



SAN MATEO-FOSTER CITY
SCHOOL DISTRICT



Welcome to SMFC SEDAC

Special Education District Advisory Committee

September 16, 2025
6:30 pm - Virtual

Agenda

- **Who's Who 25-26 Special Education Department**
- **Individualized Education Plans (IEPs)**
- **Programs/Services in SMFC**
- **Inclusion**
- **Professional Development**



Heather Morgan – Director



Kira Nazario – Asst. Director



Kaci St. John – Asst. Director



Monique Arbuckle – Coordinator



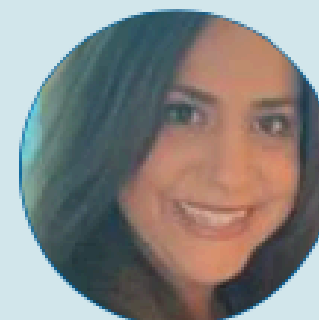
Alyssa Baker – Program Specialist, Preschool



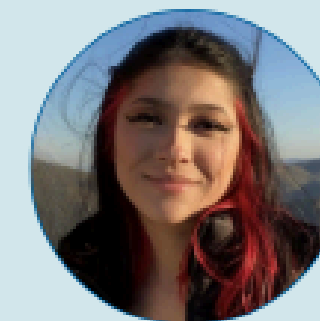
Loretta Yee – SEIS/CALPADS



Momina Vishwa –
SEIS/CALPADS, Transportation



Jamie Edson – Admin Asst.



Amy Doria – Admin Asst.



Stacey Alioto – Accounting
Specialist



Individualized Education Plans (IEP)

- When a disability or learning difference is suspected, and consistent intervention data doesn't show improvement over diligent cycles of inquiry, site teams or families may suggest assessment. Also, some children are born with or develop a disability which makes them automatically eligible.
- Students cannot receive an IEP without assessment. Doctors cannot prescribe IEPs, and requesting one doesn't automatically mean a student is eligible. The district has 15 days to RESPOND to requests.
- Students participate in a psychoeducational assessment and an academic assessment. Occasionally other assessments are added as well, such as: Speech, Occupational Therapy, Adaptive PE, Vision and Hearing. No assessment can begin without a signed Assessment Plan.

- The team consists of: Parent(s), General education teacher, Principal or AP, Case manager (RSP or SDC teacher), Psychologist (if initial or triennial), related service providers (OT, PT, SLP, APE) - if student receives those services.
- If a student is found eligible, the team will determine appropriate goals, and services/accommodations to assist the student in accessing their education.

Important: IEPs are all INDIVIDUAL

SMFCSD Special Education Program Locations 2025-2026

School Complex			
Abbott <i>(Abbott, Beresford, new College Park, George Hall, Laurel, Meadow Heights)</i>	Bayside <i>(Bayside, Fiesta Gardens, Lead, Northshore View, Parkside)</i>	Borel <i>(Baywood, Borel, Highlands, San Mateo Park, Sunnybrae)</i>	Bowditch <i>(Audubon, Beach Park, Brewer Island, Foster City, Bowditch)</i>
Resource (RSP) Program available at all sites, K-8			
Elementary & Preschool SDC George Hall Preschool SDC K-2 Mild/Mod 3-5 Mild/Mod Meadow Heights K-2 Mild/Mod 3-5 Mild/Mod	Elementary & Preschool SDC Parkside K-2 Mild/Mod 3-5 Mild/Mod Lead Preschool SDC Turnbull Preschool SDC	Elementary & Preschool SDC Baywood Multi-age Mod/Severe Highlands K-2 Mild/Mod 3-5 Mild/Mod San Mateo Park K-2 Mod/Severe 3-5 Mod/Severe Sunnybrae K-2 Mild/Mod 3-5 Mild/Mod Mod/Severe-Med. Fragile	Elementary & Preschool SDC Beach Park Preschool SDC Brewer Island K-2 Mild/Mod Preschool SDC Foster City Preschool SDC K-2 Mild/Mod 3-5 Mild/Mod Multi-age Mod/Severe
Abbott Middle School SDC 2 Mild/Mod SDC 1 Mod/Sev SDC	Bayside Middle School SDC 1 Mild/Mod SDC	Borel Middle School SDC 2 Mild/Mod SDC 1 Mod/Severe SDC	Bowditch Middle School SDC 1 Mild/Mod SDC



