



**Santa Maria-Bonita
School District**

New Educator Orientation

Introduction to Special Education and New Related
Providers Academy

Dr. Amber Walz, PhD, Coordinator

Tricia Robertson, Coordinator





Administrative Team

Executive Director (1): Armando Uribe

Support vision building and ensuring alignment with district-wide programming and initiatives. Ensure legal compliance at state and local level for all programs.

Coordinators (2)

Coordination of all district programs. Ensure vision and mission of service areas are carried out on day to day basis. Works with and aligns projects with all service areas.

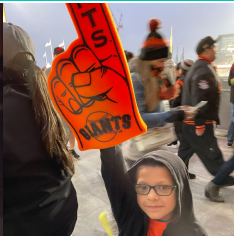
- Dr. Amber Walz
- Tricia Robertson

Program Specialists (4)

Provide ongoing support to site teams related to special education needs, supports, and services. This includes consulting on programmatic/system level needs, addressing areas of need as they are identified (e.g., staffing, training, etc.), and consultation to support individual classrooms or students as needed.

- Katie Ibarra
- Linda Leonard
- Lisa Johns
- VACANT

Dr. Amber Walz (Coordinator): Who I am

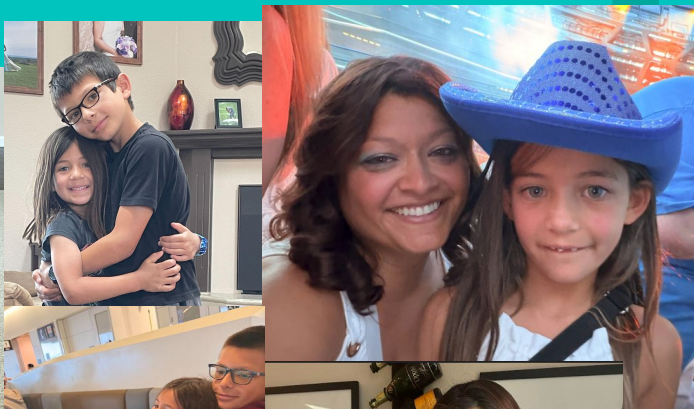


- Partner: Wife to Jesse
- Parent/Mother to
 - Bailey (10)
 - Lennox (6)
- Daughter to Ann and Iqbal
- Sister to Tanya
- Woman of Color
- Immigrant
- School Psych



How did I get here??

- 21st year in education
- School Psychologist by training (UCSB)
- A few stops along the way...
 - Peer Health Educator
 - IA
 - Substitute teacher
 - Parent Educator
 - Coordinator of Staff and Parent Development
 - Psych/Related provider
 - Behavior therapist/BCBA
 - School Neuropsychologist
 - Administrator: Program Specialist
 - Administrator: Coordinator



Tricia Robertson (Coordinator): Who I am



- 28 years in education
- Served as an Education Specialist in K-12, Adult Education instructor and TOSA and have spent the last 2 years serving SMBSD in the SEO service area
- My **JOY**: my faith, my children, my pets travel, outdoors



About Me

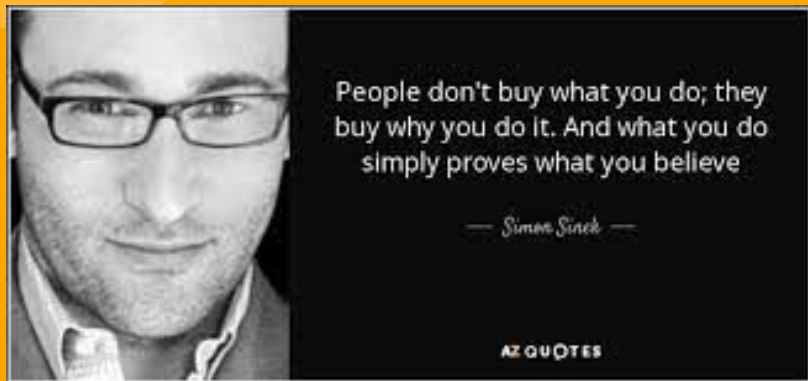
- Education Specialist for 19 years & IA for 7 years in Lucia Mar; students ranged from 5-18 years old
- Adult Education instructor and AE TOSA for 8 years; majority of my students were actually our parents
- Aim to ask questions, listen, learn and co-discover solutions & action plans to support you and students
- Be present, accessible and a support to you in any manner I can
- Hear your voice and to respond to needs in a meaningful way





What is your **WHY?**

1. What is your big purpose?
2. What brought you here?
3. Who are you?
4. How do you want others to think of you?



WHO ARE WE?



**Santa Maria-Bonita
School District**

CULTIVATING BRIGHT FUTURES

Who do we serve?

Enrollment

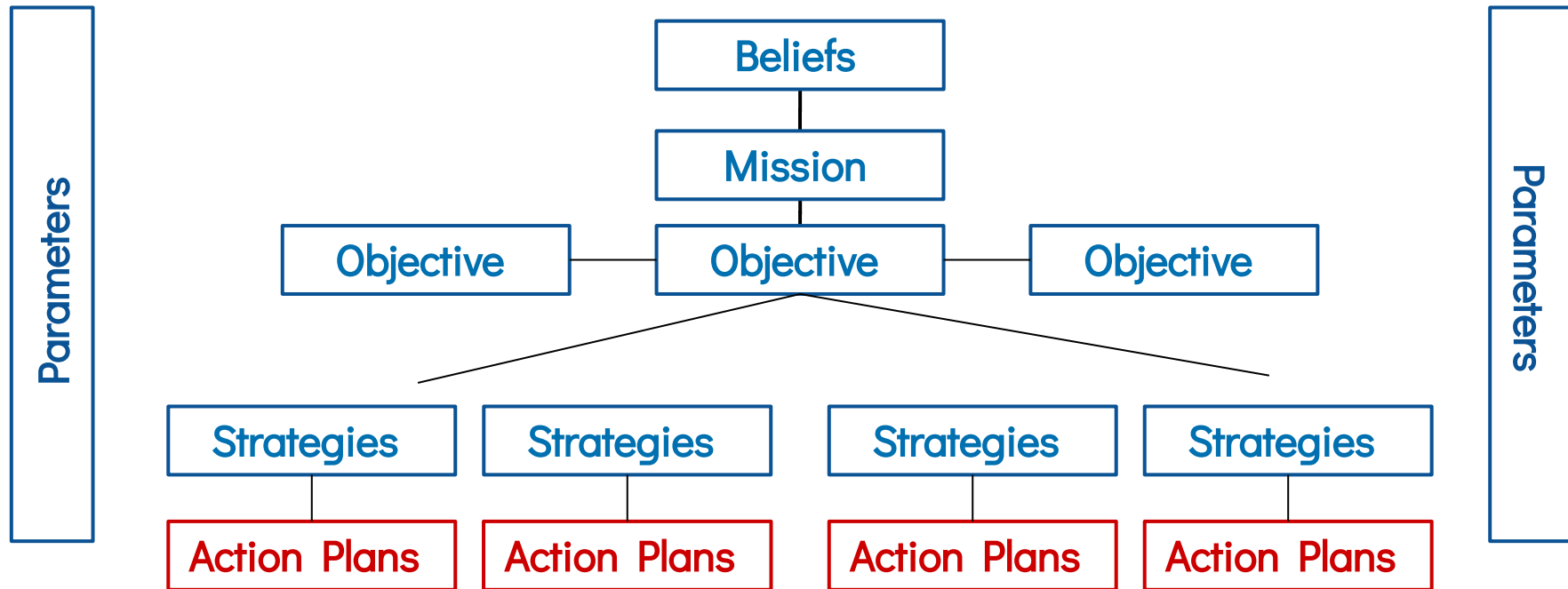
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District Demographics on Census Day

Student Group	Total	Percentage
English Learners	9,275	53.3%
Foster Youth	95	0.5%
Homeless	4,647	26.7%
Socioeconomically Disadvantaged	16,319	93.7%
Students with Disabilities	1,974	11.3%

Race/Ethnicity	Total	Percentage
African American	37	0.2%
American Indian	69	0.4%
Asian	56	0.3%
Filipino	172	1%
Hispanic	16,588	95.3%
Two or More Races	71	0.4%
Pacific Islander	6	0%
White	354	2%

[LEARN MORE](#)**Enrollment****17,408**[View More Information →](#)[LEARN MORE](#)**Socioeconomically
Disadvantaged****93.7%**[LEARN MORE](#)**English Learners****53.3%**[LEARN MORE](#)**Foster Youth****0.5%**



SMBSD Beliefs

- We believe each person has inherent value and deserves respect.
- We believe all people belong, have a voice and can contribute.
- We believe every person has the power and responsibility to take action and make a positive impact.
- We believe equity is essential for all persons to thrive.
- We believe honesty and integrity build trust.
- We believe physical and emotional safety is foundational for personal fulfillment.
- We believe excellence comes from curiosity, experience, and perseverance.
- We believe that developing empathy inspires a kind community.
- We believe service is an act of love.
- We believe that there is strength and power in cultural diversity.
- We believe that a unified community inspires hope and faith.



