

## **Proposed Special Services Department Structure**

### **Executive Summary**

This proposed Special Services structure is intended to create a more coherent, compliant, and sustainable districtwide system of support by addressing key gaps identified in the Gillaspie report, including inconsistent systems, weak SST and MTSS structures, limited front-end intervention, and lack of alignment between general education and special education. The structure supports the district's broader system improvement action plan by assigning clear ownership to high-need functional areas and building in the training, implementation, and support needed to move from planning to practice. Consistent with a One System approach, several functions within this structure also strengthen districtwide systems such as SST, MTSS, Tier 3 student support, behavior systems, mental health supports, and 504 processes, which may allow portions of this work to align with LCAP priorities related to access, early intervention, student engagement, and school climate.

### **Purpose**

This proposed Special Services structure is designed to create a more coherent, compliant, and consistently implemented system for supporting students by clearly defining leadership, strengthening implementation, and aligning district systems across general education and special education.

This structure shifts the department from a reactive model, dependent on individual staff knowledge and site-based variability, to a system with defined roles, consistent expectations, and districtwide support structures. It establishes clear functional leadership across compliance, placements, behavior, mental health, specialized programs, 504 systems, and early childhood, while also building the implementation supports necessary to ensure consistency across sites.

### **The structure is organized in three layers:**

- Department leadership
- Functional leadership
- Implementation and systems support

### **This structure would allow Special Services to:**

- improve legal compliance and reporting accuracy

- ensure IEPs include data-based present levels, measurable goals, clearly defined services, and documented progress monitoring
- strengthen SST, MTSS, and referral systems prior to special education identification
- improve coordination and response for high-need students through Tier 3 systems
- strengthen consistency in behavior, mental health, and 504 systems across sites
- improve access to instruction and supports for students in general education and special education settings
- reduce reliance on crisis-driven problem-solving and informal systems
- provide ongoing training and implementation support aligned to district expectations

Several functions within this structure also support broader district systems, including SST, MTSS, Tier 3 student support, behavior systems, mental health services, and 504 processes. These areas support both general education and special education students and may align with LCAP priorities related to access, early intervention, student engagement, and school climate.

### **Summary of Department Structure:**

#### **Department Leadership**

- Executive Director of Special Services

#### **Functional Leadership**

- Special Services Systems, Compliance, and SELPA Readiness
- Inclusive Service Delivery Implementation
- NPS, Out-of-District, and Program Placement
- Behavior and Intensive Student Support
- ESN, Nursing, and K–12 Transition Continuum
- 504 Coordinator
- Coordinator of Mental Health
- ECE Leadership

#### **Core Department Infrastructure and Implementation Supports**

- 2 IEP Compliance and Case Management Coaches
- 2 Instruction and Access Coaches
- Full-time Special Education Substitute
- Special Education Technicians
- Data / Reporting Support Specialist

<b>Department Leadership</b>			
<b>Executive Director of Special Services</b>	<b>Role Purpose</b> Provides overall leadership, supervision, district coordination, and strategic direction for Special Services, with a current-year focus on building a more coherent, compliant, and sustainable districtwide special education system.  <b>Core functions</b> <ul style="list-style-type: none"> <li>● sets department direction and priorities</li> <li>● supervises functional leadership roles and core department supports</li> <li>● aligns Special Services with</li> </ul>		

