



ACADEMICS AND INTEGRATED STUDENT SUPPORTS

Belonging • Individualized Services • Organizational Support

Board Meeting | October 22, 2026

Heather Tow-Yick, Superintendent

Dr. Jacqueline Downey, Chief of Schools, Leadership & Learning

Dr. Sharine Carver, Assistant Superintendent of Student Learning & Belonging

Dr. Stephanie King, Executive Director of Special Services and Integrated Support



Special Education Services & District Strategic Plan

Purpose: Review the connection between special services, inclusionary practices, and integrated student support to improve outcomes for all students.

Student Well-Being	Foster belonging and engagement through inclusion and individualized support.
Learning Opportunities	Expand access to meaningful learning and individual progress while addressing disparities.
Trust	Partner with students and families to strengthen shared decision-making about services and supports and communicate clearly about student progress.

Our shared commitment: every student belongs, learns and makes meaningful progress.

Purpose of Special Education Services & Inclusionary Practices

Our system is designed around:

- Belonging
- Individualization
- Access & Progress

Inclusionary practices:

- All students are general education students first and foremost
- Beliefs, systems and daily practices that support all students
- Individualized supports and systems to meet student needs, not a single placement or a one-size-fits-all model
- Inclusive and accessible learning environments for all students (Title 1, Learning Assistance Program or LAP, Language Learning, Intervention, Special Education, Acceleration, Enrichment, etc.)

Our aim

Every student belongs at their school and receives the individualized services needed to make meaningful progress.



Our 5-Year Journey of Inclusion:

The district's work reflects both a legal responsibility and a multi-year district effort to build the mindsets, systems, and instructional practices that increase belonging, access, and progress for students with disabilities.

Where we've been

2021–2026

- Began shifting from regional Learning Resource Continuum-2 (LRC-2) programs toward neighborhood-based services.
- Expanded access to core curriculum and the continuum of support.
- Aligned professional learning and launched an Individual Education Plan parent feedback survey.

Where we are

2026–2027

- Strengthen staff capacity and instruction through Professional Development, Inclusion Collaboration Time and collaborative data studies.
- Further develop Integrated Multi-Tiered Systems of Support (MTSS) to include both Academic and Behavioral Health, universal screening, progress monitoring and data-based decisions.
- Prepare for Response to Intervention (RTI) - based Specific Learning Disability (SLD) determination by 2028–29 and reduce disproportionality.