Services Offered through District Programs

- Specialized Academic Instruction (SAI)
- Speech & Language
- Occupational Therapy
- Educationally Related Mental Health Services (ERMHS)
- Adaptive Physical Ed
- Deaf and Hard of Hearing
- Assistive Technology
- Physical Therapy
- Resource (RSP)
- Special Day Class (SDC), Mild/Mod
- Special Day Class, Mod/Severe
- Special Day Class, Preschool

Service offerings considered on an individual student basis through the IEP.



Least Restrictive Environment (LRE)

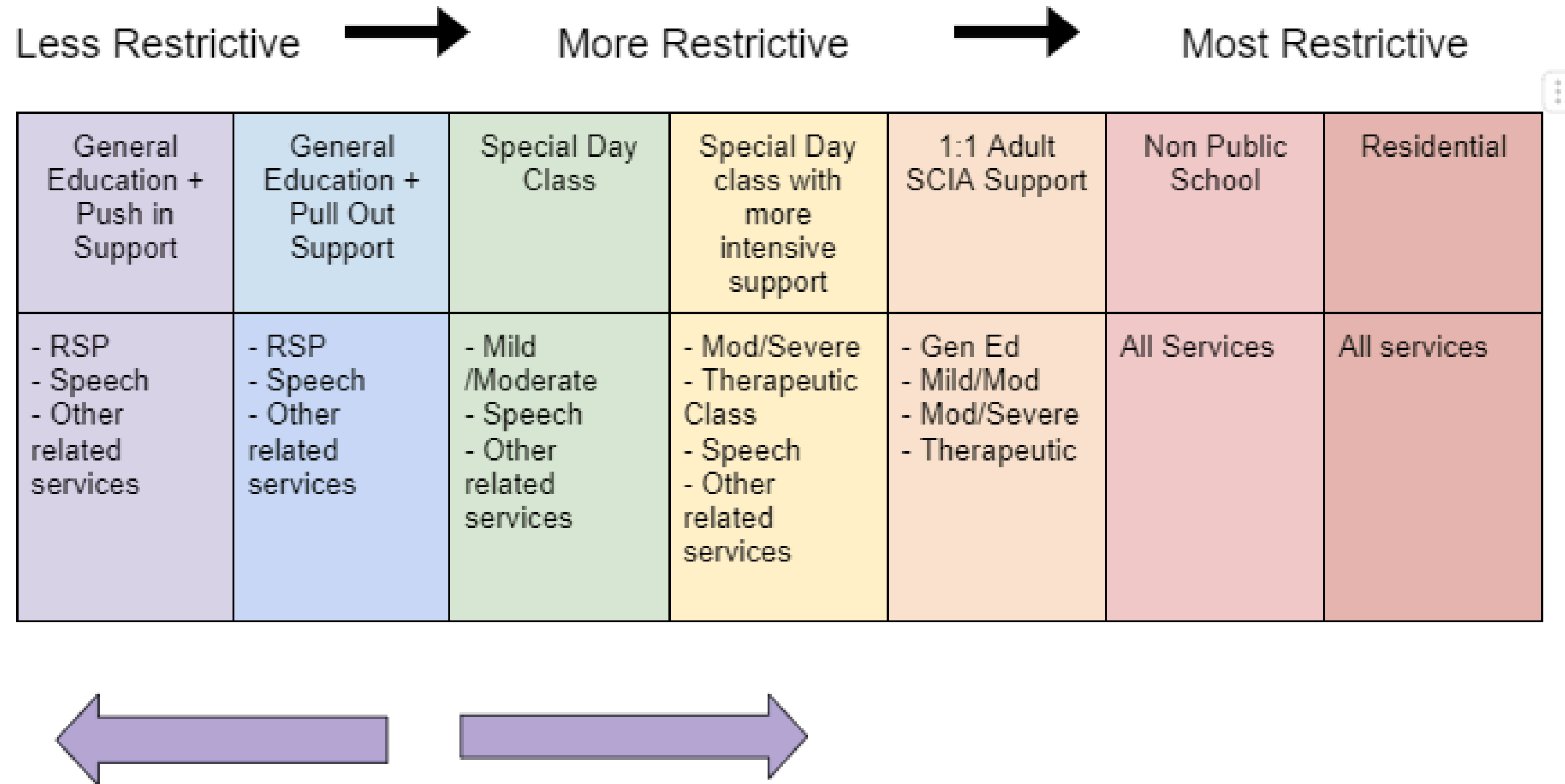
Federal law called IDEA (Individuals with Disabilities Act) states that school districts must provide the Least Restrictive Environment for students with disabilities. This means they should be placed with their general education peers as much as possible. It not only refers to the physical classroom and school environment, but also to services. LRE must be followed when considering the most appropriate placement for a student with an IEP.