Parameters

1. We will make decisions based on what is best for students.
2. We will welcome all people with dignity and respect.
3. We will practice responsible stewardship of all our resources.
4. We will embrace, practice, and model integrity.
5. We will not compromise our commitment to excellence.



- a whole child approach,
- an inclusive environment,
- community and family engagement,
- transformational innovation,
- and highly effective staff.





SMBSD Objectives

Every student will...

- Discover who they are, their passion and purpose, through meaningful educational opportunities.
- Be empowered with self determination to have ownership and joy in their learning.
- Be prepared for limitless possibilities and achievements using their unique gifts and talents to develop skills to reach their maximum potential.



SMBSD Strategies

1. We will engage families and community to fulfill our mission.
2. We will recruit, support, and retain high-quality staff.
3. We will provide structures and facilities to support inclusive learning experiences.
4. We will nurture the whole child.



- [Our Beliefs](#), represented by the yellow sun rays
- [Our Mission](#), represented by the center of the sun
- [Our Parameters](#), represented by the red book cover
- [Objectives](#), represented by the three green sprouts
- [Strategies](#), represented by the blue book pages

Educational Services Goal #1

SY 2024-2025

Family & Community Engagement

Educational Services will foster meaningful participation from families and the community to advance each student's academic success and well-being.

PRIORITIES

1. Establish an inclusive environment that encourages and facilitates meaningful involvement of families in the SMBSD community.
2. Enhance accessibility to school and community resources for all families.

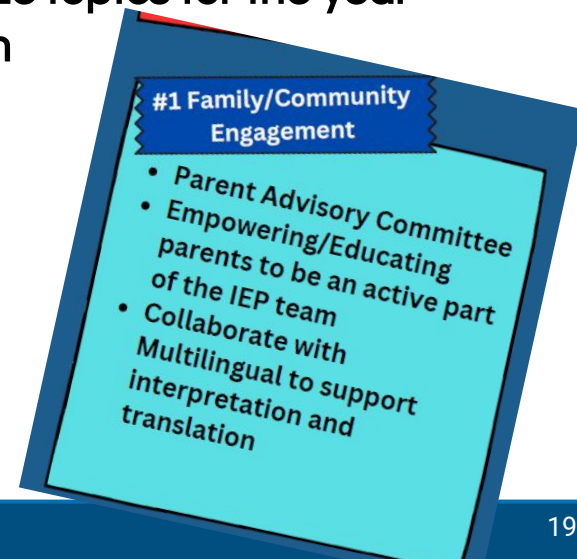
Action Plan #1 Family and Community Engagement: The Special Education Department will work with parents to create a special education parent advisory

ES Priority #: Establish an inclusive environment that encourages and facilitates meaningful involvement of families in the SMBSD community.

Department Goal # 1:
Creation of Special Education Parent Advisory

Action Steps:

- ☐ Hold 3 meetings in year 1
- ☐ Expand in year 2
- ☐ Elect officers for meeting
- ☐ Work with committee to prioritize topics for the year
- ☐ Work with committee to bring in speakers/agencies/resources



Parent and Family Engagement



- Family Engagement
 - Branch of Multilingual Services Department
 - Interpretation and translation services
 - Spanish interpretation and translation
 - Mixteco Interpretation
 - Many others
 - Family and Community Outreach
 - Family Resource Centers
- Parent Nights
 - District-wide
 - Parent advisory committees
 - English Language classes
 - Cluster-wide
 - Specialized service needs
 - Site-wide
 - Math night
 - Tech night
 - Literacy night
 - PIQUE
 - Special Education incoming families

Community Partners



Educational Services Goal #2

SY 2024-2025

**Recruit, support, and retain
high-quality people.**

Educational Services will foster meaningful staff development through an inclusive pipeline and a robust professional development program.

PRIORITIES

1. Refine and sustain an educator and leaders pipeline.
2. Provide a responsive system of support through coaching and professional development.

Action Plan # 2 Recruit, Support and Retain high quality people - Special Ed will collaborate with other departments to embed strategies on inclusive practices in all

ES Priority #: Support the development of inclusive classrooms that help diverse students learn together and thrive.

Department Goal # 2: The Special Education Department will continue and expand professional learning around inclusion for all staff.

Action Steps:

- ❑ Work with Teaching and Learning to embed strategies around inclusive practices in all professional learning
- ❑ Prioritize job alike for special education teachers/related service providers around high leverage strategies (assessment, collaboration, instruction, Social/Emotional/Behavioral) and needed compliance professional learning
- ❑ Provide systematic professional learning for instructional assistants
- ❑ Provide site and individual professional learning on inclusion as needed through the district support team and our BCBAs
- ❑ Provide inclusion leadership byte trainings for admin.

- Partnership with Cal Lutheran and Cal Poly
 - [SMBSD Residency Program](#)
 - Multiple Subjects Credential
 - Education Specialist Credential
 - [Student Teacher Support](#)
 - Administrative Credential
- New Teacher Mentorship Program
- In House [New Teachers Induction Program](#)
- [New Educator Week](#)
- New Leaders Academy
- Leadership Academy
- Participate in trainings offered, with an emphasis on Inclusive practices
 - Sample: [Fall PD Day](#)
- [Guest Teacher](#) Training
- Coaching model:
 - TOSAs
 - Coaches
 - AST
 - [District Support Team](#)
 - BCBA



New Related Provider Academy

- 1) To provide continuous support for all new (both new to the district and new to the role) School Psychologists, SLPs, BCBAs, OTs, PTs, APE, and others.
- 2) To provide ongoing PD for staff to ensure they are provided with opportunities to grow in their professional capacity in order to increase positive impacts on student learning.
- 3) To learn policies and procedures unique to SMBSD.
- 4) To learn SMBSD vision and goals.
- 5) To discuss collaboration ideas between professions.



New Related Provider Academy Structure

- Monthly Meetings (May be more at beginning of year)
 - Training Topics-SPED and Job specific
 - Case Consult
- Observations of other providers on the job
- Observations of other placement/service options
- Share feedback/topics you want to explore
- Psychs:
 - Group Counseling supervision/support (MH Specialists twice monthly)

Psych/MHS Mentors/ Supervisors



Assigned Mentor (New Psych) or Supervisor (Intern)

Year 2:

- Grade: Brenda

New to District:

- Liliana: TBD
- Rosendo: Karla
- Tyler: Thomas
- Kayla: Abe

Intern

- Weihong: Feliciano (Sup)

MHS:

- Maria: Kevin C

SLP Mentors Supervisors



Assigned Mentor (New SLP) or Supervisor (CF)

New to District:

- Karissa:
- Alanae:
- Claire:
- Kayla:
- Dannah:
- Olivia:
- Rodrigo:
- Liz:
- Megan:
- Kaitlyn:
- Julia:
- Danny:
- Jennifer:

Year 1

- Rigoberto: Kera

Clinical Fellow

- Alanae: Joel (Sup)
- Heidi: Erica (Sup)

BCBA/OT Mentors



Assigned Mentor or Supervisor

BCBA:

- Micah: Yolanda
- Natalie: Clint

OT:

- Lindsay: Katie H
- Collin: Katie H
- Shanique: Katie H
- Katherine: Katie H
- Ronnie: Katie H
- Rachel: Katie H

Educational Services Goal #3

SY 2024-2025

**Provide structures and facilities
to support inclusive learning
experiences.**

Educational Services will work to create inclusive learning environments where every student belongs .

PRIORITIES

1. Communicate and implement MTSS/UDL system wide
2. Support the development of inclusive classrooms that help diverse students learn together and thrive. Student groups include but are not limited to:
 - multi-language learners, newcomer students, students with cultural detachment, multicultural students, students with unidentified needs, students with limited prior education, students far below grade level, niche students, children living with trauma, introverted students, LGBTQ+ students, homeless students, students with diverse family composition, foster students, GATE students, students with high behavioral needs, students with disabilities, and new students.

