

Making the Move to High Quality Preschool Inclusive Environments

As a state, Wisconsin, is working to provide equitable, quality inclusive environments for our preschoolers. All young children with disabilities should have access to inclusive high-quality early childhood programs, where they are provided with individualized and appropriate support in meeting high expectations.

Below are the critical elements needed to build that solid foundation for high quality preschool inclusive environments. For each critical element, there are actions steps and resources to support the work of a local educational agency (LEA).

Administrative Support and Leadership



- Assemble a leadership team to implement policies, procedures, professional learning and coaching to ensure special education and regular education staff work together to embed services in natural environments and daily routines.
- Resource: [Preschool Inclusion Finance Tool Kit](#)

Service Delivery



- Provide a continuum of service delivery options for students with individualized education programs (IEPs) that ensure students' unique needs are met in the least restrictive environment.
- Identify, design and deliver specially designed instruction and supplementary aids and services that meet the unique needs of the student and are implemented with fidelity.
- Resource: [Determining Preschool Least Restrictive Environment](#)

Attitudes and Beliefs



- Discuss within the LEA and community, the attitudes and beliefs about inclusion as well as barriers and solutions.
- Construct a mission or belief statement about high quality inclusion for preschoolers that reflects the community's diversity and culture and is developed and shared within the LEA and the community.
- Resource: [Menu of Attitudes and Beliefs Solutions](#)

Professional Learning



- Arrange systematic training on the preschool educational environment reporting categories to ensure accurate representation of where preschoolers are serviced.
- Design a system of support which includes a staff needs assessment, training, mentoring and coaching to enable continuous professional learning on inclusive practices.
- Resource: [ECTA Center: Professional Development on Inclusion](#)

Collaboration and Partnership



- Ensure that regular education staff (Head Start, childcare teacher, 4K teacher), families, and special education staff are part of all IEP discussions including the development of functional goals, instructional plan, and service delivery.
- Develop a system of collaboration, co-planning, and professional learning between all regular and special education staff.
- Resource: [Co-Teaching in Wisconsin](#)

Partnering with Families and Community



- Engage families and community partners in activities to promote and foster inclusive services, such as advocacy and public awareness, while collecting feedback for program improvement.
- Resource: [Wisconsin Statewide Parent Educator Initiative](#)

High Quality Universal Practices



- Provide access to high quality curriculum, instruction, and ongoing assessment for all students.
- Resource: [Guidelines for Selecting High Quality Curriculum for Young Children](#)

Use of Data



- Collect and utilize data to make informed decisions at the program, teacher and child level to ensure all children have access to and participate in the preschool environment.
- Resource: [Special Education District Profile](#)

Additional Support is available through the Early Childhood Program Support and Leadership Grant:

[What is the Early Childhood Program Support and Leadership grant?](#)

[What type of supports can be provided to a district free of charge?](#)

[How to contact grant staff?](#)