

3 hours 53 minutes for 5 Days/Week  
(per school calendar, except for minimum days)  
Each Blended Inclusion Program classroom includes an  
Early Childhood Special Education (ECSE) Teacher, General Education  
Preschool Teacher, and two paraeducators.

**Program Sites**

Early Childhood Center (Dana Point)

George White Elementary (Laguna Niguel)

Wagon Wheel Elementary (Trabuco Canyon)



**Each site has access to the following support personnel:**

Speech-Language Pathologist

Occupational Therapist

Physical Therapist

Assistive Technology Specialist

Coordinator II, Special Education Programs & Behavior Support

Coordinator II, Infant and Preschool Services, General Education and Special  
Education

Revised 7/24

# Early Childhood Blended Inclusion Program



The Early Childhood Blended Inclusion classroom model is based on the premise that meaningful inclusion is beneficial to children with and without disabilities across a variety of developmental domains. This class operates on a 50/50 model, meaning that up to 10 students have an IEP, and up to 10 students are general education students without an IEP.

All of the staff members working with a child share techniques to address individual goals and objectives. They use a range of instructional approaches to promote engagement in play and learning activities, and a sense of belonging for every child.

Activities are presented through rich play-based, developmentally appropriate, research-based practices, guided by the California Preschool Learning Foundations and the California Preschool Curriculum Framework. The classroom implements the Frog Street Curriculum and the Desired Results Developmental Profile (DRDP). The DRDP is a statewide accountability and progress assessment system that measures the progress of children in Preschool and Transitional Kindergarten.

The Blended Inclusion Program is an early academic and language-based Preschool/Transitional Kindergarten (TK) program with an emphasis on:

- Communication,
- Language & Literacy,
- Fine and Gross Motor Development,
- Self-Help Skills,
- Self-Regulatory & Sensory Motor Skills,
- Attending Skills,
- Social Emotional Skills, and
- Academic or Readiness Skills.



Our goal is to build a positive and collaborative partnership with each family which can help promote greater gains in the child's education.

Curriculum used in the Program includes:

- California Department of Education Preschool Learning Foundations,
- California Preschool Curriculum Framework,
- California Department of Education Desired Results for Children and Families
- Frog Street Curriculum



A combination of the curricular approaches incorporate the following:

- Learning areas or centers
- A balance between child-directed play and exploration and teacher-led small and large groups
- Content that is determined by the teacher and by the children's interests
- Recognition that learning occurs even in daily routines such as arrival and departure, snacks and meals, hand washing, toileting, cleanup, and transitions from activity to activity.