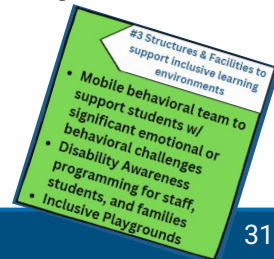
Action Plan #3 Provide structures and facilities to support inclusive learning experiences- The SEO will work to create inclusive learning environments for all

ES Priority #: Support the development of inclusive classrooms that help diverse students learn together and thrive.

Department Goal #3: Provide inclusive supports and structures so that all students can have a sense of belonging at school.

Action Steps:

- ❑ Refine mobile Intensive Support Services team to support students with significant emotional and behavioral challenges
- ❑ Widen inclusion network to include staff from multiple service areas
- ❑ Work with M and O to continue to create inclusive structures in and out of the classroom, i.e. playgrounds, sensory spaces.
- ❑ Support transportation in their ability to support all students



Recent Shifts in Service Delivery

- Almost 50 years of research supports inclusive educational settings
 - Benefits to students with IEPs
 - Benefits to ALL students
- Least Restrictive Environment
 - Access to General Education peers and core programming
- Right to be educated in neighborhood school
- New(er) model
 - K-2 roll out (22-23)
 - M/M SDCs closing
 - We're in Phase three (5th-6th)
 - Educated at school of residence

Inclusion Is...

- Inclusion is a Team Effort - All Students Belong to All of Us
- Inclusion is Ever Changing - Ongoing Professional Learning
- Inclusion is for Everyone - Inclusion is not just Special Education
- Inclusion is - Every Child Every Day
- Inclusion is - The SMBSD Community



The Why...

SMBSD Student Example

6th grade student
7 different school transitions in 7
years

4 Schools in the last three years
(District placements)

Taylor, Bruce, Battles, Tunnell,
Libbon, Ontiveros, Bruce

Neighborhood school - Alvin

This student has **NEVER** attended
his neighborhood school and
never been educated with his
neighborhood friends



- Previous Model
 - **SEND** students to the supports
- New model
 - **BRING** the supports to the students

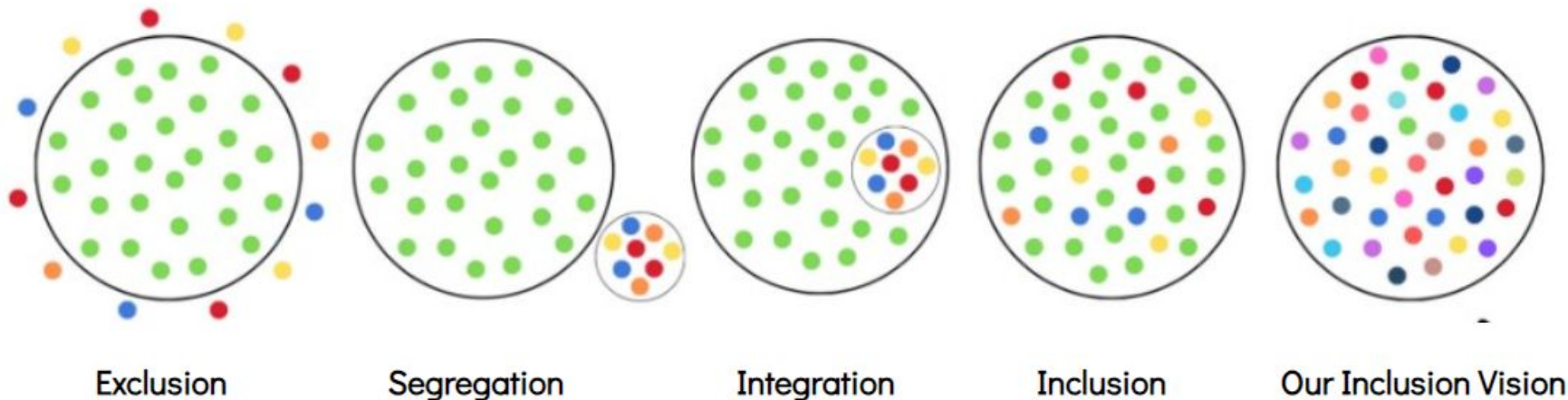
The SMBSD Roadmap to Inclusive Education

2021-2022 School Year: Special Education Overview

- **222 students with mild/moderate disabilities served**
 - Speech & Language Impairment
 - Specific Learning Disability
 - Other Health Impairment
 - Autism
 - Mild Intellectual Disability
- **Class Structure: 24 separate day classes**
 - Many students bussed to non-neighborhood schools, often separated from friends and siblings
 - Frequent school changes to meet service needs
- **Staff Challenges:** Delivering Core and Specialized Academic Instruction simultaneously to students with diverse abilities

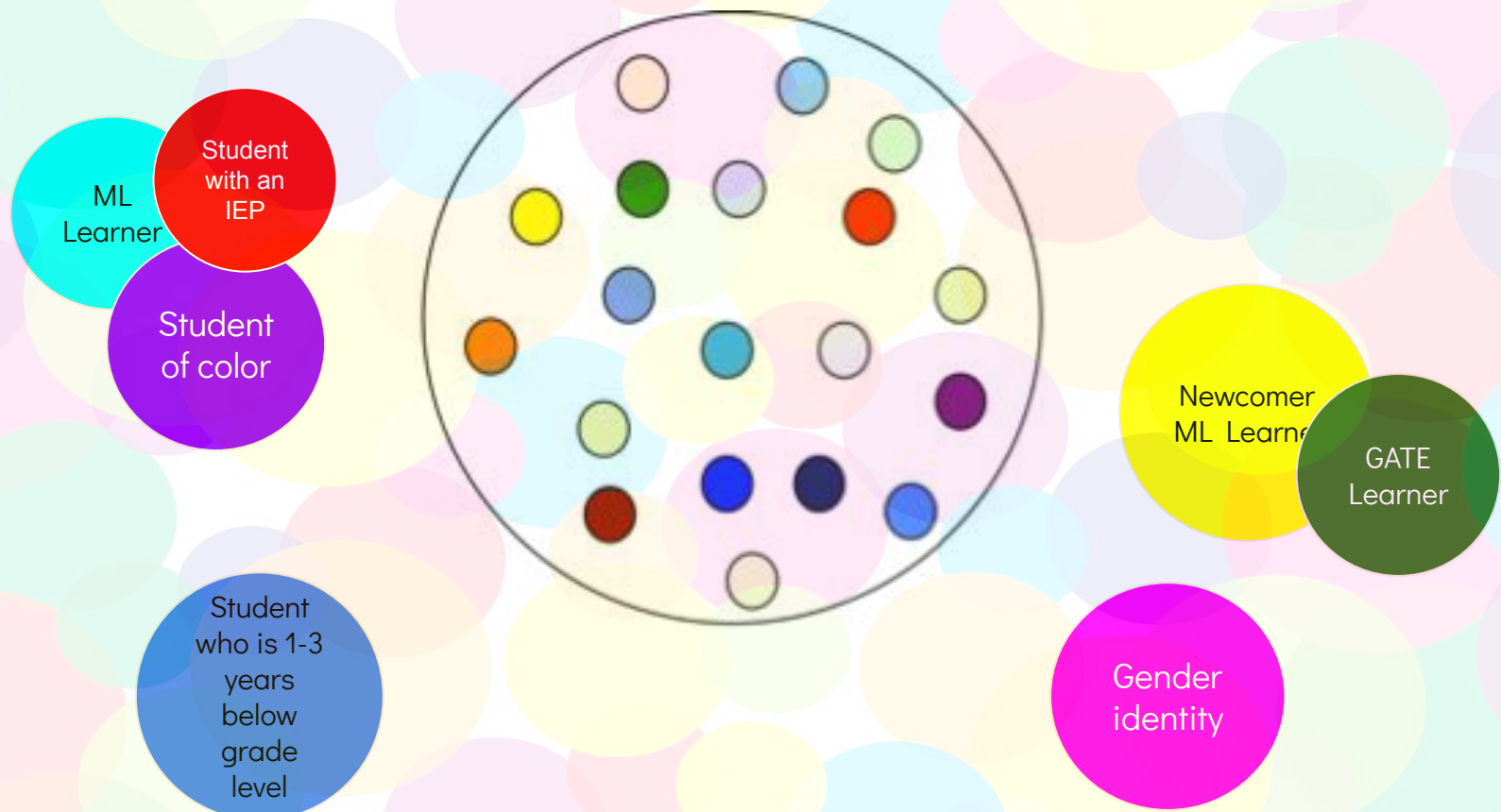
New Approach:

- **Reallocation & Restructuring:** Shifting services to neighborhood schools, reducing school changes for students. So students can be supported **to the greatest extent possible** at their community schools.
- **Staff Support:** Building tools and resources for effective student support across all abilities.
- **Enhanced Staff Support:** Equipping staff with resources to better support all students.



