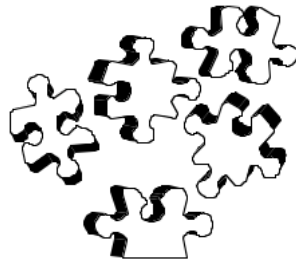


# WHAT HAPPENS NEXT?

The Transition Process  
(When Your Child Is Three Years Old)



A Resource Guide for Parents of Children with  
Special Needs

Developed by the Rocklin Unified School District  
Preschool Special Education Team





Dear Parents:

***“What comes next? And who is going to help me know what I need to know, and do what I need to do?”***

The unknown can be really scary. This guide was developed as a way to help you understand the timelines, information, resources and options available to you and your child. It is our hope that it will make your child’s transition to preschool services less intimidating and more understandable.

As your child approaches age three, you may be leaving an early intervention program and transitioning to a preschool program. Or this may be your first involvement with any intervention services. Either way, change (even positive change!) can be stressful. As a parent or caregiver, you have a great deal of information to share about your child. You are the person who can BEST describe your child’s abilities and challenges, and help the team to get to know your child. As you start this transition process, we encourage you to think of it as a celebration of what your child and your family have accomplished.

This is also a time to think ahead to the future. First, think about where you are as a family. Then, think about your hopes and dreams. And finally, think about where you want to go from here. Your child may not need additional help at this time; if you have concerns later about how your child is developing, you can always contact our school district. Transitions are a process; they are not permanent, nor are they an end in themselves. Think of this as an ongoing process that will change, transform and progress as time passes.

This guide has been divided into several parts, focusing upon preschool services. They include information about eligibility, service options, things to keep in mind when “checking out” a preschool program, timelines, and ways to prepare your child (and yourself) for the transition from Infant services to Preschool age services.

Your Service Coordinator and the Rocklin Unified School District’s Preschool Assessment Team will be valuable resources to you during this transition. Be sure to contact them with **ANY** questions or concerns; when it comes to this process, there is ***no such thing as a silly question!*** It may also be helpful to talk to other parents who are also going through this process, or who have completed the transition with their child.

Remember that we want to be partners with you and your child. Our goal is to give your child the support and skills needed to be as successful as he or she can be. We look forward to working with you and your child.

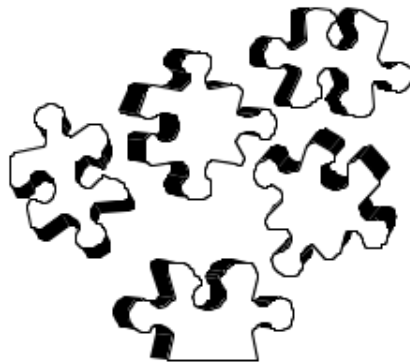
Take care,

The Preschool Team  
Rocklin Unified School District



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# Introduction

This guide has been divided into several parts, focusing upon preschool services. The sections that follow include information about eligibility, service options, things to keep in mind when “checking out” a preschool program, timelines, and ways to prepare your child (and yourself) for the transition from Infant to Preschool age services.

As a parent or caregiver, you have a great deal of knowledge about your child. We hope that this guide will help you to become familiar with the range of services and programs that are available for preschool age children in our area. Your knowledge and familiarity with the types of programs and service options that are available will help you in making decisions with your family.



RUSD’s Preschool Assessment Team wants to make your family’s transition to Preschool services as easy and stress-free as possible. To help you through this process, members of the RUSD’s Preschool Assessment Team will contact you directly. You can also contact members of the team through RUSD’s Special Education Department at 916-630-2232.

***The Assessment Team Coordinator for my child is***

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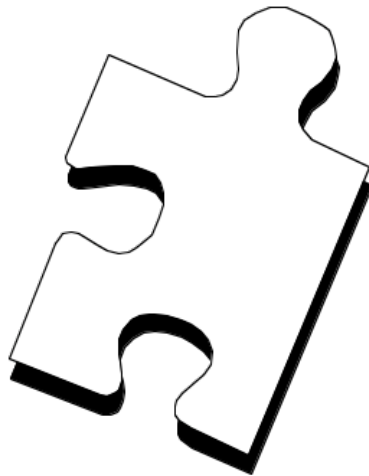
***Her phone number is***

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# Will My Child Still Be Eligible For Services?





## **Eligibility is very broad under Early Start.**

An infant or toddler is eligible for services if he or she has one of the following:

- -A developmental delay
- -A condition which has been established as being at risk or having a high probability of leading to a developmental delay
- -A biomedical risk factor for developmental disabilities.

These apply across all public agencies.

***At age three, eligibility becomes more complicated,*** as criteria become more specific and distinct. Each agency from which you may seek services has its own laws and regulations regarding eligibility. This means that you may or may not qualify for services from an agency, which provided services when your child was younger than three.

Before your child's third birthday, you will want to discuss your child's possible eligibility for services (as a preschooler). Your Service Coordinator is one resource; your Service Coordinator could be your contact through Alta California Regional Center or the Infant Program. For information about specific educational eligibility requirements, contact your local school district.

## **A quick comment about eligibility for educational services**

After age three, children are eligible for special education services if they qualify under one of the following categories:

- -Autism.
- -Deaf-blindness.
- -Deafness.
- -Hearing impairment.
- -Mental retardation.
- -Multiple disabilities.
- -Orthopedic impairment.
- -Other health impairment.
- -Serious emotional disturbance.
- -Specific learning disability.
- -Speech or language impairment in one or more of voice, fluency, language and articulation
- -Traumatic brain injury.
- -Visual impairment.
- -Established medical disability.

