



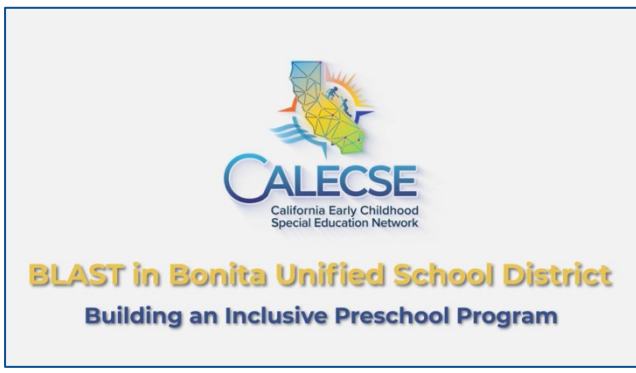
# CA Early Childhood Inclusion Support

## Winter 2024 Newsletter

### California Department of Education



## Inspirational Video



Have you wondered what inclusion looks like in a preschool classroom? This video from the California Early Childhood Technical Assistance Center (CalECSE) highlights a typical day in a Bonita Unified School District preschool classroom, which is part of its Building Lifelong Academic Skills (BLAST) inclusion program. Learn what makes this inclusion program successful and how local educational agencies can create and sustain their own inclusion programs to benefit young students with special needs.

[BLAST in Bonita Unified: Building an Inclusive Preschool Program \(CalECSE\)](#)  
(Video; 3:48 )



## Early Learning and Care Inclusion News

Did you know the California Department of Education (CDE) has an Inclusive Early Education Resource web page right at your fingertips? This web page is filled with resources to support inclusive policies and practices for early care and education.

[Inclusive Early Education Resources](#)

Some highlights of what you will find on the web page include:

- The Frequently Asked Questions (FAQs) regarding California state law relating to serving children with disabilities (CWD) in California State Preschool Programs [Serving Children with Disabilities FAQs](#)

- Enrolling Children with Exceptional Needs in the Set Aside Diagram
- Webinar resources
- Inclusion resource matrix to support providers, administrators, and parents with information to help support increased access to CWDs in inclusive programs.



## Inclusion Spotlight

The Fullerton School District (FSD), located in Orange County, operates 12 inclusive preschool programs at eight sites within the district. In the 2023–24 school year, the preschool program set aside more than the required 5 percent of their 288 child slots of children with a broad range of disabilities which includes but is not limited to: speech and language impairment, autism, physical disabilities, emotional disabilities, and other health impairments. The district utilizes various inclusive models, including a co-teaching model at PacDrive and Orangethorpe school sites, and integrated inclusive classrooms at Woodcrest. The FSD Preschool Program informs parents of their inclusive mission through enrollment paperwork, visuals throughout the sites, and during parent orientations and meetings.



In June 2020, the district was awarded an Inclusive Early Education Expansion Program (IEEEP) grant. Despite the challenges of implementing this grant during a pandemic and with cost increases due to inflation, through their IEEEP grant, the Preschool Program at FSD has been successfully renovating facilities which included classrooms, bathrooms, and outdoor playground renovation, installing and purchasing adaptive equipment for the Commonwealth, Orangethorpe, Pacific Drive, Valencia Park, Richman, and Woodcrest preschool sites. These projects have included universally designed and Americans with Disabilities Act compliant playground equipment and the purchasing of various adaptive equipment for indoors including hydraulic changing tables.



The Preschool Program at FSD takes pride in their ongoing partnerships with the Orange County Office of Education including Orange County Quality Start, California State University Fullerton (CSUF), and Fullerton College. The collaboration allowed the district the ability to utilize Quality Counts

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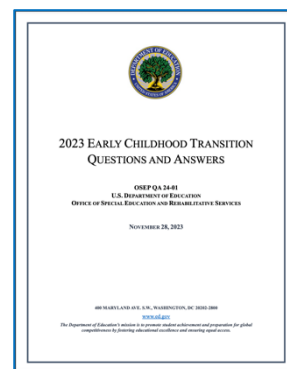
California funding to provide practice-based coaching support, instructional materials for classrooms and substitutes to allow collaborative planning time for teachers to individualize instruction for CWDs. Through the professional development portion of their IIEEP grant, the preschool program at the FSD collaborated with these partners to provide all the grant required trainings and the majority of the recommended trainings, including Ages and Stages Questionnaire, Supporting Inclusive Practices (SIP), adaptations and accommodations, Universal Design for Learning, Strengthening Families, behavior and the use of positive behavioral supports, Reggio Inspired Inclusive Programs, as well as practice-based coaching utilizing the Teaching Pyramid and the Center on the Social Emotional Foundation for Early Learning to inform inclusive practices in the preschool classrooms. The preschool program utilized the IIEEP grant to co-fund a teacher on special assignment to provide ongoing coaching and support for preschool teachers to support children with special needs in their inclusive classrooms. In addition, through the continued collaboration with CSUF Child and Adolescent Studies Department, the preschool program offered workshops to teachers and parents, supporting parents and educators in coping with stress, and the importance of building relationships to foster resilience in inclusive settings. Through the IIEEP grant, the preschool program strengthened the collaboration between the child development and special education departments by streamlining the enrollment process and enrolling students referred by the Preschool Assessment Team into general education inclusive preschool classrooms, considering the required set-aside availability to enroll students with disabilities.

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## Transitions

The 2023 Early Childhood Transition Questions and Answers document (2023 EC Transition Q and A) under the Individuals with Disabilities Education Act (IDEA) incorporates longstanding policy. It provides further clarification on early childhood transition requirements as children transition from the IDEA Part C early intervention program to the IDEA Part B preschool program, in response to questions received by the Office of Special Education and Rehabilitative Services, Office of Special Education Programs in the U.S. Department of Education.



[2023 Early Childhood Questions and Answers \(Nov. 28, 2023\) \(ed.gov\)](#)

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## Social Emotional Resource Highlight

### **RESOURCES TO SUPPORT THE SOCIAL AND EMOTIONAL DEVELOPMENT OF CHILDREN DURING PERIODS OF STRESS OR TRAUMA**

California families and childcare providers are continuously adapting to the changes in their daily lives caused by stressful or traumatic events or a crisis. It is essential for providers and parents to understand

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how stress brought on by a crisis can impact children and adults and to have resources to support children and families' mental health and wellbeing. The Department recognizes the emotional impact of an emergency on a child varies depending on many things, including a child's individual experiences, the social and economic circumstances of their family and communities, and the availability of local resources.

Check out this Provider Information Notice (PIN) from the California Department of Social Services (CDSS), a great resource for providers and families to support the social and emotional development of children during periods of stress or trauma.

[PIN Social Emotional Resources \(ca.gov\)](#)

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## National Center for Pyramid Model Innovations

The National Center for Pyramid Model Innovations (NCPMI) has made available translations and non-English resources on their [Community Contributions: Sharing is Caring \(NCPMI\)](#) web page that have been translated by outside agencies to support the social and emotional needs of diverse communities. *Please note that NCPMI indicates that they cannot guarantee the accuracy of resources translated by others.*



National Center for  
**Pyramid Model  
INNOVATIONS**

In addition, NCPMI also recently released a new resource, *Early Intervention Leadership Team Guide Program-Wide Supports for Pyramid Model Implementation Within Early Intervention Services*. "The Early Intervention Leadership Team Guide provides leadership teams with the resources, forms, and ideas to guide program-wide implementation of the Pyramid Model within early intervention services. Each section of the guide aligns to a critical element of the Pyramid Model Early Intervention (Part C) Benchmarks of Quality. The guide is ideally used by leadership teams in their initial training and monthly during leadership team meetings where they review and update their implementation action plans."

[Early Intervention Leadership Team Guide Program-Wide Supports for Pyramid Model Implementation Within Early Intervention Services \(NCPMI\)](#)

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## Upcoming Events and Learning Opportunities

**Inclusion Webinar Series: Three-part webinar series on Inclusion Works begins in January 2025.** Presented by the CDSS and WestEd, the series announcement can be found on their [Inclusion Webinar Series flyer \(wested.org\)](#) (PDF)

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### **Save the date! February 20-22, 2025**

2025 California Teaching Pyramid Symposium: Celebrating the Effective Workforce. More information to come!

### **Beginning Together for Inclusive Child Care - 2025 Facilitator Institute**

The Inclusion Facilitator Institute will take place on Thursday afternoons in March 2025. The announcement can be found on the [Inclusion Facilitator Institute March 2025 flyer \(cainclusion.org\)](#) web page.

### **CalTASH Annual Conference**

Occurring in Burbank, March 28–29, 2025, the annual conference theme this year is *Rolling Out the Red Carpet: Celebrating Equity, Opportunity and Inclusion!* The announcement can be found on the [CalTASH Rolling Out the Red Carpet: Celebrating Equity, Opportunity & Inclusion](#) web page.

### **Supporting Inclusive Practices 4th Annual Inclusion Conference: Pump it Up! Elevating Voices and Belonging. May 8–9, 2025**

This virtual event is open to all educators, staff, families and students at no cost and is funded by the CDE, Special Education Division. More information can be found on the [California Collaborative for Educational Excellence: 4th Annual SIP Inclusion Conference](#) web page.

### **International Early Childhood Inclusion Institute**

Save the date! The [International Early Childhood Inclusion Institute](#) will occur on May 13–15, 2025.

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## **In case you missed it**

### **CalECSE Assessment Practices Resources**

Would you like to learn more about early childhood assessments? Please visit the [CalECSE Resources](#) web page and click on the “Assessment Practices” link. There you will find videos of highly reviewed trainings including Early Childhood Autism Assessments, as well as downloadable training PDFs on a wide range of topics.

**Resource: Making Sound Least Restrictive Environment (LRE) Decisions in Preschool:** Included in this document are Guiding Questions for Discussing Services in the LRE to make sound placement decisions for each young child with a disability. [Making Sound LRE Decisions in Preschool: California MAP to Inclusion & Belonging](#)

**The Special Edge Newsletter:** Informing and supporting parents, educators, service providers, and policymakers on research-informed and promising practices, state and federal laws and policies, and the successes and challenges of invested educational partners as they work to improve and strengthen special education services for students with disabilities in California [SIP - The Special EDge Newsletter: Fall 2024](#)

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**SIP's Universal Prekindergarten (UPK) Inclusion Resources board:** [Supporting Inclusive Practices - Universal Prekindergarten \(UPK\) Inclusion](#)

**Resource: Children and Youth Transitions:** The Department of Developmental Services (DDS) recently developed the Children Youth and Transitions web page. This web page intuitively breaks down various types of resources and services that may be available to Regional Center consumers, birth to 22 years of age. For more information, please visit the [Children and Youth Transitions \(California DDS\)](#) web page or contact DDS via email at [ChildrenandYouthTransitions@dds.ca.gov](mailto:ChildrenandYouthTransitions@dds.ca.gov).



## Contact Us

[Impact Inclusion Workgroup](#)

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**Email the Inclusion Support Office, CA Department of Education:** [InclusionSupport@cde.ca.gov](mailto:InclusionSupport@cde.ca.gov)