
Special Education Update
SEDAC Update
Board Meeting 6/24/21

Agenda

- Child Find
- Special Education Services
- Special Education Brochures
- CCEIS Update
- Special Education Audit Status
- SEDAC Update

Child Find

Child Find Mandate -

- Requires all school districts to identify, locate and evaluate all children with disabilities from birth through age 21.
- Applies to to all children who reside within a State, including children who attend private schools and public schools, highly mobile children, migrant children, homeless children and children who are wards of the state.
- Extends to identify all children who may need special education services even if the school district is not providing special education services to the child.

Child Find: Preschool

The District receives referrals from the Regional Centers, parents, medical providers, preschools and child development centers in the community. We have preschool school intake teams that respond to these referrals.

Preschool referrals over the past three years:

2018-2019 = 169

2019-2020 = 117

2020-2021= 161

Child Find: Private Schools

The District also receives referral from the 16 private schools within our catchment area. We have a private school team designated to respond to private referrals, offer FAPE (IEP) or consultation services through an Individualized Service Plan (ISP).

The following are private school referrals over the past three years:

2018-2019 = 61

2019-2020 = 45

2020-2021 = 75

Child Find: SMFCSD Schools

Students are also referred at each of our school sites for assessment to determine eligibility for special education services.

The following are the total referrals received across all our schools over the past three years:

2018-2019 = 219

2019-2020 = 173

2020-2021= 215

Overview Special Education Services for 2020-21

- Number of Students Receiving Special Education Services = 1255
 - Autism = 247
 - Intellectual Disability = 25
 - Emotional Disturbance = 33
 - Specific Learning Disability = 400
 - Speech and Language Impairment = 293
 - Deaf/Hard of Hearing = 20
 - Visually Impaired= 2
 - Other Health Impairment =229
 - Traumatic Brain Injury =0
 - Orthopedic Impairment = 9
 - Multiple Disability = 16
 - Deafness = 5
 - Established Medical Disability = 4
- Number of Student Served in District Programs - 1207
- Number of Students Served in County Programs = 9
- Number of Students Served in Non-Public Schools = 33

Special Education Brochures

The Special Education Brochures were developed to describe the services that are being offered to students with Individualized Education Programs in order to increase their opportunity to access the general education curricula and engage in meaningful interactions with their typically developing peers.

The brochures provide information on the roles of the different service providers, the process for referring students for special education services and how the services support specialized academic instruction in the least restrictive environment.

- Three example of the brochures are shared with you here:
 - School Psychologist Services
 - Speech-Language Pathologist Services
 - Augmentative-Alternative Communication Services

- The District's Special Education webpage has 6 other brochures

<http://www.smfcsd.net/en/special-education/special-education.html>

classroom management techniques, working with students who have disabilities or unusual talents, substance abuse, and anti-bullying programs.

Research and Planning

Evaluate the effectiveness of academic programs, behavior management systems, and other services.

Generate new knowledge about learning and behavior.

Contribute to planning and evaluating school-wide reform and restructuring.

Assessment

Use a variety of techniques at an individual, group, and systems level to evaluate academic skills, learning aptitudes, personality and emotional development, social skills, learning environments and school climate, as well as eligibility for special education.

Mental Health and General Health

Collaborate with school and community-based personnel to provide a comprehensive model of school-linked health services.

Work with children and families to provide integrated community services focusing on psychosocial wellness and health-related issues.

Develop partnerships with parents and teachers to create healthy school environments.

Counseling and other mental health services.

Our School Psychologists

A. Gleber	Elaine Chen Lay
Adelina Finn	John-Michael Gomez
Amy Allen	Lauren Marques
Cecelia Hollis	Leela Silva
Christina Reeser	Marie Le-Eloy
Connie Chan	Summer Letcher-Smith
Deborah Wolk	Sven Swenson

Director of Special Ed.: Alma Ellis

Phone: (650) 312-7337

District Website: <http://www.smfcSD.net>

Psych Website: <https://sites.google.com/smfc.k12.ca.us/askthepsych>



**SAN MATEO-
FOSTER CITY
SCHOOL DISTRICT**



What Do School Psychologists Do?

What Do School Psychologists Do?

School psychologists tailor their services to the particular needs of each child and each situation.

They provide mental health services that address needs at home and school to help students succeed academically, emotionally, and socially.

School psychologists use many different approaches, but most provide the following core services:

Consultation

Give healthy and effective alternatives to teachers, parents, and administrators about problems in learning and behavior.

Help others understand child development and how it affects learning and behavior.

Strengthen working relationships between educators, parents, and community services.

Intervention

Promote healthy learning behaviors through the development of positive behavioral support plans and the use of scientific, research-based instruction.

Work face-to-face with children and families.

Help solve conflicts and problems in learning and adjustment.

Provide psychological counseling for children and families.

Provide social skills training, behavior management, and other strategies.

Help families and schools deal with crises, such as separation, loss, and tragedies at home or at school.

Prevention

Identify potential learning difficulties.

Design programs for children at risk of failure.

Provide parents and teachers with the skills to cope with disruptive behavior.

Crisis prevention and intervention services.

Help foster tolerance, understanding, and appreciation of diversity in the school community.

Develop initiatives for safe and effective schools.

Education

Develop programs on topics such as teaching and learning strategies,

Who are Speech-Language Pathologists?

In SMFCSD, speech and language therapy is provided by Speech-Language Pathologists (SLP) and Speech-Language Pathologist Assistants (SLPA), who are supervised by an SLP.

SMFCSD Speech-Language Pathologists are licensed by the state of California. Our goal is to support and facilitate communication skills in the areas of speech production as well as language content (semantics), form (grammar/syntax), and use (pragmatics) to increase access to the common core curriculum.