In addition, the child must:

- Need specially designed instruction or services
- Have needs that cannot be met with modification of a regular environment in the home or school, or both, without ongoing monitoring or
- Meet specific eligibility criteria.

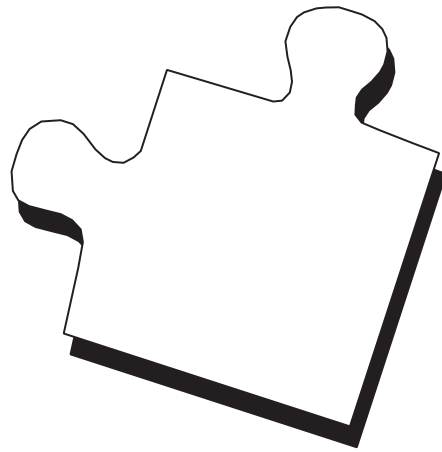
A preschool age child is not eligible for special education and services if that child does not meet the eligibility criteria and his or her educational needs are due primarily to:

- Lack of familiarity with the English language.
- Temporary physical disabilities.
- Social maladjustment.
- Environmental, cultural, or economic factors.

Each child's IEP (*Individualized Education Program*) Team determines if he or she is eligible for special education services. This decision is based upon information provided by parents and caregivers, as well as the results of assessments, such as those conducted by Infant Services providers and RUSD's Preschool Assessment Team. (*See pages 19-21 for more information.*)



# What Kinds of Preschool Programs are There?





## **Introduction to Preschool Programs**

A wide variety of private or community preschool programs are available in our area. These programs may include a half-day preschool or a combination preschool/child care program. Preschools may be operated by private corporations, religious organizations, or individuals. The location of these programs may be in a business, within a church, synagogue, or even in a home. Program hours vary, but preschool is generally a half-day program two or three days a week for three year olds and three to five days a week for four year olds. Preschool programs have many different ideas about how to plan activities for young children. They also have different ways of grouping children and different expectations of the skills that children should learn in preschool. Preschool programs are licensed by the State of California and must meet certain standards regarding space, cleanliness, and adult/child ratios. Costs for private preschool programs vary greatly.

## **Differences Between Infant Development Services and Preschool Programs**

***Preschool programs*** are based on an educational model. Children generally go to a classroom to receive services. Instruction is primarily provided in small and large groups. Many ***infant programs*** are based on a therapeutic model delivered in your home or in a center. Infants and their families receive intervention services individually or in small groups.

*Emphasis of the Preschool Program:* When your child begins a preschool program, the emphasis shifts from therapy to your child's educational needs. As your child grows older, more and more emphasis will be placed on helping your child be independent in the least restrictive setting. The emphasis of the preschool program will be on learning how to interact with other children and adults, learning social skills, and learning in groups, as well as meeting your child's unique needs. There will be less emphasis on individual, intensive therapy as in the infant program. Services and therapy are determined for your child based upon "educational need". The focus is also upon your child, rather than family services. As a result, your child may qualify for different services than they did in the infant program.

*Group versus Individual Instruction:* Teaching in preschool is generally accomplished in whole group, small groups, or at learning centers.

*Length of Day and Number of Days per Week:* The schedule for your child's preschool program will probably be quite different from the infant program. Generally, preschool programs meet from two to four half days per week. Some

private programs also provide childcare services. Your child may be spending more time per day in a preschool program than in an infant program, or the total time may be less, if that is what meets your child's educational needs.

*Location of the Program:* Special education programs are typically offered on public school sites. Sites for community preschool programs may vary. Your child will have many opportunities to be with other children and to participate in a variety of activities.

*Transportation:* Your local school district may provide bus transportation to special education preschools. Head Start also provides some transportation. Private preschools may or may not have transportation available. You may continue to transport your child as you did in an infant program, or you may want to utilize the bus. Your child does not have to ride a bus until you decide that it's right for your family.

## **Parent Involvement**

Ways for you to be involved in your child's preschool program will be different than in the infant program. Although you may not be in your child's classroom on a daily basis, there are many ways that you can participate in the preschool program. Your involvement in the preschool program, as well as later on in school, is just as important as when you provided stimulation for your child in the infant program. Some ways for you to be involved in your child's preschool program include:

- *-Talking on the telephone with your child's teacher*
- *-Sending notes to and receiving notes from the teacher*
- *-Talking briefly with the teacher when you pick up your child from school*
- *-Receiving progress report notes from your child's teacher*
- *-Attending IEP meetings and parent/teacher conferences*
- *-Observing your child in the classroom*
- *-Offering to make materials for the classroom, or donating items you no longer use*
- *-Joining parent groups at your child's school*
- *-Volunteering your time to help the teacher in your child's classroom*



## **Suggested Steps for Investigating Preschool Options**

Getting started with the search for a preschool program for your child is often the most difficult “first step”. Here are some suggestions for beginning your search.

**Begin to determine the unique needs of your child and family.** You know your child best. Does your child feel most comfortable in large or small groups or in individual settings? Does your child need more experience with peers and adults other than family members? Do you want your child integrated and included with typically developing children, or do you want your child to be educated with other children who have special needs? Is your child potty trained? Does your child have special physical or equipment needs? Does your child have medical needs, which will need attention at school? What activities does your child enjoy? Does your family need program hours to accommodate work or school schedules? How much are family members able or willing to participate in the preschool program? Think about the environment that you feel would best suit your child.

