Issue 9 · May 2026

SHASTA SELPA

SPECIAL EDUCATION LOCAL PLANNING AREA

Monthly Newsletter

In This Issue

Data Deadlines

Thank You to Our VI and DHH Teams

Support is a Verb, Not a Place

Super Support

WorkAbility: Thank You!

Upcoming Opportunities

🚀 SELPA LIFT OFF 2026-27 🚀

Registration is NOW OPEN for the following Lift Off events:

- Aug. 3, 2026 - Special Education for the Site Administrator and Legal Update
- Aug. 4-5, 2026 - Teacher Professional Development
- Aug. 7 OR 10, 2026 - ParaEducator Academy
- Aug. 13, 2026 - Psychosocial Assessment: Emotional Disability Eligibility

The SELPA welcomes your ideas for future trainings either at the SELPA office or your location.

Please contact us at 530-225-0100.

Visit Our Website

Learn · Attend · Connect

SHASTA SELPA
SPECIAL EDUCATION LOCAL PLANNING AREA

L I F T O F F

Administrators
August 3rd

Teachers
August 4th *and* 5th

Paraeducators
August 7th *or* 10th

Get ready for Lift Off! Join us as we launch into the new school year with engaging training, fresh ideas, and practical strategies to help your team soar. Whether you're new to the journey or a seasoned crew member, Lift Off will prepare you for a successful year ahead!

Reserve Your Spot | Register Here

Data Deadlines

June 26, 2026 - CALPADS LEA Target to be EOY 1 Error Free

July 17, 2026 - LEA & SELPA EOY 1 Deadline

July 31, 2026 - Final SELPA EOY 1 Deadline- The SELPA office doesn't want to extend into this time!

REMINDERS:

- Affirm your IEPs and amendments, and get them signed
- Schedule annual plan reviews, initial evaluations, reevaluations and 30-day reviews

Thank You to Our VI and DHH Teams

As we wrap up another school year, I would like to take a moment to recognize and thank our Vision Impairment (VI) and Deaf & Hard of Hearing (DHH) Teachers for the incredible work they do on behalf of students and families throughout our region.

This year, our VI team served **45 students across 11 districts and 26 schools**, while our DHH team served **58 students across 14 districts and 29 schools**. Behind these numbers are countless miles traveled, IEP meetings attended, lessons taught, consultations provided, and relationships built with students, families, and educational teams.

The work of our VI and DHH teachers requires a unique combination of specialized expertise, flexibility, patience, and dedication. Every day, you help students access their education, develop independence, strengthen communication skills, and reach goals that might otherwise seem out of reach.

Thank you for your commitment to students, your collaboration with school teams, and your ongoing support of families. The difference you make is seen every day, and our programs are stronger because of your efforts.

Your work matters, and it is greatly appreciated!

Support is a Verb, Not a Place

By Dr. Zachary Berezowski from LinkedIn.

In many schools, Tier 3 has inadvertently become a shorthand for "sent to Learning Support." When we treat MTSS as a series of labels rather than a framework for intervention, we risk undermining the very inclusivity the system was designed to promote.

The primary goal of a tiered framework is to match the intensity of support to the student's level of need, not to designate a specific physical location or a specific staff member who "owns" the child's education. When a student requires Tier 2 or Tier 3 interventions, it does not signify a transfer of responsibility away from the Tier 1 classroom teacher. Rather, it is a call for a more robust, data-driven approach that can, and should, be facilitated by any qualified educator or specialist.

Support is a Verb, Not a Place

The misconception that Tier 2 or 3 is a Learning Support designation creates a siloed environment in which the classroom teacher may feel they no longer need to differentiate or provide support because the student is now a Learning Support kid. This creates a fragmented experience for the student and ignores the necessity of a healthy Tier 1 environment.

Research consistently highlights that for MTSS to be effective, it must be viewed as a whole-school responsibility:

- Fluidity over Labels: Tiers represent the intensity of the service provided, not a permanent label for the student. A student might receive Tier 3 support for a specific literacy gap while remaining at Tier 1 for mathematics and social-emotional learning.
- The Power of Tier 1: No amount of Tier 3 intervention can compensate for a weak Tier 1. Effective Tier 2 and 3 supports are designed to supplement, not replace, high-quality, research-based core instruction.
- Shared Ownership: Tier 2 and 3 interventions are successful when they are integrated into the student's day. Support can be provided by classroom teachers, specialists, or instructional coaches working in tandem.

By shifting our language from 'Tier 3 students' to 'students receiving Tier 3 support,' we move away from labeling and toward a model of instructional delivery that prioritizes students' growth over administrative convenience. Let's ensure our MTSS frameworks are used to open doors to more support, not to close the door on classroom-level responsibility.

SPECIAL EDUCATION
SUPER SUPPORT

Shastina Simpson
Castle Rock Union Elementary School

Small Towns, Big Hearts
Inclusion at Castle Rock

Meeting individual needs with endless patience and a heart full of empathy, special education paraeducators are the unsung heroes of the classroom, turning everyday challenges into monumental victories. For **Shastina Simpson**, a dedicated Paraeducator at Castle Rock Union Elementary School, nestled in northern Shasta County near Castle Crags, this work is deeply rooted in her love for small-town community. Stepping into her combined first and second-grade classroom each morning, Miss Simpson operates on the firm belief that every child deserves a safe environment with the space to learn and grow. And, since growth looks different for everyone, she truly “dives in” to each student's unique needs, working hand-in-hand with the classroom teacher to track patterns of wins and losses to build highly personalized, attainable goals.

Beyond individual student success, close, seamless communication among the staff ensures that high-need students receive the support they need, while the school actively nurtures community bonds through free, family-centered events like Math Night and the Science Egg Drop competition. Ultimately, this vital work goes far beyond standard instruction; it builds a culture of true equity and belonging throughout the school and community. Castle Rock Elementary and the SELPA are incredibly proud to recognize Shastina’s unwavering dedication to helping provide a safe space where children are encouraged to learn and thrive—proving that stepping into the role of a paraeducator is an inspiring calling that shapes futures and strengthens communities. Thank you for all you do Shastina!!

Thank You

TO OUR AMAZING BUSINESSES!

Your generosity makes a difference in our community! Thank you for supporting our WorkAbility program and helping us recognize the hard work and dedication of the individuals we serve.

Stronger Together.
Better Community.

LOCAL SUPPORT
Your support stays local and changes lives.

MEANINGFUL IMPACT
You help create opportunities for independence and success.

RECOGNITION
Together, we celebrate dedication and achievements.

THANK YOU!
We are grateful for partners like you who make it all possible.

Thank you

FOR BEING A VALUED PARTNER IN OUR MISSION!

TOGETHER, WE BUILD A STRONGER, MORE INCLUSIVE COMMUNITY.