What does restrictive mean?

Restrictive refers to how much independence a student has, and how much they are able to do on their own without help.



Spectrum of Services in SMFC



**Students may move between these placements at different times of the day to increase time with general education peers and to access subjects and activities that may not be affected by their disability.

Placements are based on a number of factors, including:

- Least Restrictive Environment (LRE)
- Residence - goal is to keep students in their local neighborhoods
- Program Max Caseload (Size of program) -
 - SDC elementary 12 students/class; middle school 15 students/class
- Appropriate program for eligibility - not all programs are at all sites.

IEP meetings

- The first meeting after assessment is called an Initial IEP. In this meeting, the student's assessments will be reviewed and eligibility for Special Education services will be determined by the team. If the student is eligible, goals will be presented, and an offer of FAPE (free appropriate public education) will be given, aligned with the student's present levels and eligibility.
- This meeting will mark the annual due date. Each year, the team will meet in an “Annual” to review present levels, progress on goals and discuss any new information.
- Students are re-assessed every three years to re-examine eligibility. This meeting is referred to as a Triennial or “Tri.” Tri's take longer than annuals because all of the assessments need to be reviewed.

Inclusion in San Mateo-Foster City

Seven Inclusion Focus Sites:

- Foster City School
- George Hall Elementary
- Bowditch Middle School
- Highlands Elementary
- SM Park Elementary
- Meadow Heights Elementary
- Abbott Middle School



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Inclusion in San Mateo-Foster City

- Support from SIP Grant (Supporting Innovative Practices)
- Professional Development with Site team leaders
- Refreshed relationship with Best Buddies
- Site teams develop site specific goals/plans
- Training for paraprofessionals
- Training for all staff in SafetyCare



SAN MATEO-FOSTER CITY
SCHOOL DISTRICT



SMFCSD

Inclusion Vision Statement:

San Mateo-Foster City School District intentionally fosters school communities where inclusion is the norm: where each child belongs and is challenged to grow and achieve. Because we believe that inclusion benefits everyone, we strive to support and empower students with diverse strengths and needs.

District Inclusion Task Force Developed

SMFC Inclusion Goals



Goal 1

Schools prioritize belonging for all students and families.



Goal 2

Faculty/Staff assumes responsibility for all students.



Goal 3

Environments/Actions reflect our values.

Components of Inclusion

Academic Inclusion



Physical Inclusion



Social Inclusion



Thank you!!!

Next SEDAC Meeting: Nov. 18 @ 6:30

SELPA Community Advisory Committee (CAC) Meeting

September 17, 2025



4:30 - 6:30 pm

Please register to attend virtually: bit.ly/25-26CACMeetingRegistration

Additional Notes:

- **Persons with disabilities who require auxiliary aids or services will be provided such aids with a three-day notice; for further information, please call (650) 802-5464**
- **Anyone wishing to review materials related to agenda items may do so**



Wednesday, September 17, 2025
SELPA Community Advisory Committee (CAC)

4:30 - 6:30 pm

Please register to attend virtually: bit.ly/25-26CACMeetingRegistration

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1. Opening Items

A. Call to Order

B. Approval of Agenda

2. Public Comment

A. Guidelines for Public Comment

3. Information Items

A. Introduction to CAC and Bylaws

4. Action Items

A. Planning for the Annual SELPA/CAC Appreciation Event

5. Updates

A. SELPA Update

6. Adjournment

A. Next CAC Meeting November 19, 2025