<b>Department Leadership</b>			
	<p>district priorities and legal obligations</p> <ul style="list-style-type: none"> <li>• partners with Educational Services and district leadership</li> <li>• oversees major staffing, fiscal, programmatic, and legal decisions</li> <li>• supports board communication and superintendent-level planning</li> <li>• leads districtwide system improvement across compliance, program implementation, and service delivery</li> </ul>		
<p><b>Coordinator of Special Services Systems, Compliance, and SELPA Readiness</b></p> <p>1.0 FTE Certificated Administrator</p> <p>Funding note: This role</p>	<p><b>Role purpose</b></p> <p>To coordinate districtwide Special Services systems, compliance processes, early resolution, and implementation supports in order to improve consistency across sites, strengthen legal defensibility, support SELPA readiness, and ensure that</p>	<p><b>Benefit to Site Administrators</b></p> <ul style="list-style-type: none"> <li>• reduces time spent reviewing and troubleshooting IEPs before meetings</li> <li>• reduces need for administrators to step in</li> </ul>	<p><b>System ROI / Cost Avoidance</b></p> <p>Reduces risk of due process, complaints, and corrective actions by strengthening compliance monitoring, early resolution, and follow-through.</p> <p>Improves consistency across</p>

<b>Department Leadership</b>			
<p>supports districtwide compliance systems, SST, MTSS-aligned referral pathways, early resolution, and cross-functional coordination for students with and without IEPs. Portions of this work may align with LCAP priorities related to access, early intervention, student engagement, school climate, and districtwide student support. This role also supports the development of internal systems, procedures, monitoring structures, and implementation practices necessary for future SELPA readiness.</p>	<p>principals and site teams are connected to the appropriate district support when student, site, or program concerns require coordinated response.</p> <p>This role serves as the districtwide point of contact for principals when the appropriate Special Services pathway is unclear. The Coordinator helps identify the correct functional lead, clarifies next steps, and monitors follow-through when cross-role coordination is needed. This role is not intended to replace Program Managers, serve as the default LEA representative for routine IEP meetings, or become the owner of all site-level concerns.</p> <p><b>Core responsibilities</b></p> <p><b>Compliance Monitoring and Data Systems</b></p> <ul style="list-style-type: none"> <li>• monitor state compliance</li> </ul>	<p>as LEA for new or unprepared case managers</p> <ul style="list-style-type: none"> <li>• reduces time spent responding to parent concerns and complaints</li> <li>• reduces time spent coordinating corrections for compliance errors</li> <li>• provides a clear point of contact for complex compliance questions</li> </ul>	<p>sites, reduces duplication of effort, supports more efficient use of Program Managers and specialized staff, and builds the internal infrastructure needed for future SELPA readiness. By ensuring concerns are routed to the appropriate support earlier, this role helps reduce crisis-driven decision-making, unnecessary escalation, and costly reactive responses.</p>

**Department Leadership**

indicators, including overdue IEPs and timelines

- oversee reporting accuracy and support alignment between SEIS and CALPADS
- support compliance monitoring processes such as CIM
- develop and maintain compliance monitoring tools, dashboards, and review cycles
- identify sites and staff needing targeted support based on compliance and quality concerns
- monitors manifestation determination (MD) practices across sites to ensure legal compliance and consistency in decision-making

**IEP Quality and Case Review**

- ensure IEPs include data-based present levels, measurable annual

**Department Leadership**

goals, clearly defined services,  
and documented progress  
monitoring

- identify patterns in IEP quality concerns that require additional training, support, or correction
- coordinate with IEP Compliance and Case Management Coaches to align district expectations with case manager support
- identify recurring documentation, service, or implementation concerns that may require system-level correction

**Early Resolution and Complaint Response**

- respond to parent concerns and oversee a district Tier 1 ADR / early resolution process
- identify patterns in concerns, complaints, and service

**Department Leadership**

breakdowns to inform system improvement and reduce escalation

- support complaint response and legal preparation when formal disputes arise
- ensure early concerns are routed to the appropriate staff before issues escalate into formal disputes

**Principal Entry Point and Cross-Functional Routing**

- serve as the districtwide point of contact for principals when a student, site, or program concern does not clearly fall within one established Special Services pathway
- help principals identify whether concerns should be routed to compliance, behavior, 504,

**Department Leadership**

mental health, NPS/placement, ESN/nursing/transition, aide supervision, IEP coaching, instructional coaching, or another district support

