



# WASA SPECIAL EDUCATION DIRECTOR ACADEMY

## Welcome to Session #4 of Special Education Director Academy 2025-26

We're glad you are here!



# Welcome



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**Amy Wright, Ed.D, WASA IPTN & Professional Learning Support**

# Agenda

**8:30-8:35 Welcome, Introductions**

**8:35-9:15 Toppenish Middle School Intervention and SDI**

**9:15-10:00 Writing and Implementing Inclusive IEPs**

**9:55-10:00 Wrap-up**



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## Toppenish Team Members

- Ruben Saldivar, Principal at Toppenish Middle School
- Sandra Birley, Director of Special Education

[Link to slides](#)

## Principles of Comprehensive Inclusive Education

The IEP is not the student's sole educational program or curriculum.

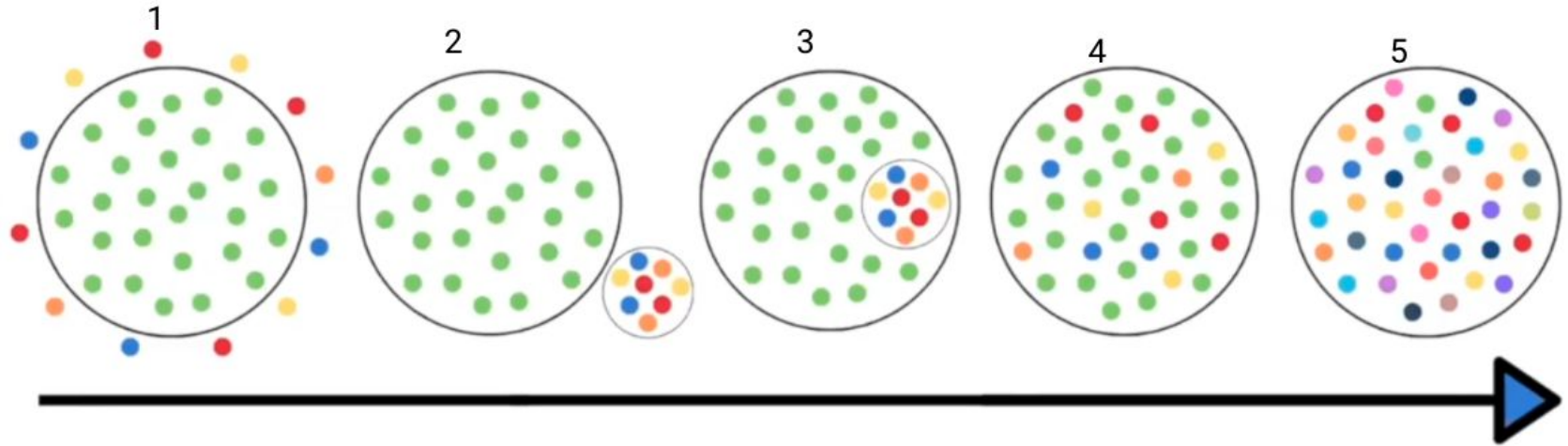
For each student eligible for special education services, their educational program has **three** parts:

- ➔ The general education curriculum
- ➔ The school's routines & activities
- ➔ The IEP

Every student is a general education student.

Students learn and thrive when they are valued, visible members of their classroom and school communities.

# WHAT IS INCLUSION?



In meaningful inclusion students with disabilities are:

- In the same room non-disabled **peers**
- **Planned** for
- Engaged as **part of** the learning community
- **Presumed** competent

# Role of UDL

Teaching the tools  
to support students  
access to voice  
and choice in their  
learning

## *Equality*

Not everyone benefits from the same supports.



## *Equity*

We can remove barriers by providing adequate supports based on variability.



## *Expert Learning*

When we focus on individual needs, we not only promote equity, but also engagement and involvement.



# Creating Inclusive IEPs

## Present Levels

Use **person-centered, non-deficit language**

Presume competence and **high expectations**

Consider **culture, language, and family priorities**

Focus on **environmental and instructional barriers**, not student limitations

## Goals

**Measurable** - Condition, Skill, Criteria (including level of prompting)

**Meaningful**

- Implementable in general education
- Connected to real school routines and activities
- Relevant beyond a single setting or adult

**Broad** – apply across classes, routines, or subjects

**Rich** – open doors to participation, interaction, and deeper learning

**Varied** – address academics, interaction, and routines together

## Services SDI, Related, SAS

- **Specially Designed Instruction (SDI)** embedded in general education
- **Related services** provided flexibly across the day
- **Supplementary aids and services** that promote access and independence
- **Assistive technology** as a tool for participation, not separation

## Least Restrictive Environment

- **Special education is a service, not a place**
- General education is the **first consideration**
- Removal from general education occurs **only when necessary**
- Needing supports ≠ needing a separate setting

## IEP Goals Discussion

- What makes a goal *meaningful*, not just measurable?
- How do broad goals increase inclusion rather than dilute rigor?
- How can goals live beyond a single classroom or service block?

# Day-at-a-glance

- How does Day-at-a-Glance support shared ownership of the IEP?
- Who benefits most from this tool—and why?
- How might it reduce over-reliance on one adult?

*Example of Jacob's Daily Schedule Grid*

<b>Class Daily Schedule</b>	<b>Embedded Goals</b>	<b>Supports/Accommodations</b>
8:45 Student Arrival - Transition into School	Goal 1 - AAC Use Goal 4 - Self-Advocacy Goal 7 - Maneuvering Wheelchair	<ul style="list-style-type: none"><li>• AAC device preloaded with requests for assistance</li><li>• Peer partners for hallway transition</li><li>• Visual schedule</li></ul>
9:10 Morning Work	Goal 1 - AAC Use Goal 6 - Using Technology Goal 7 - Maneuvering Wheelchair	<ul style="list-style-type: none"><li>• AAC device preloaded with lunch choices</li><li>• Website/video for pre-teaching background information selected and available on laptop</li></ul>

## Supporting Inclusion Discussion

- What structures currently support collaboration in our building?
- What gets in the way of sustained inclusive practices?
- How do we respond when inclusion feels “hard”?

## Closing Discussion

- What is one action you can take in the next month?
- How will we know if inclusive education is improving *belonging, participation, and learning*?

## Looking forward

March session will be a legal briefing on hot topics in sped law

- What topics related to sped law are coming up for you?
- What would you like to know more about?