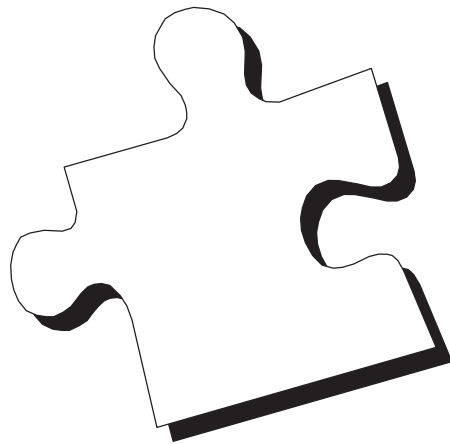
**Identify several programs that might be beneficial to your child.** Your Service Coordinator and/or Infant Specialist can help with this. Friends, relatives, other parents, and professionals can all provide recommendations for programs they might know. Prepare to investigate these programs by developing a list of questions that you can ask on the phone or in person. A sample checklist is included on the next page.

**Screen programs by telephone calls.** This saves you time and helps you eliminate programs that are not suited for your child. Narrow your list down to the programs you feel would be best for your child.

**Arrange to visit programs, if possible.** Different programs have different policies on visitation. If you cannot visit immediately, ask to talk with the classroom teacher and/or parents already involved in the program. Prepare a list of things you want to observe on your visit or use the checklist. Make notes after the visit of the things you liked or didn't like about the programs and the things that might be beneficial to your child.



# What Are Our Options For Preschool?





# OPTIONS AVAILABLE FOR PRESCHOOLERS

## COMMUNITY PROGRAMS

You may want to consider various programs in the community for your child including preschool classes offered by the local Recreation and Park District (for example City of Rocklin Preschool), swimming classes, gymnastic classes, parent and child classes, etc. We are fortunate to have many recreational programs for children and their families. These programs can be a wonderful way for your child to learn social and play skills in a group with other children.

## COMMUNITY PRESCHOOL PROGRAMS

Parent Participation Classes allow parents or care givers to participate with their child in a developmentally appropriate preschool program. A variety of class schedules are offered throughout the week. Parent participation in the program decreases, as children get older, so that the preschoolers have increasing experience in larger groups. Parents are able to learn skills for working with their child as well as support other parents in the program. These classes have a minimal cost to parents.

Head Start is a federally funded preschool program that primarily serves children from low-income families. Head Start is required to have a portion of its population made up of children with special needs. Head Start is a half-day program with morning or afternoon sessions. Some transportation may be provided for children. Due to space limitations, Head Start gives priority to 4-year-old children who meet income guidelines, and to children with special needs. There is no direct cost to parents for this program; however, parents are strongly encouraged to volunteer time in the classroom or on various advisory committees. If you are considering a Head Start placement, it is helpful to invite the Head Start Special Education Coordinator to your child's transition IFSP meeting.

State Funded Preschool Programs are half-day preschool programs, which have some income requirements for families. These programs provide developmentally appropriate instruction for children. Parent involvement is encouraged. If you are considering this as a placement, it is helpful to involve a preschool program staff member in your child's transition IFSP meeting.

**Placer County Office of Education Child Development Services is a public agency that provides a referral service to families who may want to find childcare.** This agency also provides resources and information for parents and child-care providers, and assists the Placer County community in finding and supporting quality childcare. Requirements vary but may include requiring the parent(s) to be working or going to school, and/or for the family to meet certain income guidelines. PCOE Child Development Services also provides a referral list of childcare programs from which parents or caregivers can choose a placement for their child.

Private Preschool Programs such as those privately owned or affiliated with a church are available within the community at your own cost. Visit the facility and talk to the administrator in order to determine if you feel your child's needs can be served in that setting. Your child would be able to receive Designated Instruction and Services (DIS) such as speech therapy at your local school district site, if your child is eligible. To receive these services from the school district, your child needs to have an IEP (Individualized Education Program).

## **DESIGNATED INSTRUCTION AND SERVICES (DIS) PROVIDED BY PUBLIC SCHOOLS**

DIS services are usually provided to children in addition to a preschool program. However, you may choose to have your child only participate in these instructional services, if that is appropriate. DIS services are determined by the school district IEP Team and may include speech/language therapy, counseling services, vision services, occupational/physical therapy services and others. There is no charge to parents for these services. (The IEP process is discussed later in this booklet.)

**The following services may be provided, based upon an individual child's eligibility:**

Speech/Language Specialists see children individually or in small groups to work on goals involving receptive language, expressive language, and/or articulation skills.

Occupational Therapists may assess and/or provide services to those children with motor and/or sensory concerns. This service is provided to assist the child to benefit from his/her educational program, and cannot be the only service a child receives. Referral or assistance with the referral will be given by the local school district.

Teachers of the visually impaired and orientation and mobility specialists are available to evaluate children's visual skills and to consult with parents in order to provide appropriate materials and methods that assist the child with **significant** visual impairments. Teachers of the Deaf/Hard of Hearing are available to assist children with significant hearing impairments. Referral to Placer County Office of Education will be made by the local school district.

## **COMBINATION PROGRAMS**

Many families find it desirable to use a combination of programs for their child. This might include having the child attend a community preschool program and receiving some supportive services from the local school district. Some children attend a special education preschool program two or three days per week and a community preschool program on other days. Some families choose to use other community resources such as recreation or gymnastic classes, religious schools or informal social groups to provide for their child's needs. Because no two children or their families are alike, developing a creative combination program can be a way to individualize and personalize services for a child with special needs.

## **SPECIAL EDUCATION PRESCHOOLS**

The Rocklin Unified School District and the Placer County Office of Education operate a variety of special education classes. These are preschool classrooms for children with identified disabilities who meet eligibility criteria set by the State Department of Education. Preschool children may attend special education preschool programs from two to four days per week for a half day; however, parents may choose to have children attend fewer days or less hours, depending on their child's individual needs. Classrooms are usually staffed by one certificated teacher and one or more instructional assistants. Activities in the classroom are designed to help children reach the goals specified on their IEP's as well as to provide a stimulating developmentally appropriate preschool program.





