

TUSD SPED Site Meeting

October 2025



Clear Written Offer of FAPE: Role of the General Education Teacher in the IEP

- IEP Implementation
 - IEP at-a-Glance
 - CMs must ensure teachers have access to current IEP at- a-Glance document
- IEP Development
 - GE Teachers have an important role in suggestion appropriate goals and supports that should be included in the IEP to ensure students make appropriate progress towards the general curriculum
 - [IEP Goals, Calibrated for Inclusion](#)
 - Universal Supports (UDL) / Individualized Accommodations and Modifications



Clear Written Offer of FAPE: Individual Intensive Services (IIS)

Individual Intensive Services should be described in a manner to provide clear guidance to IEP service providers. This should include concise descriptions of the following (if applicable):

- Transition support/supervision to/from the bus
- Sub plans – who else should be trained to implement student's BIP
- If there are times where the student does not require IIS, specify (ex. Service not provided when student demonstrates independence with ...skill")

Bridging the Gap: IEE Assessor Observations

TUSD reserves the right to establish observation procedures to minimize disruption and protect student confidentiality and safety. An observation supervisor will accompany outside observers while on campus.

IEEs: TUSD must permit IEE assessors to have equitable access to conduct student observations. SJ SELPA IEE Procedures, [TUSD IEE Observer Policy 9.2025.docx](#)

Clear Written Offer of FAPE: Interim Placement Forms

- Interim Placement forms have been updated to include parent consent for interim placement on the second page. Parents should only sign the "Interim FAPE Offer Consent" after they have reviewed the interim FAPE offer. [Administrative - Interim Placement Form-May 2025.docx](#)
- TUSD is required to offer comparable services to transfer students existing IEP (prior placement). However, often TUSD does not operate the exact placement or deliver services in the same manner as the prior placement. In these instances, TUSD may offer different placement/services for the first 30 days. Different services/placements must still be comparable and calibrated to ensure student makes progress towards their goals. Likewise, a prior written notice letter should be provided to parent whenever the placement/services are different from current IEP (prior placement).
- TUSD should hold a 30 day review IEP for students that transfer into TUSD from a district outside of SJ County and/or for students that were offered different (comparable) services/placement from prior placement
- Out of State Transfer Students:
 - 30 Day review IEP is required
 - Reevaluation is required (may be completed in 60 days)

Bridging the Gap: Second Step

- Initially implemented in K-5 classrooms during the 2017-2018 school year and was later expanded to grades 6-8 during 2019.
- Evidence-based digital curriculum supports classroom teaching through its seamless structure which encourages teachers to implement 30-minute lessons weekly throughout the entire school year for optimal results.
- Serves as a Tier 1 intervention supporting development of fundamental SEL competencies through self-awareness, self-management and social awareness, relationship skills and responsible decision-making to create a secure learning space.
- Teaches students to develop empathy skills, emotional control abilities and problem-solving methods and learning techniques which follow the CASEL framework.
- Fulfills District Goal #1 by helping students develop into well-rounded individuals who possess the skills and knowledge needed to succeed in college and their future careers.