Illinois State Board of Education

Inclusion Models

Dually Licensed Teacher Model

- 1 FTE dually licensed*
- 1 FTE assistant

Itinerant Model**

- 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

Team (Co-Teaching) Model

- 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.

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Guidance for Inclusive Classrooms

- Students with an IEP should also be counted as a Preschool for All student.
- The IEP team (including parents) determines the placement for children with IEPs and the PFA class should be considered a placement option for all students.
- Multiple funding sources may be used to implement inclusive classrooms (PFA, Title 1, PFA-Expansion, PEG, tuition based, Head Start, district funded).
- These same models can be used within a Head Start Model. Consider IEP including consultative services. At least 10% of children in Head Start must have an IEP.
- Programs must adhere to the 70/30 non-IEP/IEP ratio, excluding IEPs for speech only, with a maximum number of 20 students per classroom. Including speech only IEPs, the ratio cannot exceed 50/50. The total number of students could be reduced depending on the needs of the children with IEPs. Minimum students for PFA classrooms should be 15.
- All special education services, supports, accommodations and modifications are paid for by special education or local funds.
- Related services are integrated into the natural activities and structure of the day. Children are not “pulled out” of the classroom and classroom activities to receive special education services (according to the IEP).