## Selecting a Preschool for your Child

Adapted from a brochure originally written by the members of the Preschool Language Team of Tucson

***Choosing a preschool for your child can be a confusing task. This form provides guidelines for questions to ask about preschools. Identify the items on the following checklist that are important to you. As you look at different programs, determine how each program measures up. You may want to rate each item according to the following system:***

*1 = poor*

*2 = fair*

*3 = good*

*4 = very good*

*5 = excellent*

If you use the rating system, add the total number of points for each school. The schools with the highest totals will provide the best programs for your child.

### **PROGRAM**

- The atmosphere is relaxed and accepting of children.
- A written statement of policy concerning behavior management is given to parents.
- You can enroll your child at a convenient time.
- The length of the day is appropriate.
- There is a daily schedule with a good balance of structured activities and free play.
- The age range of the children in the program suits your needs.
- Fees are acceptable.
- Financial aid is available.

### **STAFF**

- There are enough adults to guide and supervise the number of children at the school.
- The adults responsible for the program are certified teachers or therapists.

- Teachers and teachers' aides provide the children with guidance during activities.
- Staff members create a warm and comfortable environment for the children.
- Staff members communicate well with children.

### **SERVICES PROVIDED**

- Physical, occupational, and/or speech therapy are available.
- Special education teachers assist in the program.
- Individual therapy is available.
- Group therapy is available.
- Mainstreaming into a regular preschool program is available.
- Toilet training is available.
- Nutritious meals and/or snacks are provided.

### **PARENT PARTICIPATION**

- Parent/teacher conferences are scheduled regularly.
- Parent participation in activities is encouraged.
- Parent participation in activities is required.
- Observation by parents is allowed.
- A parents organization or support group exists.

### **FACILITY**

- Classrooms are sectioned into areas for play, work, or quiet times.
- Space is provided in the classroom for a clothes bin or work bin for each child.
- There is adequate space provided for the number of the children in the program.

## TRANSITION OPTIONS

- Adequate heating and cooling is provided.
- There is an outdoor play area, which consists of grass and dirt, covered and uncovered hard and soft areas.
- There are sufficient drinking fountains inside and outside.
- There are enough restrooms available.

## ACTIVITIES

- There are a variety of activities so that each child has a chance to be successful.
- Children are grouped for activities, either by age, skill level, or interest.
- Learning is recognized as an active process.
- Children participate in activities and manipulative objects while learning.
- Children participate in activities that require responsibility, such as watering plants, wiping the table, etc.
- Activities are planned which are creative and productive.
- Children participate in indoor and outdoor play.
- There is enough time allowed for both active play and rest.
- Children participate in self-directed, individual activities and group activities.
- Children participate in both noisy and quiet activities.
- Imaginative play is encouraged.
- Activities that encourage language development and talking are included.
- Music activities, including singing, listening to music, playing instruments, and dancing are included.

- Art activities that encourage experimenting and creating are included.
- Children have opportunities to read and to listen to reading.
- If there is television watching, adult direction is used to encourage thinking and language skills.
- Children participate in community programs, field trips, and library visits.
- Children participate in activities that require large muscle movements, such as running, and small muscle movements, such as pasting and cutting.
- Children are provided with experiences that stimulate all their senses: hearing, seeing, touching, tasting, and smelling.

## MATERIALS

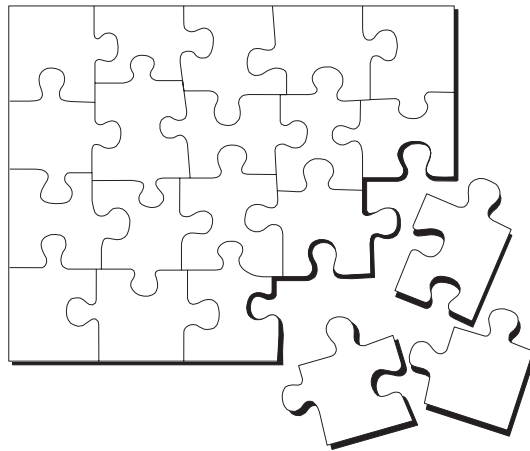
- There are enough materials for a variety of activities, including: sand, water, paint, fabric, clay, crayons, blocks, puzzles, balls, and wheeled toys.
- Children can supply materials.
- Toys and safe materials are placed within children's reach.
- Unsafe materials are out of children's reach.
- Books on a wide range of interests are available.
- A variety of "noisemakers" is available.
- There is a variety of safe playground equipment available.
- Materials are appropriate for the age and skill range of the children.

## VOCABULARY

**Mainstreaming** - Educating children with special needs in the regular school environment with the help of special teachers.

# What Can You Tell Me About Special Education Programs ?

(Through the Public Schools)





## ACCESSING PUBLIC SCHOOLS

*If you are considering Special Education services from your local school district, here are some steps you'll need to take.*

### MAKE CONTACT WITH YOUR LOCAL PUBLIC SCHOOL DISTRICT

This can happen in a variety of ways. Your service coordinator from the Infant Program or ALTA Regional Center will invite a school district representative to your child's transition IFSP meeting at age two-and-a-half. At the IFSP transition meeting, you can discuss your child with the school district representative, who will explain the possible options and screening/referral process with you.

If the school district representative does not attend your transition IFSP, you may want to call them and discuss your child and your concerns. The **Special Education Department** of the **Rocklin Unified School District** may be reached at **916-630-2232**. Your Service Coordinator can also share information regarding your child.

