

Special Services Updates May, 2026

Department Restructuring and Vision

Restructuring Proposal

The Special Services Department is transitioning to a more sustainable, functional leadership model designed to improve compliance and alignment across the district. This restructuring shifts away from site-based program management toward defined ownership of specific functional areas, including compliance, placements, behavior, and mental health. Other aspects of the restructure proposal include Coordinator of Mental Health, overseeing all mental health supports in the district for all students; a 504 position to assist with development of consistent processes and procedures, and implementation, of 504 plans; Program Managers assigned to: 1) compliance (data and legal); 2) Non-Public School (and other out of district) placements; 3) Behavior, with a focus on Tier 3 supports and processes; 4) Early Childhood Education (Infant and Preschool); 5) Extensive Support Needs.

The District is continuing to refine the proposed Special Services restructure as part of the broader Special Education System Improvement work. A central focus of this work is strengthening districtwide systems so that student needs are addressed earlier, more consistently, and through clearer pathways of support. This includes clarifying roles and responsibilities, improving communication between sites and district-level supports, strengthening MTSS and SST processes, and developing more consistent procedures for behavior, discipline, placement, 504s, and related student support systems.

As part of this restructure, the District is also exploring ways to expand access to supports that have traditionally been available primarily to students with IEPs. This includes developing coordinated access models that allow general education students, including multilingual learners, to receive targeted consultation and support in areas such as behavior, regulation, executive functioning, social-emotional needs, communication, classroom participation, and academic access before concerns escalate. This model has the potential to create a meaningful return on investment by providing earlier, more targeted support to students, strengthening general education intervention pathways, reducing crisis-driven responses, and decreasing unnecessary special education referrals for behavior-related concerns.

More detail is provided in the attachment.

Special Education Task Force

The Special Services Task Force has met several times. The expanded group has worked on: 1) developing procedural documents in key areas; 2) establishing a calendar of activities for 26-27. The short term activities focus on developing user friendly documents, that identify key procedures in special services. Areas being addressed include: 1) roles of instructional aides; 2) discipline and manifestation determination procedures for students with IEPs/504 plans; 3) Supporting Students With Disabilities Infograph geared towards all school staff; 4) special education providers roles. The focus of this group is on developing and documenting procedures and processes to ensure consistency and efficiency.

SELPA Formation

Community Advisory Committee Meetings Updates (April-May 2026)

The CAC Meetings Updates (April-May 2026) highlights significant progress, including with the drafting of the CAC By-laws, including establishing membership criteria. In addition, the committee has been recruiting additional members through tabling at Open Houses and Parent Square. Membership to be appointed by June, 2026.