Starting Strong: Preschool Inclusion = Equity and Success for All

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Inclusion Word Cloud
“Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports.”

NAEYC/DEC 2009
Starting Strong: Preschool Inclusion = Equity and Success for All

Presentation Topics

• District Overview
• Journey
• Components of Quality Preschool Inclusion Experience
• Benefits of Quality Preschool Inclusion Program
• Questions
District Overview

CENTRALIA
ELEMENTARY
SCHOOL DISTRICT
WHERE IS THE CENTRALIA SCHOOL DISTRICT?

- Located in North Orange County
- Schools serve portions of four cities: Anaheim, Buena Park, Cypress and La Palma
- We have schools in three cities: Anaheim, Buena Park and La Palma
## DISTRICT OVERVIEW

<table>
<thead>
<tr>
<th>Services</th>
<th>Enrollment</th>
<th>Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 Elementary Schools, Pre-K – 6</td>
<td>4,244 Enrollment</td>
<td>213 Teachers</td>
</tr>
<tr>
<td>All day Kindergarten &amp; Transitional Kindergarten</td>
<td></td>
<td>297 Support Staff</td>
</tr>
<tr>
<td>State Preschool Program</td>
<td></td>
<td>21 Administrators</td>
</tr>
<tr>
<td>Targeted Universal Preschool Programs at 2 school</td>
<td></td>
<td></td>
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</tbody>
</table>
Our Journey Toward Inclusive Classrooms
HOW IT ALL BEGAN... 

Separate programs - State Preschool and Special Education. 
Mainstreaming opportunities were limited. 
Limited exposure to peers. 
No collaboration between Early Education and Special Education Teachers. 
Funding.
The WHY

1. "No Time" for collaboration for teachers.
   - Time allotted allowed our teachers to address students' academic goals and behaviors to be able to have time to problem solve and be solution driven.

2. Limited access to peers.

3. Increase student interaction.

4. Being one team and present at IEP meetings.
OUR JOURNEY

- September 2009 – Open a Blended Inclusion Program at San Marino.

- September 2017 – Opened a Partial Inclusion program at two additional sites Centralia and Danbrook.

- October 2019 – Applied for additional grant funds to support expansion of inclusion programs at other sites.
PRESCHOOL ASSESSMENT TEAM

School Psychologist
Special Education Teacher
Speech and Language Pathologist
School Nurse
Itinerant Staff Members
Administrative Designee
As part of the intake process, the Preschool Assessment Team discusses concerns and determines the most appropriate next steps for each student referred. If a student is referred for assessment and educational planning, he or she will participate in a two-week interactive center in the Learning Links Classroom. During this time, a multi-disciplinary assessment team observes, collects data and administers the needed assessment tools in all areas of suspected disability. Upon completion of the two-week cycle, the team schedules an IEP meeting and determines potential eligibility for Special Education Services and Support.
Preschool Inclusion Model

Centralia Elementary School
- State Preschool
- Mild/Moderate SDC

San Marino Elementary School
- State Preschool
- Small Group Instruction

Danbrook Elementary School
- State Preschool
- Mild/Moderate SDC
How do we accelerate learning to support IEP goals for higher academic attainment for ALL students?
Program Components of High-Quality Preschool

Child Observation and Monitoring

Program Environment, Curriculum & Accountability

Health and Developmental Early Intervention Screeners

Effective Teacher-Child Interactions

Highly Qualified Staff
CHILD OBSERVATION & PROGRESS MONITORING

- Observations
- Portfolios
- Assessments aligned to TK
2. HEALTH AND DEVELOPMENTAL SCREENINGS

School Readiness Nurse provides services to children ages 0-5. Focus is early identification and treatment of health/developmental issues.

The developmental screening includes:

- Hearing screenings
- Vision screenings
- Dental screenings
- Health and immunization screen
- Health insurance enrollment
3. HIGHLY QUALIFIED STAFF

- High-Quality Professional Development
- Aligned to TK-6 Program
- 21st Century Instruction
Staffing

Small Ratios
• 1 Adult to 5 Students

Co-Teaching Model
• 1 Certificated Special Education Teacher
• 1 Classified Child Development Preschool Teacher
• 2 Classified Preschool Para-Educators
• 2 Classified – Special Education Instructional Aides
4. EFFECTIVE TEACHER-CHILD INTERACTIONS

- Intentional Interactive Lessons
- Community Building
- Project Based Learning
- Positive Behavior Intervention Strategies
5. PROGRAM ENVIRONMENT AND CURRICULUM

Program Environment
• ECERS

Curriculum is aligned to District TK programs
• Houghton and Mifflin - Big Day
• DRDP
• Handwriting without Tears
• Zoo Phonics
5. Accountability

- Preschool assessment conducted twice a year.
- Assessment assists teachers in communicating important milestones in the development of students.
- Observation are a critical part of high quality, early childhood program.
- Parent conferences discuss student milestones.
- Conferences are held in the fall & spring.
ALL MEANS ALL!
BENEFITS OF PRESCHOOL

- Increased English Language Acquisition
- Supports Reading by 9 Efforts
- Increased Long Term Success
- Socialization
- Increased Math Literacy
- Increased School Preparedness
- Parent Education and Support
- Benefits That Last a Lifetime
- Provides Bridge to Essential Services
- Early Intervention Services
- Nutritional Support
- Increased Community Engagement
BENEFITS OF OUR INCLUSION PROGRAM

• Programming involves inclusion and services to students with special needs.

• All students benefit from the interaction between general education and special education peers.

• Develop language and empathy on their journey through preschool.

• Professional development opportunities are offered in conjunction with our Special Education Staff.
## RESULTS OF PRESCHOOL INCLUSION PROGRAM

<table>
<thead>
<tr>
<th>School Year</th>
<th>Students Enrolled in Pre-K SDC Programs (4 year olds)</th>
<th>Students that Transitioned to LRE in general education kindergarten</th>
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<tbody>
<tr>
<td>13/14</td>
<td>13/48</td>
<td>5</td>
</tr>
<tr>
<td>14/15</td>
<td>16/51</td>
<td>7</td>
</tr>
<tr>
<td>15/16</td>
<td>22/51</td>
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<td>19/46</td>
<td>8</td>
</tr>
<tr>
<td>17/18</td>
<td>22/49</td>
<td>7</td>
</tr>
<tr>
<td>18/19</td>
<td>20/59</td>
<td>8</td>
</tr>
<tr>
<td>19/20</td>
<td>20/55*</td>
<td>4*</td>
</tr>
</tbody>
</table>

*Enrollment as of 1/20/20
THE CESD PRESCHOOL QUALITY DIFFERENCE -

MEASUREMENT

Assessed Annually

Quality Start

Evaluation System

Rigorous Accountability

CESD IS 5-STAR RATED ANNUALLY

QUALITY START OC

CENTRALIA ELEMENTARY SCHOOL DISTRICT
Centralia believes that success, including college and career readiness, starts with high-quality early learning.

When we provide all CESD's children's high-quality early education, we are not just creating better futures for them; we are fostering a better future for our entire community.
Resources

Centralla Elementary School District
  o https://www.cesd.k12.ca.us/

The Inclusive Classroom
  o http://www.theinclusiveclass.com/

Inclusive Schools Network
  o https://inclusiveschools.org/

National Association for the Education of Young Children
  o https://www.naeyc.org/

Quality Start OC
  o https://qualitystartoc.org/
QUESTIONS?

**WEBSITE:** www.cesd.us

**TWITTER:** @centraliasup

**FACEBOOK:** @cesd.us

**INSTAGRAM:** @Centraliaschooldistrict