Many districts have a variety of prescreening activities in which families may choose to participate, including informal assessments, checklists, interviews and observations. These can be helpful to the district and family in facilitating a smooth transition. Whether or not you participate in prescreening activities, you may want to request an assessment for special education, which you may do at any time. You must put it in writing, sign, and date it, and submit it to the Director of Special Education. If you do this, a very strict timeline begins. If a written request for a referral has been received, your school district must contact you to sign an assessment plan and begin the assessment process within 15 days.

If you participate in prescreening activities and you and the district decide to begin a referral, or if you request an assessment for special education services (in writing), the next step will be the Assessment Plan.

### ASSESSMENT PLAN

You will receive an Assessment Plan (a form), which indicates specific areas of development to be tested, possible or suggested tests and the specialist(s) who will administer them. Feel free to contact the school district's Assessment Team Coordinator (*the individual who contacts you to sign the plan*), and/or your Service Coordinator to discuss anything about the Plan. If you are satisfied with the Plan, sign and date it. The next step will be assessment.

## **ASSESSMENT**

Your child's assessment appointment is an opportunity for you to share information with team members from your local school district to gain additional information and insight into your child's strengths and needs and to discuss your future plans for your child.

Prior to your child's assessment take time to think about your child's unique abilities and strengths. Also think about your child's current needs and needs you are concerned about in the future. You may want to write these thoughts on a list or use the worksheet in this section to record your ideas. You should also think about the short-range and long-range goals that you have for your child. In addition, if you are able to bring or send copies of reports or assessments completed by other agencies, this will be very helpful to your school district.

The actual assessment process for you and your child will vary according to your child's needs and the school district in which you live. If your child receives services through the Infant Program or ALTA Region Center, those service providers will conduct or update their assessments and provide that information to the district. In Rocklin, you may meet individually with different members of the assessment team or you and your child may be involved with several of the team members during your appointment. The assessment may include informal assessments, checklists, interviews and observations. Audiological screenings are also provided to rule out a suspected hearing loss or hearing difficulties; the school nurse will complete this screening. Children usually enjoy the assessment process. Please don't worry or be concerned that your child won't "perform" during the assessment. Remember that you are a member of the team and that you provide valuable information about your child. The goal of the other members of the team is to generate additional information about your child to assist in planning a preschool program and to answer any questions that you may have.

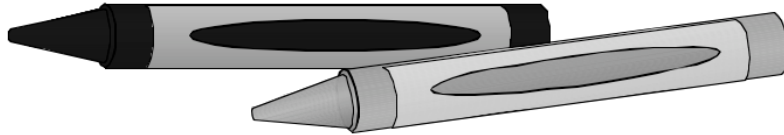
At the conclusion of the assessment, the assessment team will make arrangements for your child's IEP meeting. This includes scheduling a date and time. You may invite anyone to the meeting who has an interest in your child, including other professionals who have worked with your child, family members, care givers, friends or other support persons.

## **INDIVIDUALIZED EDUCATION PROGRAM**

The IEP meeting is required by law and has several purposes. The first purpose is to determine your child's eligibility for special education services. This

includes reviewing the assessment information and deciding as a team whether your child meets the state specified criteria as a child who requires special education. If it is determined that your child is eligible then the team will develop long range (one year) goals and short range (three to six months) objectives in all the areas where your child has identified needs. Based on these goals and objectives, recommendations for your child's program will be made. These may include a classroom placement and/or DIS services.

All ideas and information discussed during this meeting are recorded on an IEP document and a copy will be given to you. Everyone participating in the IEP meeting will be asked to sign this document. You will also be asked to sign a second time, indicating whether or not you agree with the goals, objectives and services described. If you disagree with the recommendations, you do not have to sign the IEP. You can “think about it for awhile” and sign at a later date, or you can sign and indicate the parts about which you do agree. If you disagree with any of the recommendations regarding your child’s program, and are unable to resolve the disagreement, there is a process that you can follow in order to resolve any disagreements with the school district. At the conclusion of this meeting, be sure to make arrangements to visit your child’s proposed program and find out if anything is needed to register your child for that program.



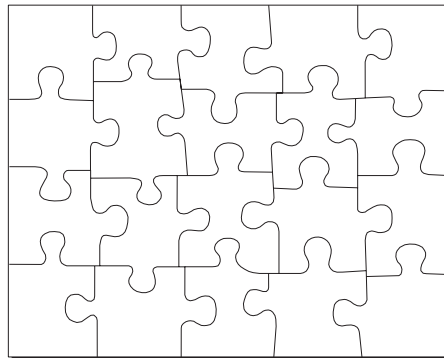
**REMEMBER:**

RUSD’s Preschool Team knows that this can be a confusing and overwhelming process. Because of this, we are committed to working with you to making the assessment and IEP process as parent-friendly as possible. Please talk to your child’s Assessment Team Coordinator if you have any questions or concerns!!!

## Least Restrictive Environment

The State and Federal Laws that govern special education services require that the IEP Team determine placement based on the child's goals and objectives' and taking into account the Least Restrictive Environment for that child. Least Restrictive Environment is defined as the setting that is closest to a typical setting (where children of the same age would be educated) that can meet the child's needs. The movement towards integration and inclusion of children with special needs is based on the concept of Least Restrictive Environment.

