team (including parents) determines the placement for children with IEPs. The PFA class should be considered as a placement option for children with any disability not just children with IEPs that include only speech services.

Itinerant Teacher Model (2 sessions)
1 FTE teacher with PEL endorsed in early childhood
1 FTE assistant
1 FTE dually licensed (PEL endorsed in early childhood with ECSE approval)
or (PEL endorsed in LBS1 with ECSE approval), provides services on the IEP.

Morning session:	Afternoon session:
14 children - PFA	14 children - PFA
Up to 6 children with IEPs	6 children with IEPs

Team (Co-Teaching) Model (2 sessions)
1 FTE teacher with PEL endorsed in early childhood
1 FTE assistant
1 FTE dually licensed (PEL endorsed in early childhood with ECSE approval)
or (PEL endorsed in LBS1 with ECSE approval)
1 FTE assistant

Morning session:	Afternoon session:
20 children – PFA/children with IEPs	20 children – PFA/ children with IEPs
(No more than 20 children in classroom)	(No more than 20 children in classroom)

Head Start Model (2 sessions)
1 FTE dually licensed (PEL endorsed in early childhood with ECSE approval)
1 FTE assistant

Morning session:	Afternoon session:
17 children including children with IEPs (Head Start requirement)	17 children including children with IEPs (Head Start requirement)

Related special education services provided according to the IEP.

At least 10% of children in Head Start must have an IEP.

Head Start Itinerant Teacher Model
Dually licensed (PEL endorsed in early childhood with ECSE approval)
or (PEL endorsed in LBS1 with ECSE approval), provides services on the IEP including consultation to the Head Start general education teacher if appropriate. Related special education services provided according to the IEP.

Community Program Itinerant Teacher Model
Dually licensed (PEL endorsed in early childhood with ECSE approval)
or (PEL endorsed in LBS1 with ECSE approval), provides services on the IEP including consultation to the community program general education teacher if appropriate. Related services provided according to the IEP.

Models for School Districts *without* Preschool for All

Tuition Blended Model (2 sessions)
1 FTE dually licensed (PEL endorsed in early childhood with ECSE approval)
1 FTE assistant

Morning session:	Afternoon session:
6 Children with IEPs (no tuition)	6 Children with IEPs (no tuition)
14 Tuition-paying children	14 Tuition-paying children

Tuition Itinerant Teacher Model (2 sessions)
1 FTE teacher with PEL endorsed in early childhood
1 FTE assistant

Dually licensed (PEL endorsed in early childhood with ECSE approval)
or (PEL endorsed in LBS1 with ECSE approval), provides services on the IEP including consultation to the general education teacher if appropriate. Related services provided according to the IEP.

Morning session:	Afternoon session:
20 tuition paying children	20 tuition paying children
Including children with IEPs	Including children with IEPs

Head Start Itinerant Teacher Model

Dually licensed (PEL endorsed in early childhood with ECSE approval)
or (PEL endorsed in LBS1 with ECSE approval), provides services on the IEP including consultation to the Head Start general education teacher if appropriate. Related services provided according to the IEP.

Community Program Itinerant Teacher Model

Dually licensed (PEL endorsed in early childhood with ECSE approval)
or (PEL endorsed in LBS1 with ECSE approval), provides services on the IEP including consultation to the community program general education teacher if appropriate. Related services provided according to the IEP.

Appropriate Teaching Staff Licensure for Preschool Programs

A Teacher with	Can teach preschool aged children	…and case manage/provide preschool special education services?
PEL endorsed in early childhood	State funded prekindergarten children & children with IEPs placed in a PFA classroom with supports/services from special education	No
PEL endorsed in LBS1	Children K-age 21 with IEPs	No
PEL endorsed in early childhood with ECSE approval	State funded prekindergarten children & children with IEPs in a blended or ECSE instructional classroom	Yes (ECSE aged children)
PEL endorsed in LBS1 with ECSE approval	Children 3-age 21 with IEPs	Yes (3-21)