



Special Education Early Childhood (SEEC) Preschool Program

San Diego City Schools **Special Education Early Childhood Preschool Program (SEEC)** provides early intervention services to eligible preschool children between the ages of three to five.

Referrals: Preschool-aged children may be referred for the special education preschool program by parents or other interested parties, including preschool teachers, medical professionals, representatives of community agencies, etc. Referrals are made by calling the Special Education Early Childhood (SEEC) office at (858) 490-8515.

Evaluation: To determine if a child is eligible for special education, information is gathered from a variety of sources, including the results of a play-based assessment conducted by a multi-disciplinary team (typically a psychologist, speech language pathologist, occupational therapist and adapted physical education staff), review of available medical and/or developmental reports, an interview with parent(s) and completion of formal and/or informal evaluation tools.

Individualized Education Program (IEP) Meeting and Eligibility: A meeting is convened with the parent to share the results of the evaluation. The IEP summarizes the evaluation results and current developmental skills. If the child meets the eligibility criteria for one of the 13 disability areas and needs special education services, an IEP may be developed by the IEP team comprised of the parent and school staff. Specific student goals are developed in the areas of each student's identified needs.

Programs/Services: Depending on the needs of the student, a range of services and program options are considered by the IEP team. All programs and services considered must reflect a Free And Appropriate Public Education (FAPE) and ensure the student is educated in the Least Restrictive Environment (LRE). Other program options available for preschool students include:

- **Designated Instruction and Service:** (DIS) These services include Speech and/or Occupational Therapy, Adapted Physical Education (APE), etc.
- **Preschool Language Groups:** (PLG): A speech language pathologist provides intensive instruction in a small group for children with communication and/or social delays.
- **Inclusion:** An inclusion resource specialist consults with the staff of special education students attending preschools, coordinates support services, and monitors the child's progress.
- **Special Day Class:** (SDC) Several types of special day classes are available to closely match the type of instruction and curricula needed by the child.

Transition: During the school year that the child turns five, planning for their transition occurs. With parental permission, evaluation information is updated. An IEP meeting is convened, evaluation information shared, and goals and objectives are developed. Kindergarten placement options are considered at this time and the appropriate service(s) and/or programs are identified.

SUMMARY

- ❖ **SDCS Special Education Early Childhood (SEEC) Preschool programs include a continuum of program options to meet the unique needs of eligible preschool students**
- ❖ **Programs and services are available and located throughout the district**
- ❖ **A developmentally appropriate preschool curriculum is utilized**
- ❖ **Opportunities for participation with typically developing preschoolers**
- ❖ **Students may receive service in community preschools, such as Head Start, State Preschools, Child Developmental Centers and private preschools**
- ❖ **Parent involvement is encouraged**
- ❖ **To refer a preschool aged child, call the SEEC Program at (858) 490-8515**

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Serving more than 138,000 students, San Diego City Schools is the second largest school district in California, with 200 educational facilities and more than 14,500 full-time equivalent positions (representing over 18,800 employees.) SDCS is improving student achievement by focusing on challenging education in reading, writing and mathematics. The district is committed to supporting schools and enhancing the classroom learning environment through modernized facilities and resources and through parent, teacher and community involvement in the educational process.