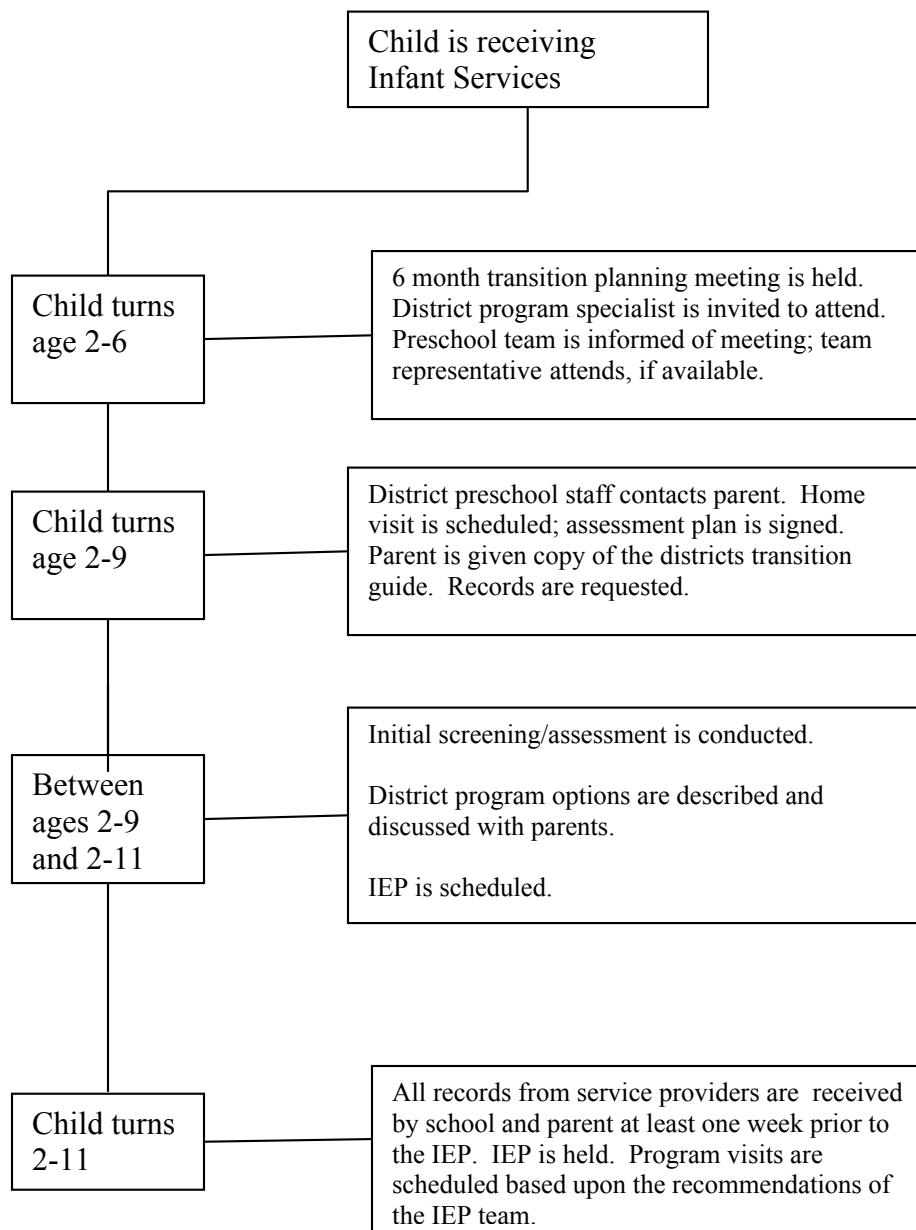
The Rocklin Unified School District has developed a partnership with the City of Rocklin's Preschool Programs to provide access to typical peers and preschool experiences for students enrolled in RUSD's preschool special day class programs; supports for students enrolled in other preschool special education services may be provided, based upon the individual student's goals and needs.



