



# CALECSE

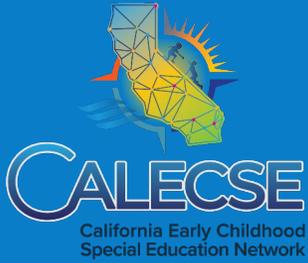
California Early Childhood  
Special Education Network



Funded by the California Department of Education (CDE),  
Special Education Division

**Universal Supports and Practices:  
Push-In Service Models for Preschool Settings**

**February 5, 2026**



# CALECSE



California Early Childhood Special Education Network

Funded by the CDE

Implementation Leadership

Co-Executive Director, Dr. Scott Turner, East San Gabriel Valley SELPA

Co-Executive Director, Melanie Hertig, Irvine USD

Program Specialist (Exemplars), Carrie Rodrigues

Program Specialist (Northern California), Sara Castille

Program Specialist (Southern California), Laura Clarke



# CaIECSE

California Early Childhood Special Education Network  
*Funded by the CDE*



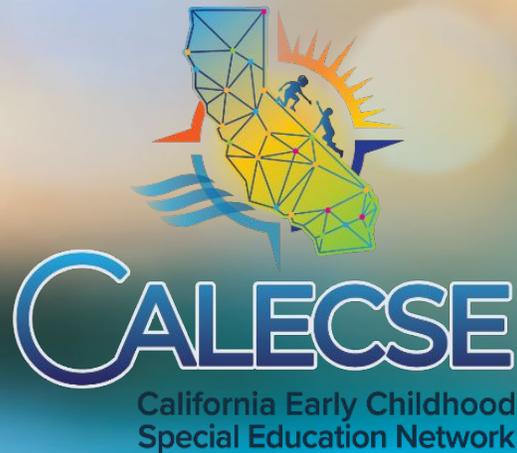
<https://www.calecse.org>

CaIECSE is a technical assistance project funded under the California Department of Education (CDE) that supports Local Educational Agencies (LEAs), Special Education Local Plan Area (SELPA)s, County Offices of Special Education (COEs), and other Agency Partners in the areas of Individuals with Disabilities Education Act (IDEA) Part C to B Transitions, Preschool Assessment Practices, and Preschool Child Find by providing technical assistance, professional learning, and demonstration of tangible practices *that have been proven successful*.

The CaIECSE Network leverages collaboration amongst agencies, disseminates resources, highlights existing exemplar practices, and provides direct technical assistance to improve the capacity, knowledge, collaboration, and implementation of evidence-based practices across agencies throughout California.

The CaIECSE Network is committed to improving outcomes for children and their families by eliminating and addressing barriers to successful transition for California's youngest children with disabilities.

# Share Your Feedback for a Chance to Win CalECSE 2026 Symposium Registration



Please help us improve our practice and complete the zoom survey following this session.



After doing so, you will be entered into a raffle to win a free registration to **CalECSE's 4th Annual Symposium** to be held in Northern California October 20–21, 2026. Valued at over \$500.

# Interested in joining a local Community of Practice (CoP) for practitioners who support children ages zero to five ?

Find our full schedule of  
regional CoPs at:  
<https://www.calecse.org/news-resources/communities-of-practice>