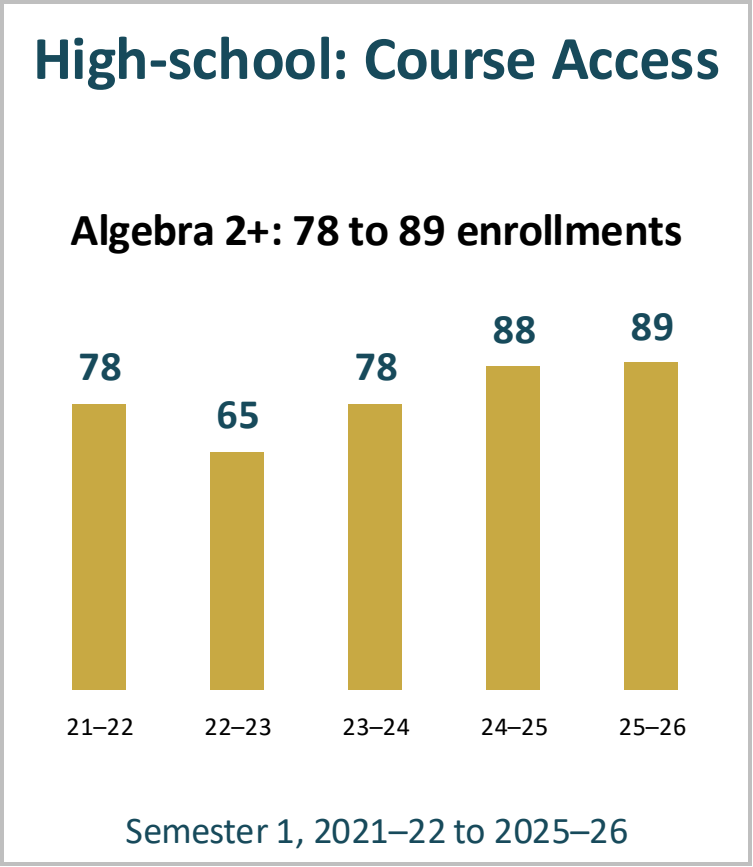
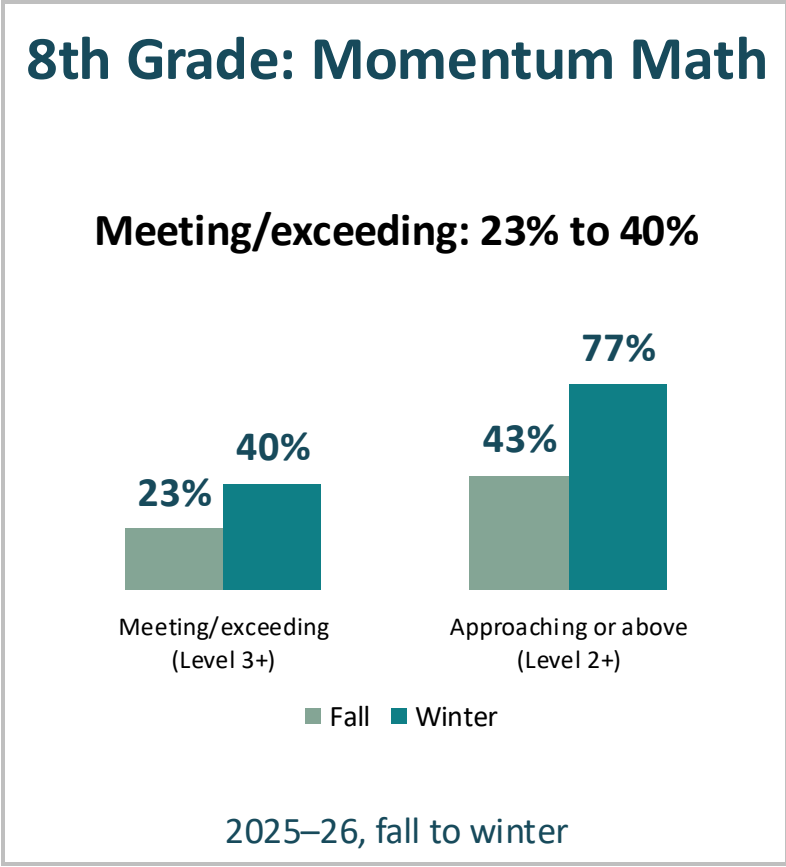
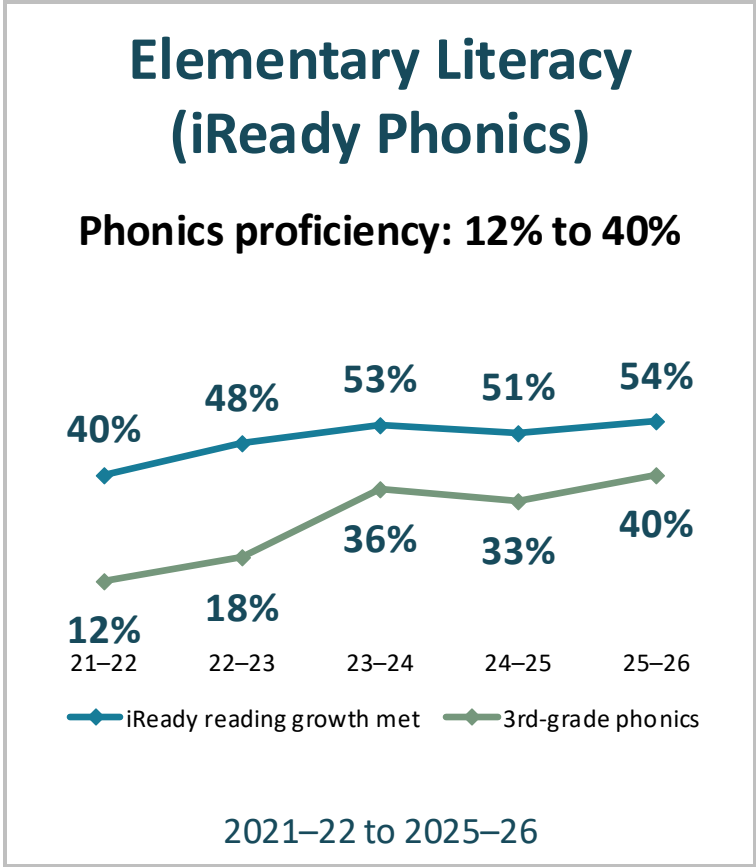
Where we are going

2026–2029 priorities

- Improve specially designed instruction and deepen family partnership in the Individual Education Plan (IEP) process.
- Expand staff coaching and monitor belonging alongside access.
- Build Multi-Tiered Systems of Support (MTSS) and early intervention, preparing for Response to Intervention (RTI) -based Specific Learning Disability (SLD) determination by 2028–29.

Academic progress and access for students with IEPs

Instructional focus: access to core instruction with Specially Designed Instruction (SDI)



Together, gains in learning and course access provide system-level indicators of progress for students receiving special education services, informing ongoing efforts to close opportunity and equity gaps.

A Continuum of Special Education Services

A range of services supports access to general education while preserving individualized decision-making.