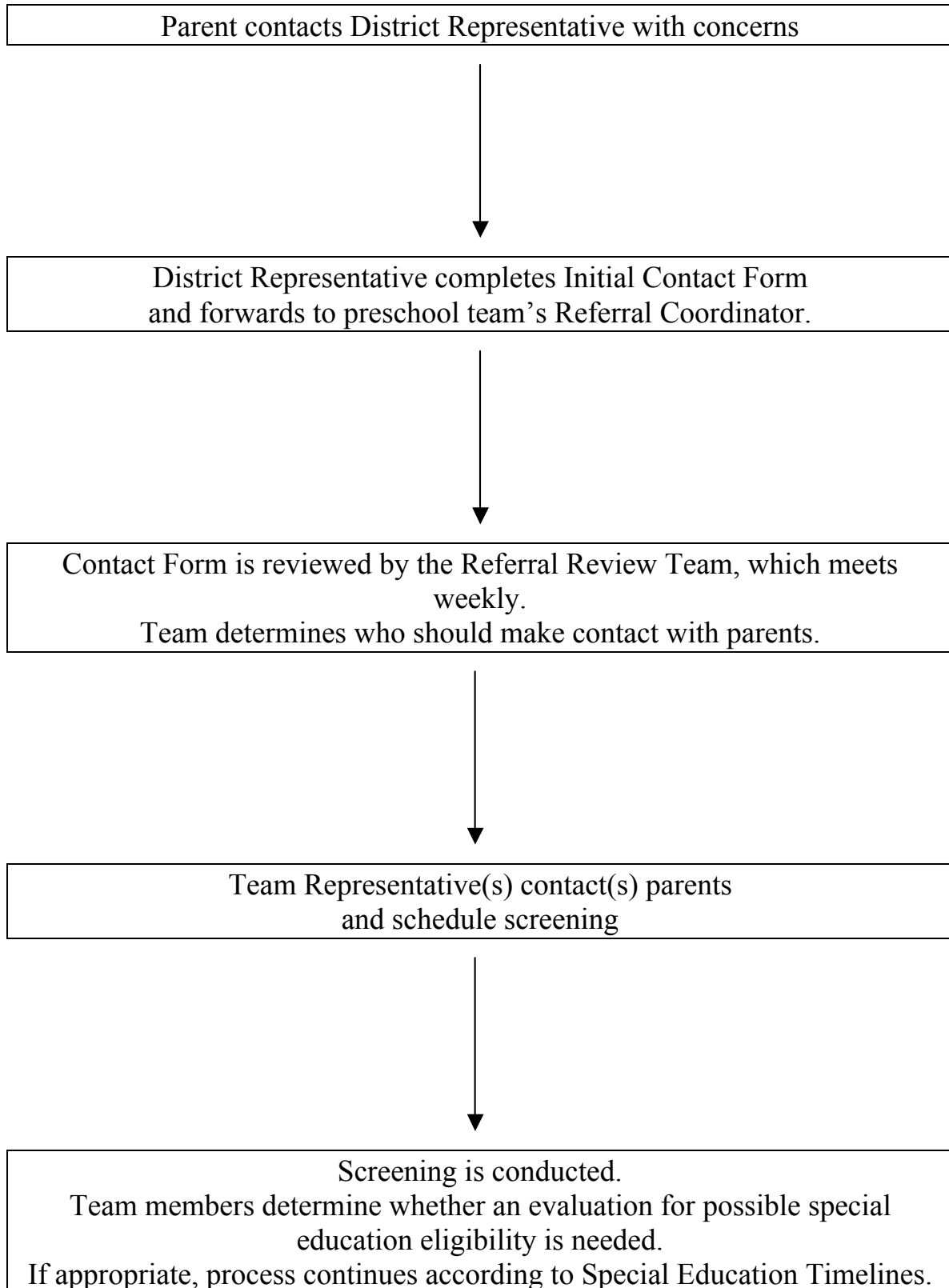


# Infant Program Transitions

Note: Children initially referred to the Infant Program between the ages of 2-8 and 3-0 should be referred directly to the school district.



## Child Find Process



# Sharing Information about Your Child



The following information pages are designed for you to share information about your child. You may complete these forms and take them with you to your child's assessment appointment and/or IEP meeting. Use additional paper if necessary.

Our child's favorite toys and activities are:

Our child's favorite foods are:

Things our child does not like are:

Important people in our child's life are:

Our child communicates his/her wants and needs by:





Our child is really special. Here are some neat things about him/her that we want you to know:

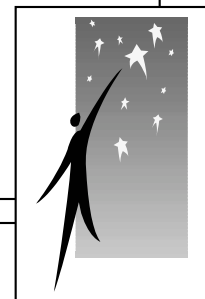
When our child wants to move around, he or she will:

Our child can do things by him/her self: (eating, dressing, toileting, bathing)

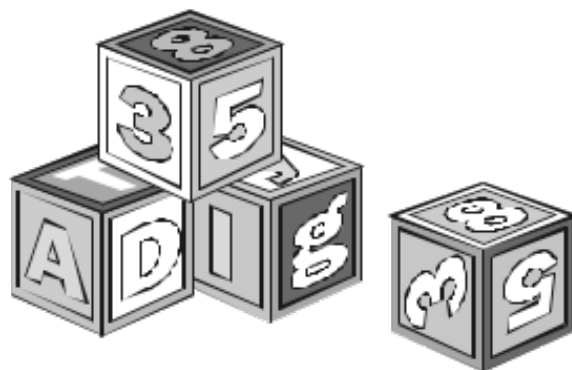
Some of our concerns are:

Some of our goals for our child are:

We need more information about



# What Resources are Available?





## Alphabetical List of Resources

This list is not all inclusive.

A comprehensive list of resources can be obtained through First 5 of Placer County Network of Care for Kids.

[placer.networkofcare.org/kids/home/index.cfm](http://placer.networkofcare.org/kids/home/index.cfm)

and Warmline's Family Resource Center in Placer County

[www.warmlinefrc.org](http://www.warmlinefrc.org)

### Advocacy Choices and Resources

*Day program for children (0-3 years) with developmental disabilities*

401 Vernon Street  
Roseville, CA 95678  
916-781-3016  
916-624-2467

### Alta California Regional Center

*Support for individuals with mental retardation or other developmental disabilities (and their families)*

2135 Butano Drive  
Sacramento, CA 95820

916-978-6400

### ARC & Early Head Start

*Infant and toddler - inclusive playgroup environment for children with special needs.*

Deb Koss  
916-652-4360

[bndkoss@starstream.net](mailto:bndkoss@starstream.net)

Jackie Clark  
916-652-1025  
[pidp@hotmail.com](mailto:pidp@hotmail.com)

Annie Toor  
530-885-0432  
[annietoor@usa.net](mailto:annietoor@usa.net)

### ARC Placer Infant Development Program

*Infant and toddler inclusive playgroup environment for children with special needs*

Jackie Clark  
916-652-1025  
[pidpp@hotmail.com](mailto:pidpp@hotmail.com)

### Auburn Taekwando

*Provides scholarships for children up to 5 years of age to participate in the "little Ninja" program that focuses on improving children's basic motor and listening skills.*

220 Palm Avenue  
Auburn, CA 95603

Dan Lovas  
530-887-0215  
[lovastkd@aol.com](mailto:lovastkd@aol.com)

### California Children's Services

*Case management and authorization of treatment services for children with certain physical limitations and diseases.*

11484 B Avenue  
Auburn, CA 95603  
530-886-3630

### Caring About Kids

*Provides attention and support to children through mentoring, advocacy and parenting.*

1141 High Street  
Auburn, CA 95603  
530-889-2401  
[www.caringaboutkids.org](http://www.caringaboutkids.org)

### **Children's System of Care**

*A comprehensive, integrated team, designed to meet the special behavioral needs of at-risk children and their families. Includes staff from Children's Mental Health, Child Welfare, Probation, Education, Substance Abuse Services and Public Health*