SMBSD is addressing inequalities by supporting students in the Least Restrictive Environment .
SMBSD is no longer segregating students who have Individualized Educational Plans. Students in
Santa Maria Bonita School District are now able to receive services and supports at their
neighborhood school to the greatest extent appropriate.
 Students who never had access to Core Curriculum, Enrichment Opportunities, After School Sports are
 able to access and participate.

Who are our Learners in SMBSD?





A billboard is displayed against a night city skyline. The billboard features the text "All students are" in a red script font, followed by "GENERAL EDUCATION STUDENTS!" in large, bold, teal block letters. A small red circular logo with a white square inside is in the top right corner of the billboard. Below the billboard, the text "All students belong to all of us." is written in a white serif font. To the left of the billboard, the text "Students who need support do not belong to Special Education." is written in a white serif font.

Students who
need support
do not belong
to Special
Education.

All students are
**GENERAL
EDUCATION
STUDENTS!**

All students belong to all of us.



- Ed Spec MM THEN includes 17 MMSN SDC Teachers
- Ed Spec MM NOW
 - 3Aut Program Teachers

	21/22 (Pre Inclusion)	26/27 (NOW)
Ed Specialist (MM)	49	105
Ed Specialist (ESN)	8	17
Speech/Language Pathologist	25	43
School Psychologist	15 + 2	22
BCBA	3	8
BAA	1	16
Adapted Physical Education	3	3
Occupational Therapist	1*	6
Mental Health Specialist	3	5
Orthopedic Impairment Specialist		1
Physical Therapist		1
District Support Team		9+2
Intensive Support Services		1
Classified Paras	137	550

District Support Team (DST) - Purpose

- **Mission** : Support high-quality instruction for social, emotional, behavioral, and adaptive skills in general education.
- **Collaboration** : Work with site teams to strengthen inclusion practices for students with IEPs.
- **Goal**: Ensure student success in the least restrictive environment, aligned with district Special Education initiatives.



District Support Team

- **Specialized**
 - 1. Behavior/Mental Health
 - 2. AAC/Communication
 - 3. AI/AT/JH MMSN Instructional Needs and Accessibility
 - 4. Extensive Support Needs Instruction and Accessibility
 - 5. Compliance
 - 6. MMSN Instructional Needs and Accessibility
- **Who Can Refer** : Any staff member
- **Support Options** :
 - Site-wide assistance
 - Student-specific support
 - Professional learning for staff
- **Process** : Submit a request, and a DST member will connect to plan and coordinate support.
- **Flexible Staffing** : Team members assigned based on support needs, not specific sites.
- Link to DST One pager/Referral Form
 - [Link](#)

SMBSD Real Life Example:

- 1st Grade student
- Transferred from Non-Continuum site (GE with high RSP minutes) to Continuum site (ESN homeroom)
- After transition, student had a hard time participating in the class
 - Shy
- Classroom teacher and students worked to build community and ensure student was “a part of the class”
 - Greeting him (and all) daily
 - Ensuring he was “just another student in the room”
- In October...



SMBSD Real Life Example:

Dear ms. Patterson thank you for everything you did Thank you for being an amazing teacher and for supporting me Thank you for teaching me all different kinds of ways of learning and would you mind telling Mr. Menro thank you for being an awesome teacher and for helping me out with English and thanks to him and you I am in a regular class and that I still have support in fesler too.

Miss you and Mr. Menro

SMBSD Real Life Example:

- Students in SDC classes participating in school sports teams
- Student transitioning from preschool SDC to K General Education whose parent was uneasy about the move
- Students being able to attend neighborhood schools with family members
- Communication from sibling whose brother was able to participate in After School Program with them for the first time.
- And more...



District Special Education Continuum

Continuidad de la educación especial en el distrito



Service Options:

- Academic
 - General Education
 - Resource Specialist Program (RSP)
 - Extensive Support Needs (ESN)
- Individualized to each student's needs
 - Services IN or OUT of general education
- Consult support
 - Between IEP team members and/or general education team members

Opciones de servicio:

- Académico
 - Educación general
 - Programa de Especialistas en Recursos (RSP, por sus siglas en inglés)
 - Necesidades de Apoyo Extensivas (ESN, por sus siglas en inglés)
- Individualizado según las necesidades de cada estudiante
 - Servicios DENTRO o FUERA de la educación general
- Consulta de apoyo
 - Entre los miembros del equipo del IEP y/o del equipo de educación general

District Special Education Continuum

Continuidad de la educación especial en el distrito



Related Services:

- Speech
- Adapted PE
- Occupational Therapy** Not a stand alone
- Deaf/Hard of Hearing (County/Riverside)
- Visual Impairment (County/Fremont)
- Orientation and Mobility (County)
- Orthopedic Impairment
- Behavioral services
- Physical Therapy (PT) (Contracted vendor)

Servicios relacionados:

- Habla
- Educación física (PE) adaptada
- Terapia ocupacional** No es independiente
- Personas con sordera/dificultades auditivas (Condado/Riverside)
- Discapacidad visual (Condado/Fremont)
- Orientación y movilidad (Condado)
- Discapacidad ortopédica
- Servicios de comportamiento
- Terapia física (PT) (Proveedor contratado)

Educational Services Goal #4

SY 2024-2025

Nurture the whole child.

Educational Services will nurture the whole child by providing engaging educational experiences.

PRIORITIES

1. Support all principals and educators as they ensure 100% implementation of:
 - a. Core Tier 1 components of the SMBSD High Quality Instructional Indicators for Literacy and Mathematics
 - b. Implementation of Designated ELD in all TK-6 classrooms
 - c. Implementation of Integrated ELD in all TK-8 classrooms.
 - d. Implementation of Second Step curriculum.
2. Increase access to high-quality visual and performing arts.

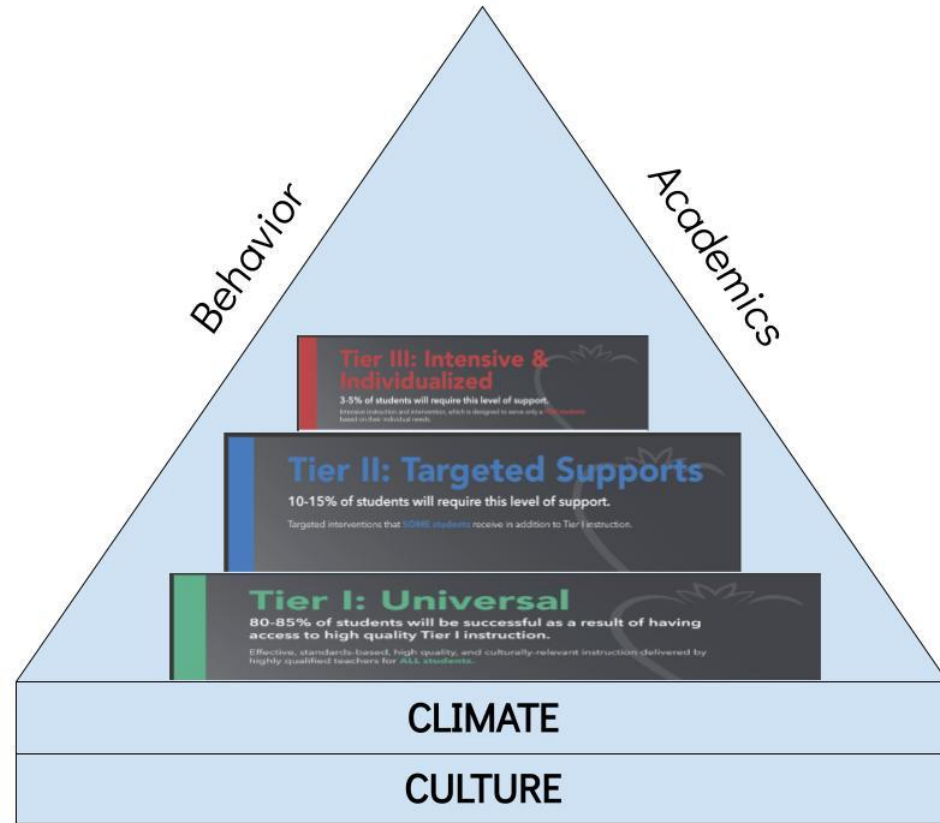
Action Plan # 4 Nurture the whole child - Special Ed. will nurture the whole child by ensuring access and opportunities for all students so that they feel like they belong

ES Priority #: Educational Services will nurture the whole child by providing engaging educational experiences.

Department Goal #4: The Special Education Department will collaborate with Teaching and Learning core, supplemental and Student and Family Services to nurture the whole child.

- Action Steps:**
- ❑ Collaborate with Teaching and Learning Core to create professional learning and materials that will support students with disabilities and those who work with them.
 - ❑ Collaborate with Teaching and Learning Supplemental to provide access and opportunity for students with disabilities for all programs offered in SMBSD.
 - ❑ Collaborate with Student Services to provide supports for students to improve their social and emotional well being.
 - ❑ Collaborate with the Multilingual Department to support for students with disabilities who are also multilingual learners.

❑ District wide UDL Professional Learning





Santa Maria-Bonita School District

CULTIVATING BRIGHT FUTURES

Tier I: Universal (80-85% of students having access to high quality

Effective, standards-based, high quality and culturally relevant instruction

The student-centered impact of best first instruction in Tier I should be exceeding, or making adequate progress in the areas of academic success, and college and career readiness. This includes the collaboration of families and communities as active partners in improving learner, classroom, school, and district outcomes.

- Cultivate inclusive, respectful, compassionate and culturally-responsive learning environments in which each and every student has access to relevant, engaging, and challenging instruction and intervention to support high levels of academic and social-emotional learning.
- Utilize Restorative Practices and social-emotional learning to build a positive learning environment.
 - Proactive, preventative, prosocial climate where school-wide expectations are defined with students, modeled, taught, and acknowledged.
 - Teaching includes a Growth Mindset and the belief that each student can succeed.
 - Engage parent and community educational partners to support student success.
 - Educators engage in Professional Learning Communities (PLCs) to support each and every student.

SMBSD's MULTI-TIERED SYSTEM OF SUPPORT (MTSS) A comprehensive, systemic approach to teaching and learning that focuses on core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, linguistic, behavioral, mental health and attendance success.



Santa Maria-Bonita School District

CULTIVATING BRIGHT FUTURES

Tier II: Targeted (10-15% of students will require Targeted interventions that SOME students receive in addition to

Tier II is provided in addition to - not in lieu of - what the student is expected that no more than 10 - 15% of students would require Tier II supports.

- Provide focused, targeted instruction, and/or intervention, to a small group of students (3-7) who share common success factors.
- Needs are identified through data, which may include diagnostic assessment, and be designed to match the student's needs.
- Should focus on mastery of skills and be designed to match the student's needs.
- Provided in either a push-in or pull-out manner, in addition to core instruction.
- (more time, narrow focus of instruction/intervention, increased progress monitoring every 2 weeks)
- Provided by classroom teacher, certificated personnel, or other qualified personnel.
- Application is typically short-term in duration (less than 8 weeks). Time with targeted instruction is determined by frequent progress monitoring.
- Support is determined by the student's skill attainment as determined by frequent updates on student progress.
- All members of the student's team (family, teachers, case managers) are provided updates on student progress at a minimum of every 2 weeks. This brief communication supports teacher planning and parent understanding.

SMBSD's MULTI-TIERED SYSTEM OF SUPPORT (MTSS) A comprehensive, systemic approach to teaching and learning that focuses on core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, linguistic, behavioral, mental health and attendance success.

It creates systemic change through intentional design and redesign of services and supports that quickly identify and match the needs of ALL students. The continuum of support is reflective of every student's need to have fluid access to instruction and supports. This acceleration of learning could include interventions of varying intensity and/or extension activities in order to support the learner to make adequate progress toward becoming college and career ready.



Santa Maria-Bonita School District

CULTIVATING BRIGHT FUTURES

Tier III: Intensive & Individualized (3-5% of students will require this level of support)

Intensive instruction and intervention, which is designed to serve only a FEW students based on their individual needs. Tier III: Intensive and Individualized: Students have access to intensive instruction and intervention which is designed to serve only a FEW students based on their individual needs. Tier III is provided in addition to - not in lieu of - what the student is receiving in Tier I and Tier II. (Core plus) Less than 3-5% of students should require Tier III supports.

- Entry to Tier III is most often due to lack of progress with Tier I and Tier II intervention and the need for increased intervention.
- Evidence-based District approved resources to address student success and readiness needs, which are unresponsive to Tier II, or who require intensive and/or individualized interventions.
- Intensive and individualized instruction is provided in a smaller group (up to 3 students) or individually, characterized by increased time and intensity than Tier II, with a more narrow focus based upon data and the individualized need of the student.
- Interventions are tailored to the students needs (based upon existing Tier II data) and provided by a highly trained, knowledgeable and skilled instructor or specialist (this could include: SBT/MFT, school psychologist, etc.).

SMBSD's MULTI-TIERED SYSTEM OF SUPPORT (MTSS) A comprehensive, systemic approach to teaching and learning that focuses on core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, linguistic, behavioral, mental health and attendance success, and college and career readiness.

It creates systemic change through intentional design and redesign of services and supports that quickly identify and match the needs of ALL students. The continuum of support is reflective of every student's need to have fluid access to instruction and supports. This acceleration of learning could include interventions of varying intensity and/or extension activities in order to support the learner to make adequate progress toward becoming college and career ready.

Tier I: Universal

80-85% of students will be successful as a result of having access to high quality instruction.

Effective, standards-based, high quality, and delivered by highly qualified teachers for ALL students.



To Whom

ALL Students

By Whom

- General Education Teachers
- Education Specialists
- School Counselors



What

Inclusive, respectful, compassionate, and responsive classrooms & school community. Relevant, engaging, and rigorous, evidence-based instruction and intervention.

Daily, data-driven, research-based differentiated instruction, including pre-teaching, re-teaching, and extension.



When

Delivered daily



Where

Integrated instructional focus at all levels

Tier II: Targeted Support

10-15% of students will require this level of support.

Targeted interventions that **SOME students** receive in addition to the core instruction.



To Whom

Small groups of students (3-7) who share common success & readiness needs

By Whom

General Education Teachers
Intervention Specialist
Certificated Personnel
Other Qualified Personnel



What

Evidence-based district-approved resources that focus on mastery of skill and designed to match the needs of the student.

Provided in addition to - not in lieu of - what the student is receiving in Tier I (Core plus)



When

Typically, short-term application (6-8 weeks)
20-30 minutes, 4-5 days/week in a small group.



Where

Typically a push-in or classroom level support.

Tier III: Intensive & Individualized

3-5% of students will require this level of support.

Intensive instruction and intervention, which is designed to serve only a **FEW students** based on their individual needs.



To Whom

Small groups of students (1-3) who share common success & readiness needs

By Whom

Highly-trained, knowledgeable and skilled instructor or specialist



What

Intensive and individualized instruction using evidence-based District-approved resources with a narrow focus based on data and the individualized need of the student.

Characterized by increased time and intensity when compared to Tier II.



When

Often more than 3 months in duration
20-30 minutes, 4-5 days/week.
Progress monitoring occurs weekly/biweekly



Where

MTSS

DOMAINS OF SUCCESS AND READINESS

- Academic
- Cultural
- Linguistic
- Behavioral
- Mental Health
- Social-Emotional
- Attendance
- College & Career

TEAMING STRUCTURES

- Coordination of Services Team (COST)
- Student Study Team (SST)
- Student's team (family, teachers, case managers, and others)

DATA ANALYZED

Resources Tier 1 SED

- District Adopted Tier 1
 - Second Step
 - Second Step adaptations for Diverse Learners
- Restorative Work
- School Counselors at all sites
- Culture/Climate Teams
 - Review of Panorama data
- Universal Screeners for S/E needs



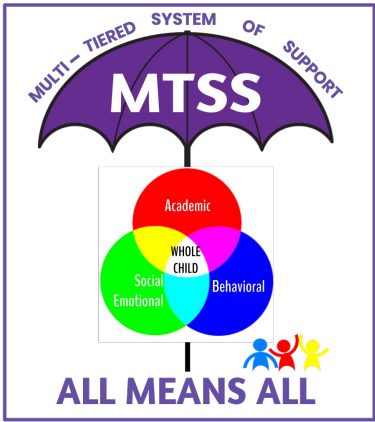
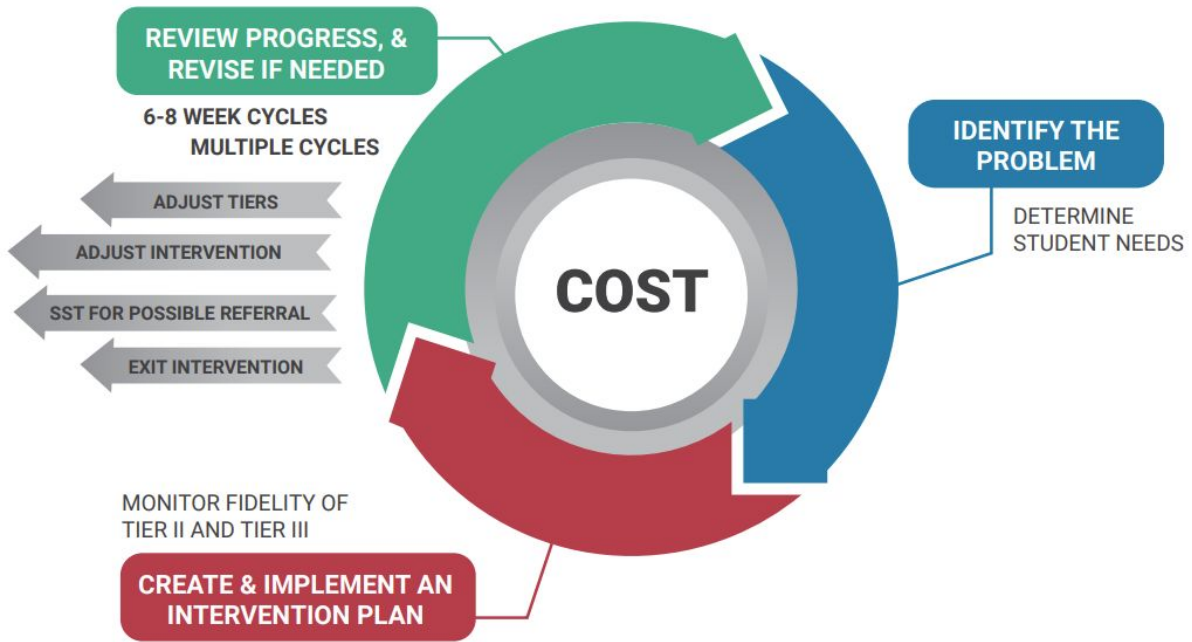
Staff to Support Tier 1 SED to Students

- **Teachers**
 - Positive Interactions, Individual contacts with students, progress checks, student conferences, parent conferences, positive phone calls home, parent meetings, Implementation of Tier 1 SEL program
- **Instructional Aides**
 - Supporting students in small groups within the classrooms, assisting with phone calls, attending meetings to support students and parents
- **Supervision Staff**
 - Daily positive interactions with students and parents, ensuring a safe and healthy campus (social distancing, masks being worn)
- **JH Academic Counselors**
 - Working with small groups of students, as well as individuals to build supports academically and refer to site resources (tutoring, programs/activities, Outreach Mentors, School Based Therapists, Teen Court, Fighting Back Parenting Classes)
- **Elementary Counselors**
 - Support/lead culture climate teams at sites, train staff on restorative practices, support restorative circles, provide Tier 1 SEL lessons to all students
- **Instructional Coaches**
 - Another level of support to collaborate with teacher on SEL strategies to use within the classroom
- **Teachers on Special Assignment**
 - Training and coaching on learning series by request
- **SPED Related Providers and District Support Team**
 - Professional development to support staff training

Resources Tier 2 SED

- **Diversion Classes (CADA)**
 - Classes to assist students in grades 5-8 in various behavioral areas (ex: life choices, crime awareness, drug and alcohol classes, etc)
- **Parenting Classes (FBSMV)**
 - Strategies to assist parents establish boundaries and provide strategies to assist them with this as well as other specific issues
- **SST / COST (Coordination of Services Team)**
 - Students who continue to struggle are referred to this interdisciplinary team
- **Behavior Supports**
 - Contracts Developed for students that need an additional layer of support/follow up
 - Individualized behavior support plans as needed
- **Mental Health Supports**
 - Tier 2 groups with Wellness Coaches
 - School Counselor small groups
- **Professional Development**
 - Designed based on need
 - Delivered at district, site, grade level, or to student individualized team

COST PROCESS



Staff to Support Tier 2 SED to Students

- **Wellness Coaches**
 - Work with student on lower level issues, provide guidance/coaching and peer problems
- **School Psychologists**
 - Work with students on social emotional skills, consult with BCBA, support and guide behavioral practices
- **Truancy Mentors (FBSMV)**
 - Work with small groups/individuals/families in order to eliminate barriers to engagement and address SE needs / assist with transportation (brick and mortar)
- **Homeless Liaisons**
 - Connect homeless families with resources (housing, insurance, outside counseling, etc.)
- **Family Outreach Team/Promotoras**
 - Family support and connection to outside agencies
- **Foster Youth Liaisons**
 - Work collaboratively with administrators to ensure that students are receiving appropriate SE supports

Resources to Address Tier 3 SED

- **Individualized based on student need**
 - Each student team to determine supports to put in place
 - May included IEP / 504 plan
 - Individualized plans based on inability to access education without these supports
- **Access to SELPA supports and services per IEP determination**
 - Regional Programming
 - WRAP services
 - Specialized placements
- **Other community resources as determined**

Staff to Support Tier 3 SED to Students

- **School Based Therapist (MFT)**
 - Work with small group of students (20) in order to support the most extreme SE needs of students (severe depression, etc)
- **RtBI Teacher (Junior High)**
 - Teacher to support students in small group environment once all Tier 1 & 2 supports have been exhausted
- **LCSW**
 - Crisis Response support long term planning
 - Universal Screener Referral oversight
- **LPT (Licensed Psych Techs)**
 - Crisis Response Leads
- **BCBAs**
 - Work with students on social emotional skills, support and guide behavioral practices
 - Staff training and coaching to support behavioral needs
- **Mental Health Specialists**
 - Crisis Response long term care
 - Intensive therapy services and service coordination with outside agencies

District Commitment to UDL: How do I fit into this?

Special Educators are uniquely positioned to be instrumental in a district-wide move towards Universal Design for Learning (UDL) implementation due to your expertise in child development, learning, and mental health

Here's how you can contribute:

- **Understand Learner Variability and Minimizing Barriers:**
 - You can help staff understand that learner variability is the norm and UDL provides a framework to address the diverse needs of all students, including those with and without disabilities
 - You are skilled at identifying barriers to learning (academic, cognitive, emotional, or social) and can consult with teachers to implement UDL strategies to address these challenges
 - By focusing on UDL's principles you can help teachers design flexible learning experiences that cater to a wide range of learning styles and preferences

- **Data-Driven Decision Making and Evaluation:**

- You can utilize your expertise in data collection, analysis, and interpretation to evaluate the effectiveness of UDL implementation at the student, classroom, and school-wide level
- You can assist in analyzing student outcome data to identify areas of strength and weakness in UDL implementation, helping to refine strategies and improve student outcomes
- By disaggregating student data you can address potential inequities and ensure UDL practices are effectively serving all students, particularly those from diverse backgrounds

- **Professional Development and Coaching:**

- You are a key player in providing professional development for teachers and other school personnel on UDL principles and practices
- Your knowledge of evidence-based interventions and learning theories is invaluable in training staff on implementing UDL strategies effectively
- You can provide coaching & ongoing support to teachers as they incorporate UDL into their lesson planning and instructional practices

- **Collaboration and Consultation:**
 - You can collaborate with site staff to develop and implement UDL strategies
 - You can facilitate team meetings and problem-solving sessions to address needs within a UDL framework
 - You have the ability to work with families & community providers to ensure consistent student support and to maximize access to inclusive settings outside of school

Universal Design for Learning

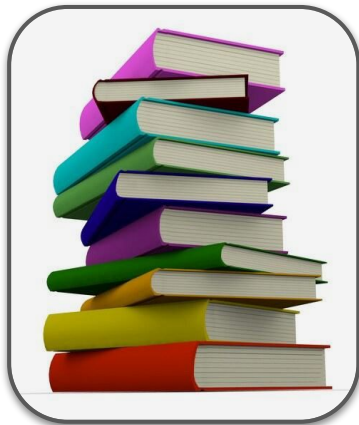
- Approach UDL implementation as an equity-based whole system transformation that requires us to regard all students as general education students first.
- Focus on developing the capacity of teams through providing training and coaching to school sites, enhancing access to learning by removing barriers through Universal Design for Learning (UDL).
- Support districts and sites beginning with exploration of UDL Foundational Concepts, through the installation of UDL practices, guided by protocols developed in conjunction with CAST.
- Work with districts and sites to understand UDL as an implementation process, with sustainment of effective UDL practices as the goal.

Watch: Definition of UDL



Universal Design for Learning (UDL)

is not...



Curriculum

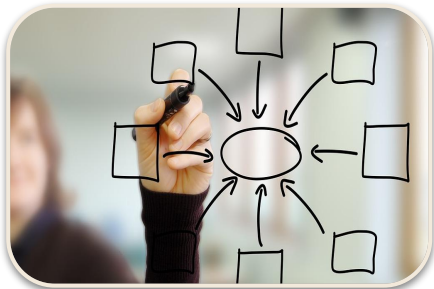


Program



Just another
thing to do

Universal Design for Learning is...



**A teaching
framework based in
the learning sciences**



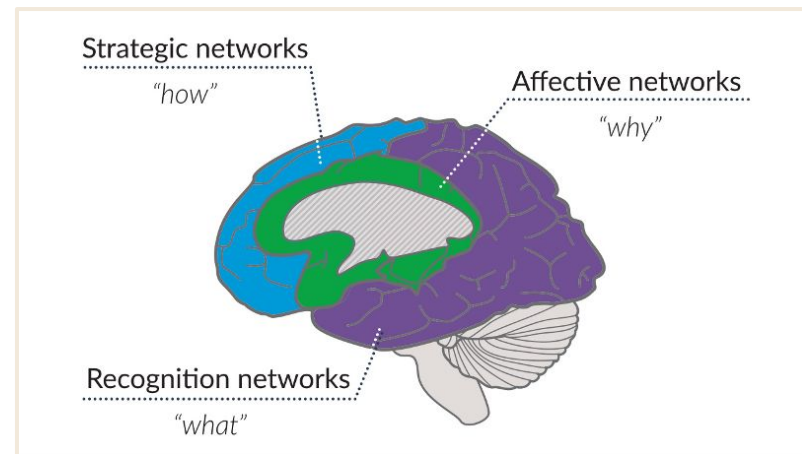
**...that guides the
development of
flexible methods,
materials and
environments**



**...embraces
variability, minimize
barriers and develop
learner agency for
ALL**

The Research Behind the Guidelines

- **Affective Network**
 - The WHY
 - Engagement
- **Recognition Network**
 - The WHAT
 - Representation
- **Strategic Network**
 - The HOW
 - Action and Expression



UDL has 3
overarching
principles.

UDL 3.0 Guidelines

The Universal Design for Learning Guidelines

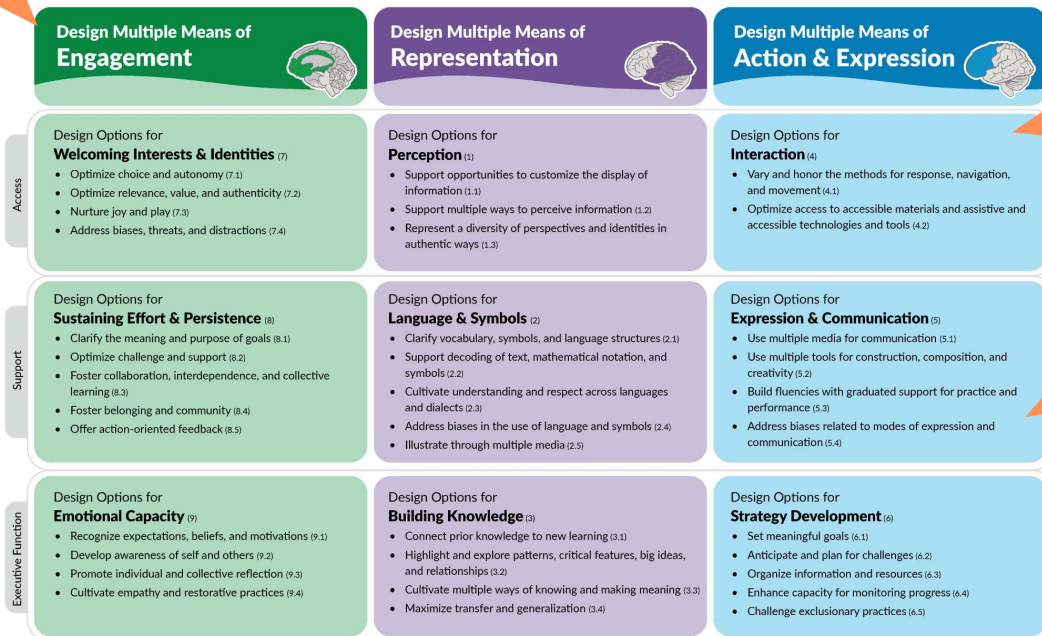
The goal of UDL is **learner agency** that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.

The overarching goal is
to develop Learner
Agency

There are 9
guidelines.

The guidelines
are divided into
Access, Support
and Executive
Function under
each of the
overarching
principles

Each guideline is
made up of
considerations



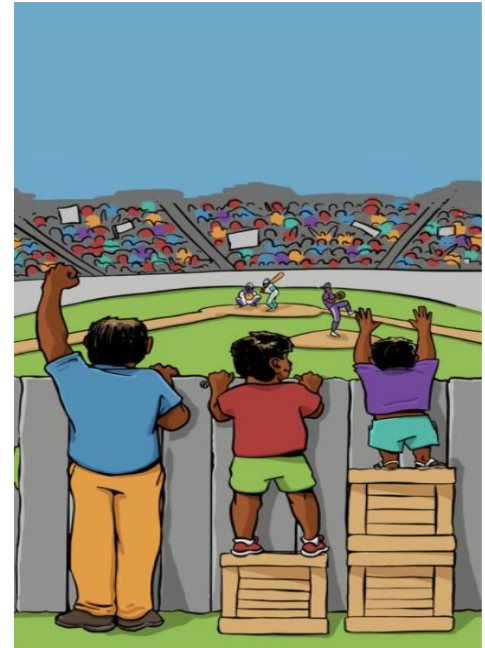
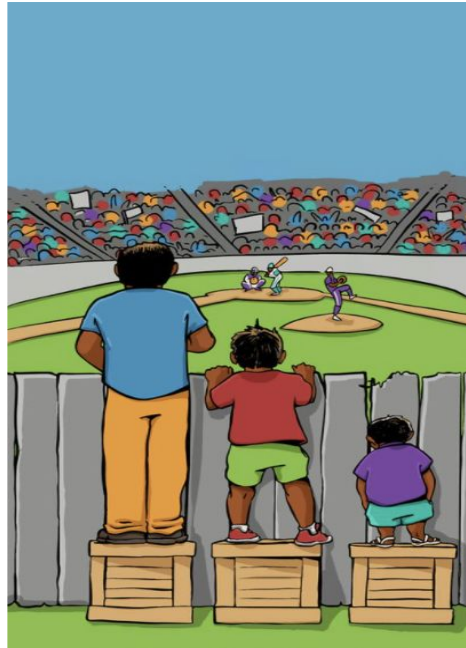
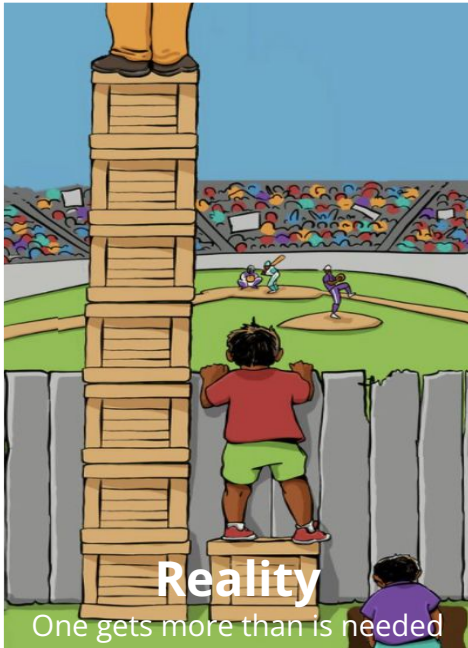
CAST 'Until learning has no limits'

udlguidelines.cast.org © CAST, Inc. 2024

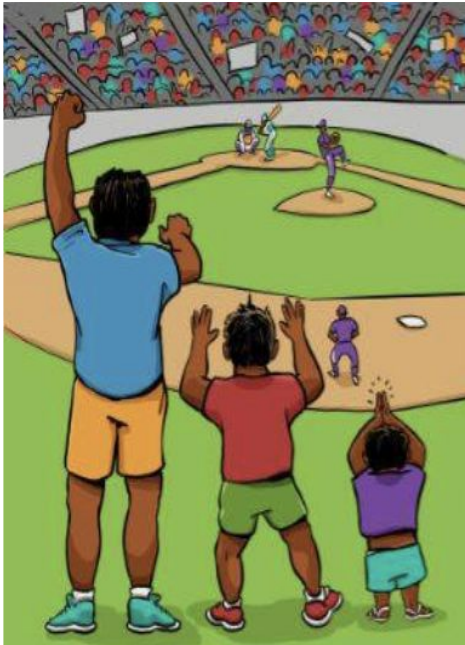
Suggested Citation: CAST (2024). Universal Design for Learning Guidelines version 3.0 [graphic organizer]. Lynnfield, MA: Author.



Moving Toward Equitable Systems



Equitable Assurances



been addressed.



in the game.

UDL Foundational Concepts

Variability



- Everyone is a unique learner
 - There is no average learner
- Every student has individual strengths, preferences and challenges
- By creating learning environments that support variability, students can access and engage in ways that are effective for them!

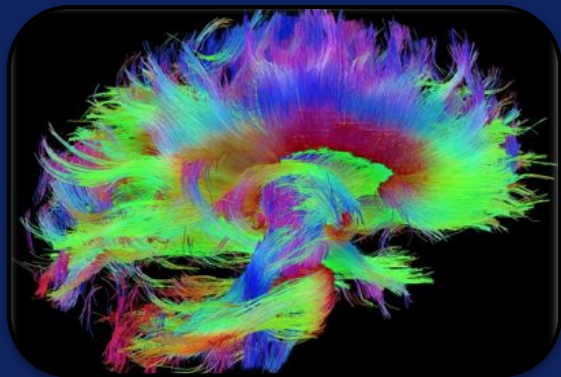


Barriers

- Barriers are in the environment, not the learner
- Identify barriers in order to create flexible learning environments that support this variability

Learner Variability

- Our brains are a complex web of integrated and overlapping networks
- Like fingerprints, no two brains are alike
- Learners do not have an isolated “style” but instead rely on many parts of the brain working together
- Variability exists between students but also within students in different contexts



UDL: Learner Variability

Variability is the norm.

It is contextual.

It can be planned for.

What is a Barrier?

Barriers are in places where learners get stuck or frustrated in a learning experience.

Barriers are components of the **instructional design** that could prevent learners from making progress toward a goal.

As educators, it is our job to **predict** barriers and **help remove** them for students

Barriers are in the Environment

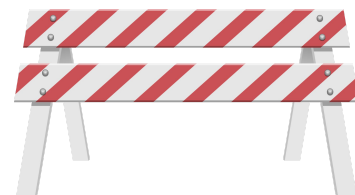
...not within the student



Barriers to Learning: Scenario #1

The student doesn't have strong enough English to take this class.

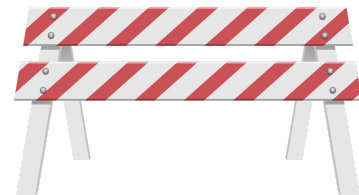
- This is phrased in a way that places the barrier within the student.
- **Focus on the environment:** The course content is represented in physical paper-copy only and cannot be translated using technology.
- **Solution:** Ensure access to text with apps/extensions to translate content.



Barriers to Learning: Scenario #2

The student has a hearing impairment.

- This wording implies that the barrier originates from the student.
- **Focus on the environment:** The content in this lesson is only presented in lecture or audio form with no other options for perceiving the information.
- **Solutions:** Ensure the material is available in paper and electronic version. Closed caption is on during videos.





Consideration 1.2: Support multiple ways to perceive information

- **Insights to Read**

- [Big Ideas: Universal Design for Learning](#)
- [UDL and the Learning Brain](#)
- [Removing Barriers with Empathy](#)
- [The Positive Impact of Learner Agency](#)

- **Videos to Watch**

- [UDL In a Nutshell Video](#)
- [Learner Variability](#)
- [Reducing the Barriers: Planning for All](#)

- **Resources to Explore**

- [Universal Design for Learning FlipKit](#)
- [Open Access Interactive UDL Companion](#)
- [Open Access UDL Resources](#)

Logistics

A large, stylized blue graphic on a dark blue background. It consists of several thick, curved lines that intersect to form a series of rectangular and triangular shapes, resembling a road network or a stylized map.

Logistics

- [SPED Website](#)
- [SPED Contact List](#)
- [Agency Resources and Referrals](#)
- [Nurse Contacts](#)
- [2026-2027 SEO Responsibilities](#)
- [Mileage](#)
 - [Mileage Chart](#)
- [Request Guidance](#)
 - Purchase Orders
 - EWRs
 - Conferences
 - CBI
- Onboarding Tasks
 - [Badge/ID](#) (district)
 - Keys (site)
 - [Frontline](#) login
- [Paradigm](#) billing-track IEPs and counseling to input (Jeremy Dastic/Joel Hartwell-In district support)
 - [Training Video](#)
 - [Paradigm Billing Resource Videos](#)
- SIRAS login (Kristena Georgas-Organo/Maria Escobedo) and perused the platform
 - [Pulled caseload](#) for therapy/counseling and for upcoming assessments
- SLPs only: AERIES set up your class lists
 - AERIES account info and contact person in onboarding emails
 - Visit site office manager to get a Class List: (Z-Speech) so that you can use parent square, clever, etc. with students on your caseload.

Assessment/IEP Logistics

- Accessing test kits/Protocols
 - Joel Hartwell:
 - SLP Test kits/Physical Protocols
 - Amber Walz/Tricia Robertson:
 - Psych assessment material (all)
 - Q-Global/WPS
 - [Psych Test Library](#)
- Assessment Procedures
 - AP to Turning in Report/SIRAS upload
 - Psychologists are responsible for generating, sending and getting AP signed & uploading into SIRAS
 - Once AP is signed, psychologists email all IEP team members informing them testing can begin
 - Multi Disciplinary: Psych create and share [Google doc report](#)
 - All providers input directly into google doc report
 - Psych completes, finalizes, and prints report
 - Psych obtains all signatures
 - [Speech Only report](#)
 - Psych (MDR), SLP/Case Manager (SLI only) ensures any required SIRAS forms are completed
 - Goals, services, PSW docs, etc

Assessment/IEP Logistics

- **Bilingual Assessment Requests**
 - Process (General Overview)
 - Psych
 - Guidance
 - Academic
- **Scheduling**
 - Case Manager is responsible for scheduling, creating & sending meeting notices, uploading signatures
- **Following IEP:**
 - Psych uploads signed PDF of report to SIRAS
 - Assessors submit assessment file to SEO
 - Ed Specialist or Case Manager finalizes IEP in SIRAS

Resources!!

- [AERIES](#) and [SIRAS](#)
- [Clever](#)
 - [NWEA data](#)
 - ELPAC
 - SBAC
 - Other?
 - New: Matrices through Danda
- Site-based data:
 - COST Logs
 - Classroom work samples and assessments
- [Special Education Timelines in CA](#)

[SIRAS GUIDE GENERATING CASELOADS](#)

[Sample Doc](#)





Reflection

- What is 1 thing you would like to accomplish before the year is over?
- What are you most nervous about and how can we support you in feeling more comfortable/confident in this area?



Any comments or
questions?!





Thank you!

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Tricia Robertson: TRobertson@smbd.net