General education with accommodations, modifications, and supplementary aids



Special education and related services within general education, including co-teaching, push-in, and teaming



Special education services outside general education, including resource, pull-out, or more specialized placements

More inclusive setting



More specialized setting

Inclusion does not mean students are in general education 100% of the time.
IEP teams make individualized decisions, based on the needs of the student.

Professional Learning & School Support



Shared systems

Align district and school staff for consistent and cohesive services.

Focus staff learning and instruction on explicit instruction, data use, progress monitoring, and family partnerships.

Use regular collaboration to share expertise and respond to student needs.



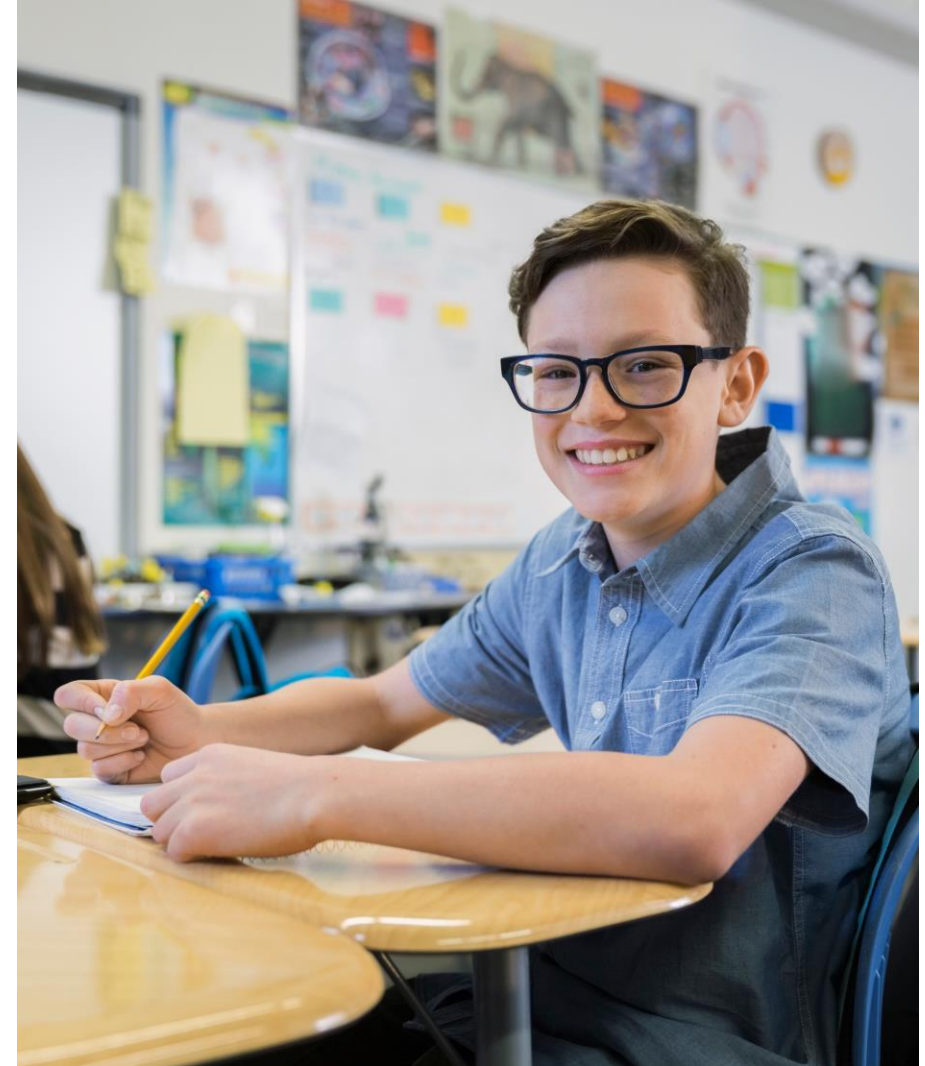
School-based capacity

Coordinate behavior analysts, social workers, instructional TOSAs, and Unique Needs Specialists to address academic and behavioral health needs.

Use responsive intervention and coaching to strengthen Individualized Education Plans (IEPs) and behavior plans that build student skills and independence.

Our aim

Build staff capacity and shared learning across schools to meet each student's needs.



Integrated Student Supports

Districtwide MTSS and RTI pilot

Use academic, social-emotional, behavioral health, and attendance data to identify needs early and intensify instruction and interventions.

Strengthen Tier 2 and Tier 3 teams in 11 pilot schools, using progress monitoring and data to assess student response.

Coordinated district and school support

Align expectations, communication, professional learning, staffing, and resources to meet student and staff needs and improve student outcomes.



Our aim

Identify needs early, monitor progress, and adjust support and resources so students get the help they need, when they need it.

Multi-Tiered Systems of Support

