

The Learning Beacon

Special Education Newsletter

Tracy Unified School District

Welcome Back to a New School Year!

As we finish our third week of the school year, we would like to extend our warm welcome and appreciation to each member of our Special Education team. Whether you are returning for another year or joining us for the first time, we are grateful for the knowledge, compassion, and dedication you bring to our students and families each day.

This year presents new opportunities to strengthen inclusive practices, deepen collaboration with our general education partners, and continue building systems that support student achievement and belonging. As we navigate the joys and challenges of the school year together, we encourage everyone to lean on one another, celebrate successes, share ideas, and remember that our greatest strength is our team.

Our department theme this year remains centered on Community, Trust, and Innovation. Through strong relationships, transparent communication, and a willingness to embrace new approaches, we can continue creating learning environments where every student can thrive.

Thank you for your unwavering dedication to students, families, and one another. We are excited to partner with you throughout the year and look forward to celebrating the many accomplishments that lie ahead.

We wish you a successful start to the school year and an outstanding year of service to our students.

Welcome back, and thank you for making a difference every day!

The Special Education Department

Local Solutions:

Professional Development & Committee Calendar

August 26-27 Key 2 Ed Facilitated IEP Training

September 1: Transition Committee

September 3: Behavior Supports for Inclusion Training

September 8: Inclusion Committee

September 10 Case Manager Training

September 14-16: Para Foundations

September 21-22: County CPI

October 7 Census Day

Clear Written offer of FAPE: 8th Grade Transition Meeting Guidance

Thank you to our Transition Committee for your open- minded discussion and collaboration. We have a new process for 8th grade transition meetings.

8th Grade Transition Process Highlights:

- All 8th grade Transition Meetings will be completed by Thanksgiving Break.
- Transition discussions will take place in annual and triennial IEP meetings.
- Stand- alone Transition Meetings will take place for students whose annual meetings are due after Thanksgiving Break.
- 8th Grade families will receive non- IEP information through scheduled events (Sports Information Night, Special Programs Night, etc)

[Check out 8th Grade Transition Meeting Guidance Here](#)

Clear Written offer of FAPE: ELPAC Guidance for Dually Enrolled Students

By Maria Mesones

At every annual IEP, Case Managers with EL students in K-12 and in TYAP need to discuss and complete the ELPAC section on the statewide assessments page. The applicable box should be checked. The team should also discuss and add accommodations/supports if appropriate. The ELPAC testing team will test these students.

The Alternate ELPAC section is for students who meet eligibility to take the California Alternate Assessment beginning in 3rd grade, through 8th grade, and in high school. The CAA rubric form is used to help the team make that determination. The applicable box should be checked. The team should also discuss and add accommodations/supports if appropriate. The case manager will give the Alternate ELPAC test to their student(s) who qualify.

Imperative: The IEP team should discuss accommodations and supports, as this may help the student reach reclassification.



Local Solutions: Universal Supports Pre- Service Training

Celebrating a Powerful Partnership for Student Success

As we begin a new school year, we would like to extend our sincere gratitude to our Professional Learning Department for partnering with the Special Education team to deliver this year's Universal Supports preservice training.

Because of this collaborative effort, every school site had the opportunity to engage in meaningful learning focused on the differences between modifications and accommodations, Universal Design for Learning (UDL), and assistive technology. These important topics provide educators with practical strategies to support diverse learners and create more inclusive classrooms.

The training highlighted how intentional supports can increase access to grade-level standards and curriculum for all students. By equipping staff with tools and strategies that promote engagement, participation, and learning, we are helping ensure every student has the opportunity to succeed.

Thank you to the Professional Learning Department and the Special Education Team for your shared commitment to building educator capacity and creating equitable learning experiences for all students. Your partnership has set a strong foundation for a successful school year.



Compliance Corner: Interim Placement Process

When a student enrolls in our district from outside our SELPA and has an existing Individualized Education Program (IEP), the Interim Placement process must be completed.

The process begins during student registration when parents indicate that their child has an IEP. Parents are responsible for completing the Demographics section (Section 1) of the Interim Placement form.

Next, a credentialed Special Education provider or Program Specialist must complete the Interim Service Recommendations section and review the proposed services with the parent. Once parent consent has been obtained, submit the completed Interim Placement form along with a copy of the student's current IEP to SPEDDATA@tusd.net.

In addition, please submit an Add Request in SEIS and enter "interim placement" in the comments section. You can find the interim placement form here as well as on our Special Education web page on the staff portal,

[Interim Placement Form](#)

Reach out to your Program Specialist if you have any questions.

Local Solutions: Committees Inform Programs

Throughout the 2026-2027 school year, our committees will continue the important work to strengthen inclusion and transition programming across the district. Through collaboration, thoughtful planning, and a focus on student outcomes, these committees help guide and inform practices that support all learners.

Collaborative Teaching in a PLC Model Committee

This committee will focus on the connection between the Professional Learning Community (PLC) process and Collaborative Teaching practices. Members will examine how PLC discussions, data analysis, and instructional decisions can support effective co-teaching and inclusive classroom practices. Through this work, the committee will identify strategies that strengthen collaboration among staff and improve outcomes for all students.

Transition Committee

Building on the progress made last year, the Transition Committee will continue its work to strengthen and refine transition processes for students and families. Last year, the committee developed and implemented a new 8th-to-9th-grade transition process, which is highlighted elsewhere in this issue of The Beacon.

This year, the committee will continue to review and enhance the 8th-to-9th-grade transition experience while also taking a deeper look at two additional transition points: the move from 5th to 6th grade and the transition from high school to the Young Adult Program. The committee's goal is to ensure that students and families experience smooth, well-coordinated, and supportive transitions at each stage of a student's educational journey.

Inclusion Committee

Our Inclusion Committee remains focused on programs and practices that support the Least Restrictive Environment (LRE) for students with disabilities. The committee has provided guidance for a number of district initiatives, including Co-teaching, Collaborative Teaching in a PLC Model, Learning Centers, Inclusion Preschool, and other inclusive programming.

This year, the committee's primary focus will be on Learning Centers. Through this work, members will continue to explore ways to strengthen inclusive practices, enhance student access to grade-level learning, and ensure that supports align with the diverse needs of our students.

Committees do not work without YOU! Please take this short survey to indicate your interest in supporting this collaborative process.

[**Join a Committee Here!**](#)

Compliance Corner: IEP Goals

Click on these links for guidance related to IEP goals.

[IEP Goal Numbering and Alignment](#)

[Affirming Goal Progress](#)