11716 Enterprise Drive  
Auburn, CA 95603  
530-889-6700

[www.placer.ca.gov/children/children.htm](http://www.placer.ca.gov/children/children.htm)

### **Children's World Learning Centers**

#### *Daycare*

3431 Marlee Way  
Rocklin, CA 95677  
916-782-2101  
916-624-7831

### **Collaborative Child Mental Health**

*Provides early identification and follow up mental health services to children ages 0-5.*

Connie Arney  
530-889-6728  
[carney@placer.ca.gov](mailto:carney@placer.ca.gov)

Jackie Clark  
916-652-1025  
[piddpp@hotmail.com](mailto:piddpp@hotmail.com)

Julia Richardson  
916-625-2515  
[pidp@hotmail.com](mailto:pidp@hotmail.com)

Bud Bautista  
530-889-6759  
[bbautist@placer.ca.gov](mailto:bbautist@placer.ca.gov)

### **Early Head Start Baby Steps**

#### *Early intervention services*

5400 Barton Road  
Loomis, CA 95650

1166 High Street  
Auburn, CA 95603  
916-652-3284

### **Kindercare**

#### *Childcare*

2251 Sunset Blvd  
Rocklin, CA 95765  
916-315-3399

### **La Petite Academy**

#### *Childcare*

5820 Stanford Ranch Road  
Rocklin, CA 95765  
916-624-4816

### **Little Orchard Preschool**

#### *Childcare/preschool*

5895 Brace Road  
Loomis, CA 95650  
(916) 652-4973

### **Merryhill Country School**

#### *Preschool/Childcare*

4149 Rocklin Road  
Rocklin, CA 95677  
916-624-4511



## **Munchkin Mania**

### *Childcare*

4500 Pacific St. F & L  
Rocklin, CA 95677

2704 Pecan Ct.  
Rocklin, CA 95677

916-630-7529

## **Parents Advocating for Kids**

*Support group for parents of children  
with special needs*

William Sorensen  
916-632-101  
[bar-t@pacbell.net](mailto:bar-t@pacbell.net)

## **Phoenix School**

### *Childcare/preschool*

2820 Theona Way  
Rocklin, CA 95765  
916-415-0780

## **Placer County Children and Families Commission**

*Support for children and their families to  
reaching their full potential.*

The Shiloh Center (meeting location)  
905 Lincoln Way  
Auburn, CA 95603

530-889-6772  
Don Feretti, Coordinator  
[dferett@placer.ca.gov](mailto:dferett@placer.ca.gov)

## **Placer County Health and Human Services Managed Care**

*Resource and referral for parents of  
ASD children and children with other  
special needs*

11730 Enterprise Drive  
Auburn, CA 95603

Larry Anderson  
530-886-3619  
[lcanders@placer.ca.gov](mailto:lcanders@placer.ca.gov)

Sue White  
530-886-3615  
[swhite@placer.ca.gov](mailto:swhite@placer.ca.gov)

## **Placer County Office of Education**

### *Educational services*

360 Nevada Street  
Auburn, CA 95603  
530-745-1389

## **PCOE Childcare Resource and Referral Services**

### *Assistance in finding childcare*

1230 High Street #114  
Auburn, Ca 95603

Jill Harper  
530-745-1381

Jeannette Lovejoy  
530-885-3465  
[jlovejoy@childcare.placercoe.k12.ca.us](mailto:jlovejoy@childcare.placercoe.k12.ca.us)

Darcy Roenspie  
530-885-2682  
[droenspie@childcare.placercoe.k12.ca.us](mailto:droenspie@childcare.placercoe.k12.ca.us)

**PCOE Hanen Program**

*Training for parents of preschool children with autism*

360 Nevada Street  
Auburn, CA 95603

Melody Roy  
530-888-0174

[mroy@placercoe.k12.ca.us](mailto:mroy@placercoe.k12.ca.us)

**Placer Early Childhood Relationship Support Project**

*Early childhood mental health and social emotional development for children (birth to five), their families and community providers who work with infants and children*

Julia Richardson  
5795 Saunders Ave  
Loomis, CA 95650

Michael Rahilly, Ph.D  
401 Vernon Street, Suite B  
Roseville, CA 95678

916-652-2515

**Ready to Succeed:  
UC Cooperative Extension**

*Early literacy and school readiness*

DeWitt Center  
11477 E Avenue  
Auburn, CA 95603

Sharon Junge  
530-889-7385

Paula Anderson  
530-889-7350

**Ride To Walk**

*Provides recreational activities for the entire family, including children with special needs.*

8485 Barton Way  
Granite Bay, CA 95746  
916-791-2055

**Rocklin Unified School District**

*Educational Services*

2615 Sierra Meadows Drive  
Rocklin, CA 95677  
Special Education Department  
916-630-2232

Special Education Parent Advisory Committee (SEPAC)  
Parent Representative  
Jessica Graustein  
916-624-5088

[rocklin\\_SEPAC@yahoo.com](mailto:rocklin_SEPAC@yahoo.com)

**Treehouse Learning Center**

*Childcare*

4500 Tuttle Drive  
Rocklin, CA 95677  
916-632-1622

**WarmLine Family Resource Center**

*Information, resources, referrals, parent-to-parent support*

1010 Hurley Way #290  
Sacramento, CA 95825  
Main office  
916-922-9276

Anne-Marie Arrow  
Community Resource Parent  
916-435-2020

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This booklet was developed by the following members of the Rocklin Unified School District’s Preschool Special Education Team:

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Kerry Kurtzman, Speech and Language Pathologist//CDD Teacher  
Cynthia Tekus, Speech and Language Pathologist//PPPIP Teacher  
Barbara Lewis Mill, School Psychologist



Notes:

