

<b>Learning Conversation Notes</b>	
<p><b>Name of Partner:</b> Rocklin Unified School District (RUSD) City of Rocklin Inclusive Preschool</p>	<p><b>Date:</b> January 24, 2007</p>
<p><b>Number of Children Served:</b> 113 Typically developed children: 96 Children with special needs:17</p>	<p><b>Ages:</b> Rocklin Pre-School 3 yr olds (48) Rocklin Pre-School 4 yr olds (48) RUSD Special Day Class 3 yr olds (8) RUSD Special Day Class 4 yr olds (9)</p> <p>3 yr (56), 4 yr (57),</p>
<p><b>When Served:</b> August 2006 – January 2007</p>	<p><b>Gender:</b> 54-Male      59-Female</p> <p><b>Ethnicity:</b> 1 – American Indian/Alaska Native 14 - Asian 3 – African American 9 – Hispanic 80 – White 4 – Multiracial 5 - Other</p>
<p><b>Conversation Participants:</b> Katherine Magoffin, Tracey Tapiz, Michele Young, Bonnie Dahl, Betty Di Regolo, Don Ferretti, Nancy Baggett, Cathy Ferron, Janice Critchlow, Janey Crider</p>	
<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• The parent support system for children with special needs will be enhanced.</li> <li>• Children involved in the program will be achieving appropriate developmental milestones in a fully inclusive setting.</li> <li>• Children will enhance their ability to be ready to succeed in kindergarten.</li> <li>• Mutual benefits and awareness will occur for both the special needs children and typically developed children involved in the program.</li> <li>• Staff Supervision will be provided with Rocklin Unified School District funds to sustain integrating children with special needs in an inclusive preschool setting through June 30, 2007.</li> </ul>	
<p><b>Performance Measures:</b></p> <ul style="list-style-type: none"> <li>• Demographics (number of 0-5 served by gender, age, ethnicity, and when services were provided) utilizing the First 5 Placer Demographic Tool.</li> <li>• Parent satisfaction survey</li> <li>• Videos and Photographs</li> <li>• Inventory of skills for each child</li> <li>• Early identification rates</li> <li>• Documentation showing the reduction of First 5 Placer funds used in fiscal year 2006-2007 for staff supervision.</li> </ul>	

### **What is this data telling us about achievement of outcomes?**

Observation made from the school district: There is an increased awareness and acceptance (by parents, teachers, and students) of children with disabilities in the elementary schools as a result of the program's history of including children with special needs in past preschool classes.

### **Demographics**

This year more female children were identified with special needs and enrolled in the inclusive preschool program than in past years.

The Rocklin preschool enrollment is representative of the demographics of the city of Rocklin.

The children through City of Rocklin are coming from Loomis, Roseville, and Lincoln.

RUSD children are all Rocklin residents and Part C IDEA identified as having special needs.

Total number of estimated preschoolers for the Rocklin area is expected to increase based on this year's data from the school district. More children are being identified as having special needs as the result of referral by parents or other community members at age 3, 4, or 5. Staff is concerned that this year's data indicates fewer preschoolers are being identified at birth to age 2 yrs 11 months. The early identification rates document provides a breakdown of this data.

Parent Satisfaction Surveys will be completed in May 2007 and this data will be presented at the next learning conversation.

### **Photos (See attached)**

- Document children inclusively participating in tasks that develop kindergarten readiness skills
- Children are engaged in activities that promote achievement of developmental milestones across all domains
- The inclusion experience motivates children with special needs to extend their communication and social skills

**Inventory of skills: pre-test** (post test data will be available at the next learning conversation).

This year there was a higher number of 3 yr olds overall who had difficulty with receptive communication (language).

Catches Bounced Ball: For this skill children with special needs scored relatively higher than the typically developing children.

As the result of data collected in the pretest, classroom staff will emphasize gross motor development and language experiences.

RUSD has provided funding for the integration aide which is the key component in bringing children with special needs into the preschool classroom. This sustainability outcome has been met.

**In what ways will we apply what we have learned from our data?**

Continue to collect early identification data to identify trends over time.

It is helpful to see the action in the photo written as a caption and tied to the outcome.

Staff is expecting to see continued growth in gross motor skills as a result of the new adaptive playground on site. This playground was funded in partnership with the City of Rocklin, Rocklin Unified School District, and First 5 Placer.

Due to the concern over the decrease in infant transition referrals to the school district, RUSD will look into the need for more community and professional education about the importance for early identification and getting the children connected with infant care agencies. RUSD staff will contact PCOE, SELPA and Warmline Family Resource Center for more discussions.

**Other points that were made during the conversation:**

Desired Results Developmental Profile (DRDP)

RUSD is mandated by the California Department of Education to use this child assessment tool by April. However for the First 5 contract, both RUSD and City of Rocklin will collect post test data on the inventory of skills tool. When reapplying for First 5 funds, the DRDP or the MDRDP may be listed as the performance measures.

**Next Steps:**

Explore using the First 5 demographic tool to integrate demographic data for both programs.

Next learning conversation will be held Wednesday, May 16, 2:00 pm to 5:30 pm.