

# TUSD SPED Site Meeting

---

September 2025



# Special Ed. Staff Page

- Purpose:
  - To provide TUSD SPED staff with access to enduring policy guidance, SPED Newsletters, and Memos.
  - The Special Ed. Staff Page is the official replacement of the Padlet
  - Changes are approved through the SPED Department and incorporated by Bobbi Etcheverry

[Special Ed Staff Page - New Staff Portal](#)

# Compliance Corner

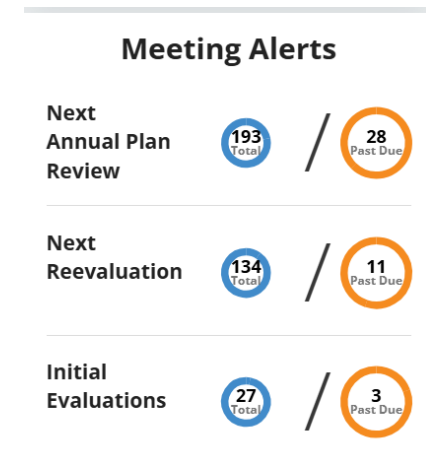
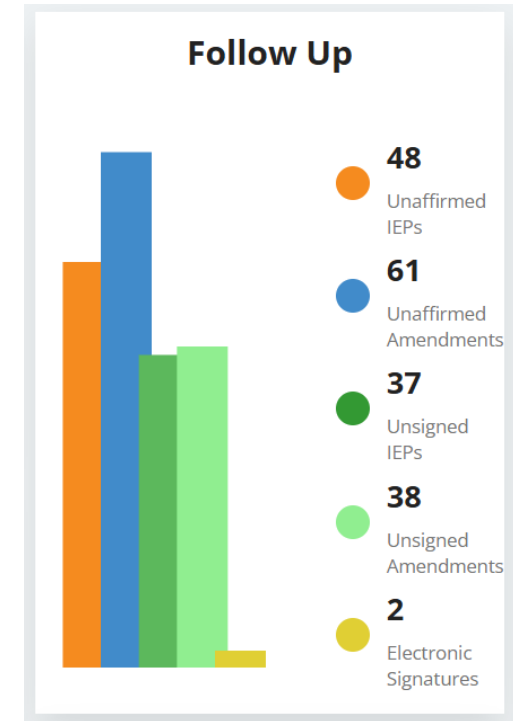
- Statewide Assessments accommodations do not automatically apply for the ELPAC.
- If your ELD student has written accommodations for Statewide assessments but does not have written accommodations for the ELPAC:
  - The LEA will reconvene the IEP team to ensure the IEP of the student, identified as an English learner, includes a determination of whether the ELPAC will be administered with or without modifications or accommodations, or whether English proficiency will be measured using an alternate assessment.
  - The LEA must provide evidence that it has a written policy relating to the Alternate Assessment, and that relevant staff and administrators, as determined within the reasonable discretion of the LEA, have been notified of that written policy. [Alternative Assessment Link:](#)

# Compliance Corner: SEIS Dashboard

- Unaffirmed IEPs
- Unaffirmed Amendments
- Late Annuals
- Late Triennials
- Late Initials

Census Day is approaching! All IEPs must be affirmed by **September 26th**. If you hold an IEP on September 29-30, it must be affirmed the day the meeting was held.

**Reach out to your Program Specialist for assistance.**



# Compliance Corner: SEIS Degree of Support Indicator Coding

1. What is the SEIS Degree of Support Indicator? It is a new CALPADS code that shares the degree of special education support students require
2. Where is it located? It is located in the CALPADS Student location
3. What are the selection options?
  - Mild Mod
  - ESN
  - N/A
4. Please click on the link to understand each option: [Student Degree of Support Identification Worksheet](#)

## Education Plan Type

---Select One---

Please Note: If a student was Eligible for Special Education and is no longer eligible, do not change their plan type to 700/800/900. These students should be exited from Special Ed.

## Special Education Plan Effective Start Date




## Disability 1

---Select One---

## Disability 2

---Select One---

## Education Plan Amendment Date



## Special Education Initial Entry Start Date



## Degree of Support

---Select One---

# Clear Written Offer of FAPE: Individual Intensive Services

- SCIA & FBA complete
- LRE Consideration
- Potential Harmful Effects Discussed
- Notate Contingency Plans for the 1:1 – Sub Plans and coverage during 1:1 lunch and breaks

# Clear Written Offer of FAPE: Intervention Room

- When is an IEP required?

An IEP is required when a student is changing placement for the intervention time. (North & Stein students do not need to hold IEPs if services are not changing for the duration of the intervention room assignment.)

- What should be discussed during an IEP for Intervention Room Placement?