SMFCSD Schools

- ❖ Abbott
- ❖ Audubon
- ❖ Bayside Academy
- ❖ Baywood
- ❖ Beresford
- ❖ Borel
- ❖ Bowditch
- ❖ Brewer Island
- ❖ College Park
- ❖ Fiesta Gardens
- ❖ Foster City
- ❖ George Hall
- ❖ Highlands
- ❖ Laurel
- ❖ LEAD
- ❖ Meadow Heights
- ❖ North Shoreview
- ❖ Parkside
- ❖ San Mateo Park
- ❖ Sunnybrae
- ❖ Turnbull

San Mateo-Foster City School District (SMFCSD)



Speech and Language Pathology



**Director of Special
Education:**
Alma Ellis

SMFCSD Process:

- If you have concerns regarding your child's communication, please contact the student's general education teacher (primary students) or guidance counselor (secondary students). They will determine if this concern is potentially adversely affecting the student's academic progress.

- If so, they will contact the appropriate school personnel, possibly including the site SLP.

- A Student Study/Success Team (SST) meeting may be held to determine further steps to support your child's ability to access the curriculum.

- If a full speech and language assessment is warranted, the SLP will evaluate the needs of the student through various measures, including interview, observation, records review, consultation, and assessment tools.

- A student's assessment is used to compare his/her performance to same-aged peers. Results may indicate a need for speech and language therapy services, which are provided through an Individualized Education Plan (IEP).

Speech and Language Services

Speech and language services address spoken language skills including: speech production, form, content, and use.

- **Speech Production:** articulation, fluency, voice
- **Form:** phonology, morphology, syntax
- **Content:** vocabulary, semantics
- **Use:** pragmatics



Speech and Language Service Delivery Model:

Special Education services are always delivered in the Least Restrictive Environment (LRE) as determined by the IEP team.



Speech and Language Resources:

<https://www.asha.org/public/speech/development/suggestions/>

<http://www.first5california.com/default.aspx>

What is Augmentative Alternative Communication (AAC)?

Augmentative and alternative communication (**AAC**) is an area of clinical practice that addresses the needs of individuals with significant and complex communication needs, (CCN).

AAC encompasses the use of a variety of techniques & tools such as: picture communication boards & books, line drawings, tangible objects, voice output devices/speech-generating devices (SGDs), manual signs, gestures, and finger spelling, AAC helps the individual express thoughts, wants and needs, feelings, and ideas.



AAC RESOURCES



ASHA

American
Speech-Language-Hearing
Association

<https://www.asha.org/public/speech/disorders/aac/>



<https://praacticalaac.org/>



AAC INSTITUTE

Resource and Advocate for the AAC Community

<https://aacinstitute.org/>

San Mateo-Foster City School District (SMFCSD)



Augmentative Alternative Communication



Director of Special Education:
Alma Ellis

AAC Systems include but are not limited to the following in SMFC:

AAC Communication Apps
installed on a portable tablet:

- **TouchChat HD with WordPower**



- **Proloquo2Go**



- **LAMP Words for Life**



- **GoTalk Now Plus**



Entry-Level Voice Output Devices



NOTE: These systems are activated primarily by touch, however, alternate access methods are considered for students when needed.

Augmentative Alternative Communication

The AAC Team focuses on training and empowering IEP teams and families to implement and support students' AAC systems in order to access the curriculum and increase communication competence in the following areas:

- **Operational**
- **Linguistic**
- **Social**
- **Strategic**
and
- **Self-Advocacy**

The SMFC AAC Team strives to integrate current research and Evidence Based Practice (EBP) in services and trainings while also keeping the cultural and linguistically diverse needs of students in the forefront.



Who may benefit from AAC?

Students with complex communication needs (**CCN**) may rely on AAC to supplement existing speech or replace speech that is not functional. (ASHA)

Pre-Referral Process

A student may be referred by a district Speech/Language Pathologist (SLP) to receive a Pre-Referral Observation. This process determines if an AAC assessment is needed or if the student necessitates further development of their current communication system(s), (e.g. PECS, Choice Boards, Communication book, Communication Device, Visuals)

CCEIS Update: 7 Targeted Schools

(Bayside, George Hall, SM Park, Laurel, Lead, Fiesta Gardens, Sunnybrae)

Site Administrators and CCEIS Team Leads met on May 17th, June 4th and June 7th and engaged in the following activities:

1. Reviewed the CCEIS Data and the Foundational Work completed
2. Discussed the CCEIS Outcomes
3. Discussed the Activities under each of the CCEIS Outcomes
4. Anticipated Opportunities and Challenges associated with the CCEIS work

Special Education Audit Status

(S. Kludt/J. Lucas Recommendations March 2020)

- Six areas of recommendations
 - Vision, Communication, Staffing, Curriculum and Professional Development, Procedures and Compliance and Fiscal
- 66 recommendations
- **39/66** Completed/Changes made (Green)
- **23/66** In progress (Yellow)- due to the COVID pandemic some items still in progress or are tasks that are cyclical or repeated
- **4/66** District involvement needed (e.g., signing bonuses; incentives) (Gray)

(See grid attachment)

SEDAC Update

- May 25th SEDAC Presentation: Understanding Dyslexia
 - <http://www.smfcsd.net/en/special-education/sedac-meeting-archive.html>
- Priorities for 2021-2022 School Year
 - Areas of Focus: Inclusion & IEP Compliance
 - Serving in an Advisory Capacity
- Outreach & Engagement
 - Utilizing Zoom for meetings & parent education opportunities
 - Increase engagement across school sites
 - Back to school outreach efforts
- Recognition & Welcome
- Next Meeting Date: August 31, 2021

Questions

Thank You