## Communities of Practice

California Early Childhood  
Special Education Network

**Universal Supports and  
Practices:  
Push-In Service Models for  
Preschool Settings**

# Today's Moderators

## Liberty Grammer

School Psychologist

Bonita Unified School District

CalECSE Exemplar Lead

## Janel Plack

Program Specialist

Sonoma County & Charter SELPA

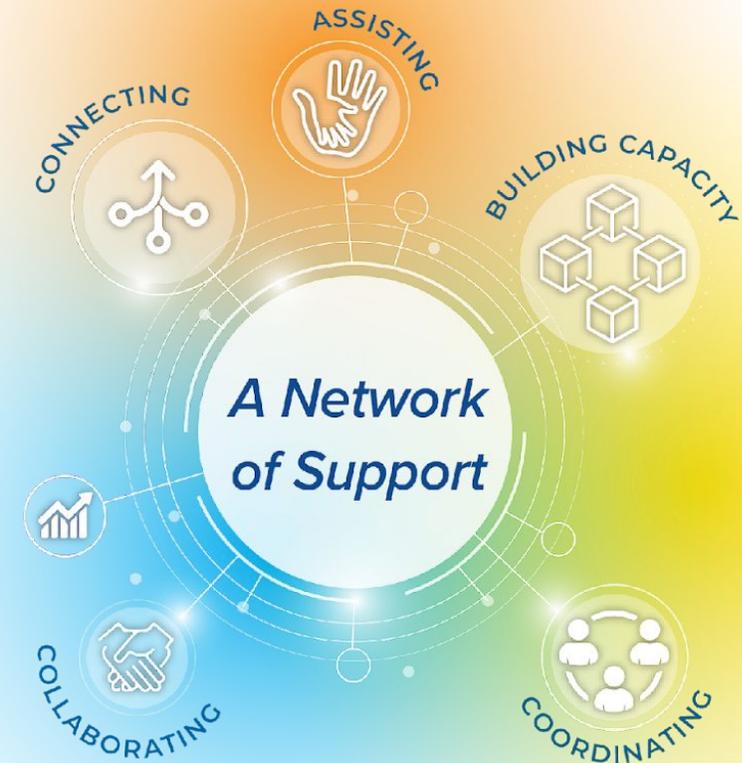
CalECSE Exemplar Lead

## Taylor Smith

Program Specialist

Bonita Unified School District

CalECSE Exemplar Lead



# Today's Panel Members



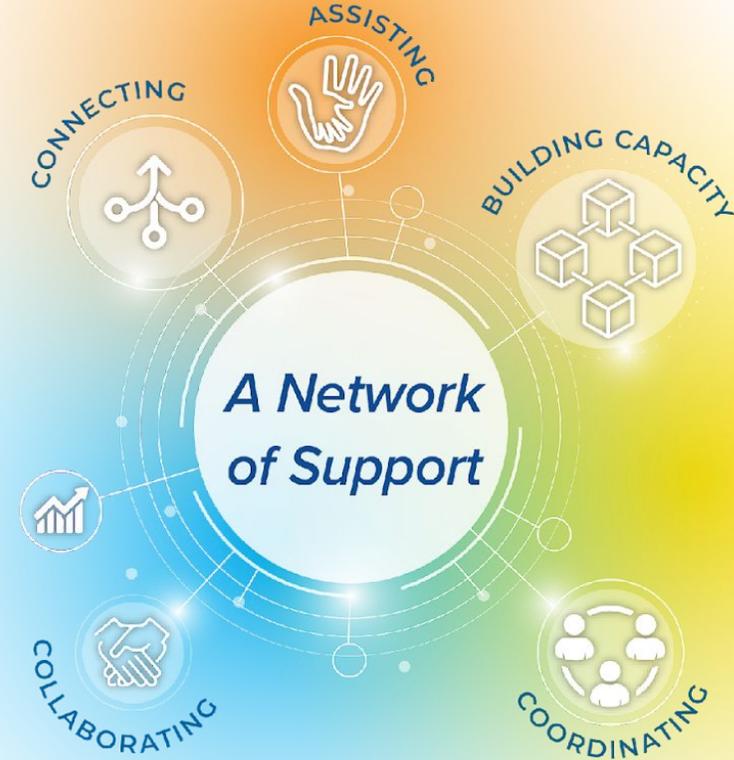
**Aileen Wakefield**  
Educational Specialist  
Roseland Elementary School District, Santa Rosa



**Erin Dehart**  
Speech-Language Pathologist  
Roseland Elementary School District, Santa Rosa



**Kim Morton**  
Education Specialist  
Bonita Unified School District



# What We Will Be Covering Today



## Push-In Service Delivery in the Inclusive Preschool Setting

- Indicator 6: Preschool Least Restrictive Environment
- Panel Presentation
- Open Question and Answer Period

Indicator 6:  
Preschool Least Restrictive  
Environment (LRE)

# Indicator 6: Preschool LRE



**Indicator 6:** Percent of children aged three through five with Individual Education Programs (IEPs) attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and those attending a separate special education class, separate school or residential facility.

- Measures how often preschool students with disabilities, ages three through five (excluding five-year-olds in kindergarten or transitional kindergarten), are receiving services in regular early childhood programs (6A), separate programs (6B), or in the home (6C).
- Early inclusion helps children develop important social and communication skills, promotes friendships, and sets a foundation for success in later school years. **The goal is to ensure that all children have access to inclusive, developmentally appropriate learning environments that help them grow socially, emotionally, and academically.**

# Indicator 6: Preschool LRE

## What is the target for Indicator 6a: Preschool Least Restrictive Environment, Regular Setting?

The California State Performance Plan established the following targets by school year:



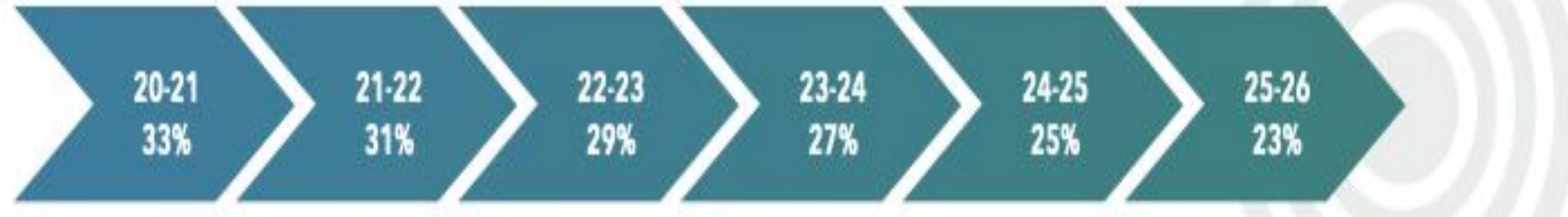
Indicator targets may adjust; therefore, to view the current year target for Indicator 6a, please refer to your Local Education Agency's (LEA) Annual Performance Report (APR). LEA reports can be viewed by visiting CDE's APR Measures page:

<https://www.cde.ca.gov/sp/se/ds/leadatarpts.asp>

# Indicator 6: Preschool LRE

## What is the target for Indicator 6b: Preschool Least Restrictive Environment, Separate Setting?

The California State Performance Plan established the following targets by school year:



Indicator targets may adjust; therefore, to view the current year target for Indicator 6b, please refer to your Local Education Agency's (LEA) Annual Performance Report (APR). LEA reports can be viewed by visiting CDE's APR Measures page:

<https://www.cde.ca.gov/sp/se/ds/leadatarpts.asp>

# Indicator 6: Preschool LRE



## **California Education Code 56040.1**

Each public agency shall ensure the following to address the least restrictive environment for individuals with exceptional needs:

(a) To the maximum extent appropriate, individuals with exceptional needs are educated with children who are nondisabled.

(b) Special classes, separate schooling, or other removal of individuals with exceptional needs from the regular educational environment occurs only if the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

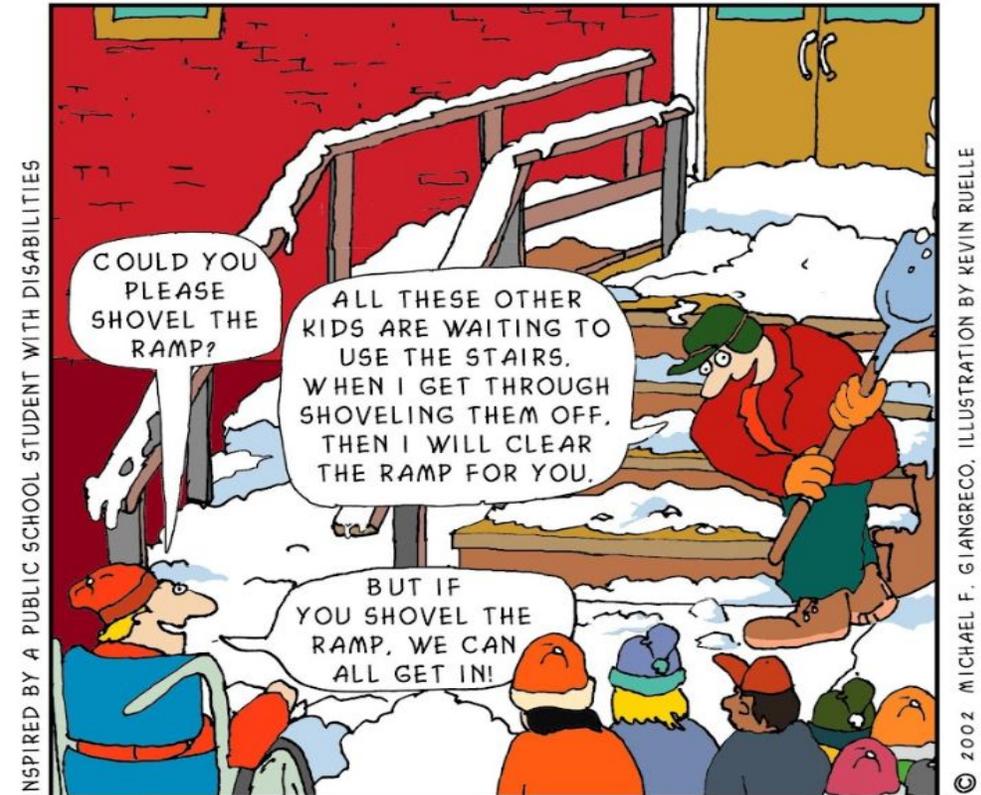
# Indicator 6: Preschool LRE

## Benefits of Inclusion

- CDE funded WestEd Report (pp. 9-10, 23-24):  
<https://www.cde.ca.gov/sp/se/ac/documents/segalegreport.pdf>
- Includes Findings: 13.3% increase in academic growth for each 10 percentage-point rise in time spent in general education settings.

## Could this result in benefits for all students?

- Alana Summary of the evidence on Inclusion:  
[https://alana.org.br/wp-content/uploads/2016/12/A\\_Summary\\_of\\_the\\_evidence\\_on\\_inclusive\\_education.pdf](https://alana.org.br/wp-content/uploads/2016/12/A_Summary_of_the_evidence_on_inclusive_education.pdf)
- Includes Findings: 7.5% less likely to receive disciplinary referrals, 3.6% more likely to belong to a school group, 11.2% more likely to have competitive employment, 10% more likely to live independently.



**CLEARING A PATH  
FOR PEOPLE WITH SPECIAL NEEDS  
CLEARS THE PATH FOR EVERYONE!**

# Indicator 6: Preschool LRE



## Improvement Efforts

- General Education should always be the first consideration for any student
- Maximize opportunities for meaningful inclusive play, social interactions, and learning
- Partner with community preschool programs

## Additional Resources

- **State Performance Plan Indicator 6 Summary Handout (Seeds of Partnership)**  
[https://www.seedsofpartnership.org/pdf/SPP-APR\\_2025-26/Indicator%206.pdf](https://www.seedsofpartnership.org/pdf/SPP-APR_2025-26/Indicator%206.pdf)
- **State Performance Plan Indicator Guide Indicator 6A Handout (System Improvement Leads)**  
<https://resources.systemimprovement.org/resources/sppi/sppi-guide-indicator-handout-6a.pdf>

# Panel Presentation

# Roseland Elementary School District



Roseland School District works in partnership with a California State Preschool Program, 4Cs Apples and Bananas Preschool, to operate a preschool inclusion program for students ages three to five years old. Each school year, Roseland reserves a six spots during the morning and afternoon half-day program to place students with IEPs. Roseland service providers push-in to implement direct services within the preschool classroom, as well as consult and collaborate with the classroom teachers regarding various strategies and accommodations. Service providers that work within the program currently include an inclusion specialist, a speech-language pathologist, an occupational therapist, a physical therapist, a vision specialist, and a deaf and hard-of-hearing specialist.



The Bonita Unified School District's Building Lifelong Academic Skills Together (BLAST) program is a preschool inclusion program for three-year-old students residing in our communities. This innovative program, which launched in 2015, allows students with special needs to attend school with their typically developing peers. Our BLAST classes promote inclusivity while teaching play and social skills, pre-academic skills, and adaptive skills. Since its inception, our BLAST program has grown from two to three classroom programs, further reaching and meeting the needs of our students.



# Questions



Is your inclusive preschool setting a district-run preschool program or a community-based preschool program?

What types of services are provided in the inclusive preschool setting? What is the rationale for providing these services in this way?

Are there any services that are not provided within the classroom setting? Why?

What are some of the successes you have had with providing services within the classroom setting? What has made it so successful?

What are some of the challenges that you have experienced with providing services this way? What have you done to overcome these challenges?

How do you handle scheduling of services for each child within the classroom setting?

|                                | Monday               | Tuesday                        | Wednesday            | Thursday                   | Friday                         |
|--------------------------------|----------------------|--------------------------------|----------------------|----------------------------|--------------------------------|
| 12:30-12:50 Circle Time        |                      | 12:30-1:15                     |                      | 12:30-1:15                 |                                |
| 12:50-1:00 Activity Time       |                      | Inclusion Specialist           |                      | Inclusion Specialist       |                                |
| 1:00-2:00 Play Time            | 1:30-2:15            | 1:30-1:50 Speech               | 1:30-2:15            | 1:30-1:50 Speech           |                                |
| 2:00-2:15 Carpet Time          | Inclusion Specialist |                                | Inclusion Specialist |                            |                                |
| 2:15-2:30 Wash hands and snack |                      | 2:15-3:35 Occupational Therapy |                      |                            | 2:15-3:00 Inclusion Specialist |
| 2:30-3:15 Outside Play         |                      |                                |                      | 2:30-3:00 Physical Therapy |                                |
| 3:15-3:30 Closing Circle       |                      |                                |                      |                            |                                |



## Blast Schedule Mrs. Gregory's Class

| Monday-Wednesday   | Thursday   |
|--|--|
| 8:00-8:15 Opening videos   | 8:00-8:15 Opening videos                                     |
| 8:15-8:55 Centers (4 10 minute rotations including speech center)                | 8:15-8:45 Whole group speech (30 minute whole group session) |
| 8:55-9:20 Circle time  | 8:45-9:10 Circle time  |
| 9:20-9:50 Table activities and toileting<br>Big Buddies join us Monday/Wednesday | 9:10-9:40 Table activities and toileting                     |
| 9:50-10:00 ABC time  | 9:40-10:00 Snack time  |
| 10:00-10:15 Snack time   | 10:00-10:25 Outdoor play                                     |
| 10:15-10:40 Outdoor play   | 10:25-10:40 Library  |
| 10:40-11:00 Closing circle time/sharing  | 10:40-11:00 Closing circle time/sharing                      |
| 11:00 AM students go home/Community buddies go to lunch                          | 11:00 AM students go home/Community buddies go to lunch      |

## How do you handle scheduling of services for each child within the classroom setting?

### Monday/Tuesday

8:00am–8:20am Play

8:25am–8:45am Circle Time

8:45am–9:30am Centers (four groups) Speech at Yellow Table

9:30am–9:50am Snack, Pack-Up

10:00am–10:40am Recess

10:40am–11:00am ABC's, Wrap-up Circle, Dismissal (Morning kids go home, Community Buddies go to lunch)

### Thursday

8:00am–8:20am Play

8:25am–8:45am Circle Time

8:45am–9:30am Whole Group, “Cooking Up Speech”

9:30am–9:50am Snack, Pack-Up

10:00am–10:40am Recess

10:40am–11:00am ABC's, Wrap-up Circle, Dismissal (Morning kids go home, Community Buddies go to lunch)

How do you manage space issues when providing services within the classroom setting?

# Questions



How do you incorporate and facilitate family engagement?

How do you manage collaboration between preschool program staff and special education service providers?

How is paraprofessional support in the inclusive preschool classroom provided?

How does collaboration between the leadership/administration in the preschool program and the special education program happen?

# Questions?



# Additional Resources

# Resources

## [Inclusion Works! Creating Child Care Programs That Promote Belonging for Children with Disabilities](#)

- California Department of Education, 2021

## [State Performance Plan Indicator 6: Preschool Least Restrictive Environment](#)

- California Department of Education, 2024

## [Rightful Presence and Inclusive Early Education Programs as the First Consideration for Children with Disabilities](#)

- Tony Thurmond, California Department of Education, 2024

## [Inclusive Early Education for Children with Disabilities Program Overview](#)

- California Department of Education, 2025

## [Inclusive Early Education Resources](#)

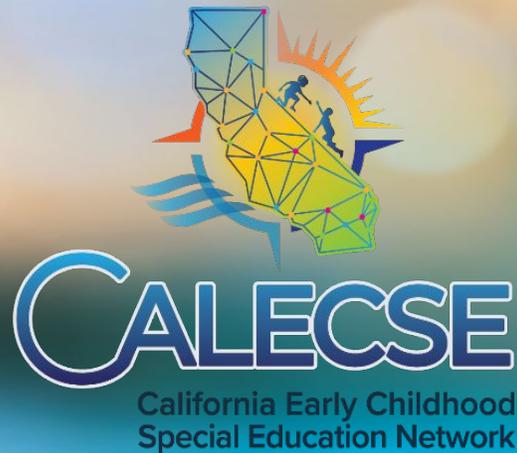
- California Department of Education, 2025

## [California Special Education Governance and Accountability Study](#)

## [A Summary of the Evidence on Inclusive Education](#)



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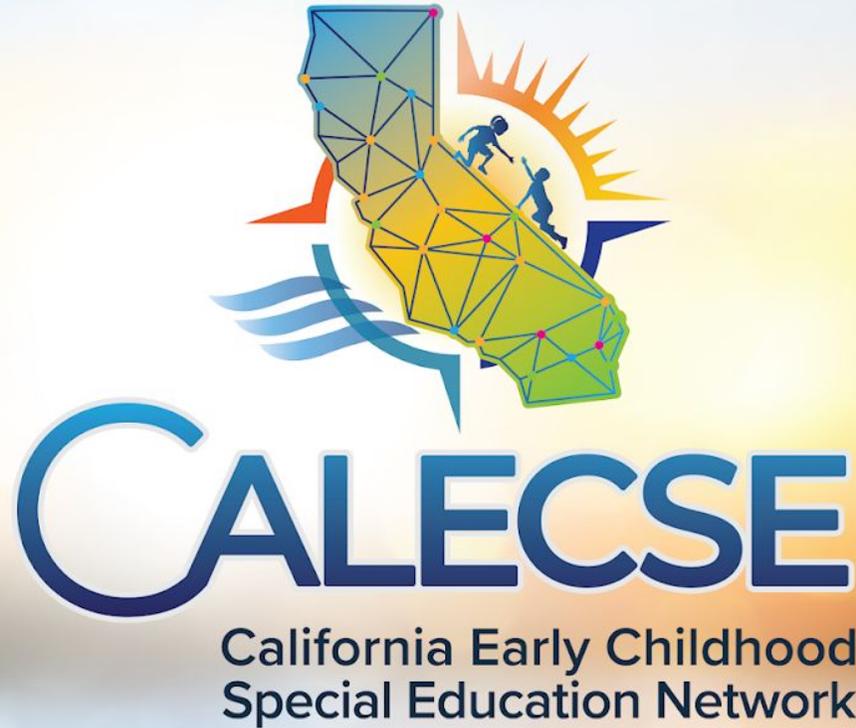
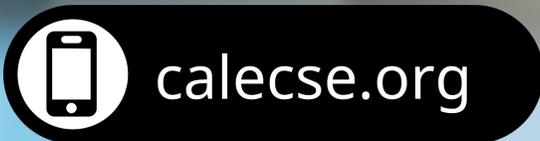
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**Communities  
of Practice**

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