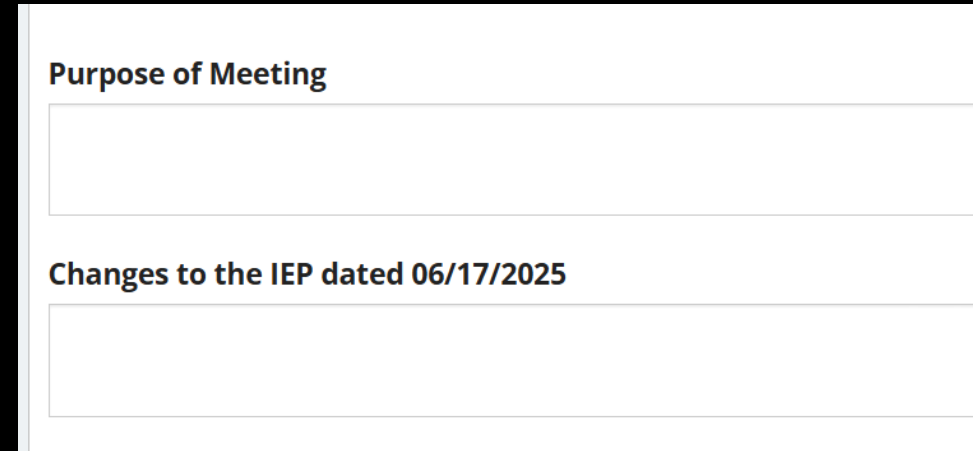
- Review of behavior/incident
- Review of Intervention Room- is it appropriate in providing ed benefit?
- Review goals and determine intervention room services

Special Education Guidance:

[TUSD Intervention Room Special Education Considerations 8.28.25.pdf](#)

# Clear Written Offer of FAPE: IEP Amendments

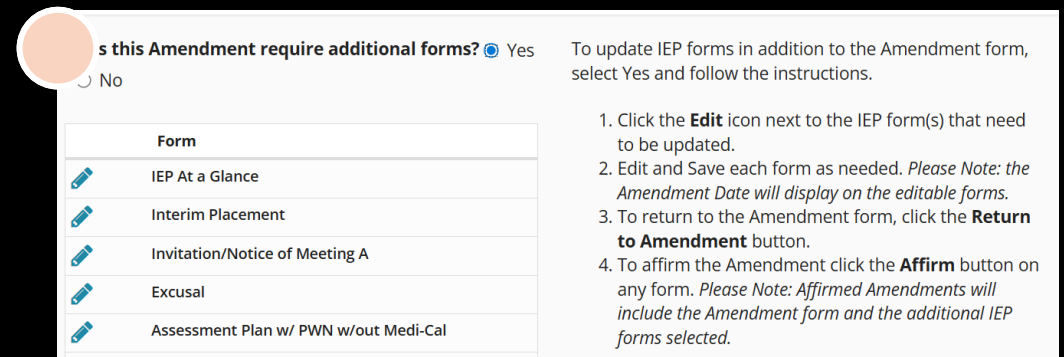
- List any changes and document discussion.








**Purpose of Meeting**

**Changes to the IEP dated 06/17/2025**

- Affirm all pages updated per amendment discussion.



Does this Amendment require additional forms?  Yes  No

Form
 IEP At a Glance
 Interim Placement
 Invitation/Notice of Meeting A
 Excusal
 Assessment Plan w/ PWN w/out Medi-Cal

To update IEP forms in addition to the Amendment form, select Yes and follow the instructions.

1. Click the **Edit** icon next to the IEP form(s) that need to be updated.
2. Edit and Save each form as needed. *Please Note: the Amendment Date will display on the editable forms.*
3. To return to the Amendment form, click the **Return to Amendment** button.
4. To affirm the Amendment click the **Affirm** button on any form. *Please Note: Affirmed Amendments will include the Amendment form and the additional IEP forms selected.*

# Bridging the Gap: Paraprofessionals

**Paraprofessionals have an active role in supporting our students with disabilities.**

- Help implement accommodations and modifications outlined in students' IEPs.
- Reinforce lessons, provide one-on-one or small group support, and help students stay engaged.
- Monitor and manage student behavior, apply behavior intervention plans, and promote positive social interactions.
- Help students with mobility, feeding, toileting, or other personal needs if required.
- Prepare materials, organize learning spaces, and help maintain a structured environment.

**Paraprofessionals should not be communicating directly with parents/families.**

# • Bridging the Gap: Maximizing Small Group Instruction & Tier 1/UDL Practices in Special Education Classrooms

## • Why Small Groups Matter

- Higher engagement & achievement (Vaughn, 2003; Hattie, Visible Learning)
- Paras = untapped instructional resource
- *Current gaps:*
  - Paras may default to behavior-only support or "hovering"
  - Missed opportunities for structured facilitation
  - May lack consistent role clarity

## • How to Group Students

- Data-driven targeted goals (IEPs, benchmark assessments, classroom data)
- Flexible grouping by skill, language needs, or content area
- Ideal group size: 3–6 students

## • Tier 1/UDL Supports

- Tier 1: clear routines, visuals, scaffolds, modeling, proactive strategies
- UDL: multiple means of engagement, representation, and expression

### Small Group Instruction with UDL



#### MULTIPLE MEANS OF ENGAGEMENT

Capture student interest with hands-on activities

#### MULTIPLE MEANS OF REPRESENTATION

Clarify content: as charts, visuals, models

#### MULTIPLE MEANS OF ACTION & EXPRESSION

Provide choices for students to demonstrate learning

#### CONSIDER THE LEARNING ENVIRONMENT

Room to organize minimize distractions

# Bridging the Gap: Para Roles in Small Group Instruction

- Para Roles in Small Group Instruction

- Co-facilitator of teacher-designed lessons
- Run skill-based stations/centers
- Collect progress monitoring data
- Support academic talk & language development



- How to Implement

1. Teacher plans & preps small group lessons
2. Paras trained with structured guides/scripts
3. Collaboration time built in for alignment
4. Feedback loops and coaching for improvement



**YOU'RE AWESOME!  
THANK YOU!**