- clarify next steps when concerns involve multiple areas of need or more than one functional lead
- support communication and follow-through when multiple Special Services roles are involved
- identify repeated site-level questions or points of confusion and develop tools, guidance, or training to improve consistency
- help prevent concerns from being passed between departments or staff without clear ownership

**SELPA Readiness and Systems**

**Infrastructure**

**Department Leadership**

- support development of internal systems, procedures, and monitoring structures needed for future SELPA readiness
- coordinate implementation of districtwide guidance, procedural resources, and communication pathways
- identify system gaps that would need to be addressed prior to increased local SELPA responsibility
- support annual system review, readiness reporting, and continuous improvement planning

**Problems this role helps solve**

- unclear pathways for principals when concerns do not fit neatly into one area
- inconsistent routing of site

**Department Leadership**

concerns across Special Services

- parent concerns escalating because no clear early response pathway exists
- inconsistent compliance monitoring and follow-through
- weak alignment between SEIS, CALPADS, IEP quality, and district reporting systems
- fragmented communication when multiple district supports are involved
- lack of clear internal infrastructure for future SELPA readiness
- site teams relying on informal knowledge instead of defined systems and procedures

**Functional Leadership Roles:** These roles provide focused oversight in high-need, high-risk, or high-impact areas of the department.

<b>Inclusive Service Delivery</b>	<b>Role purpose</b>	<b>Benefit to Site</b>	<b>System ROI / Cost</b>
<p><b>Implementation</b></p> <p><b>1.0 FTE Program Manager / Specialist</b></p>	<p>To provide districtwide oversight and implementation support for the elementary Inclusion Model and secondary Push-In Model in order to ensure that services are clearly defined, consistently implemented, aligned to student IEPs, and supported through training, collaboration structures, role clarity, and ongoing monitoring.</p> <p>This role supports principals and site teams with implementation of the district’s new service delivery models, but is not intended to serve as the default LEA representative for routine IEP meetings or as the primary lead for behavior, discipline, NPS, 504, mental health, compliance, or aide supervision concerns.</p> <p><b>Core responsibilities</b></p> <p><b>Inclusion and Push-In Model Implementation</b></p> <ul style="list-style-type: none"> <li>• support districtwide</li> </ul>	<p><b>Administrators</b></p> <ul style="list-style-type: none"> <li>• provides a clear district lead for implementation questions related to the elementary Inclusion Model and secondary Push-In Model</li> <li>• reduces time principals spend trying to interpret service delivery expectations independently</li> <li>• supports principals with role clarity for general education teachers, Education Specialists, and instructional aides</li> <li>• supports site administrators with</li> </ul>	<p><b>Avoidance</b></p> <p>Strengthens the district’s in-district continuum by improving implementation of inclusion and push-in service delivery models. Reduces site-by-site variability, supports more consistent delivery of IEP services, improves use of existing staff and instructional aide supports, and helps prevent service breakdowns that can lead to complaints, compensatory education, placement escalation, or increased reliance on outside placements. This role also supports SELPA readiness by helping the district define, monitor, and improve its own service</p>

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	<p>implementation of the elementary Inclusion Model and secondary Push-In Model</p> <ul style="list-style-type: none"> <li>● help define what SAI service delivery looks like within inclusion and push-in settings</li> <li>● develop clear implementation guidance for general education teachers, Education Specialists, instructional aides, administrators, and site teams</li> <li>● support consistency across sites so each school is not independently interpreting or implementing the models differently</li> <li>● Identify model implementation concerns that require clarification, training, or system-level adjustment</li> <li>● support site teams in understanding the difference between inclusion, push-in</li> </ul>	<p>roster, schedule, collaboration, and implementation concerns connected to push-in and inclusion services</p> <ul style="list-style-type: none"> <li>● reduces confusion when concerns involve multiple staff roles or unclear service delivery expectations</li> <li>● provides tools and guidance that help sites implement new models more consistently</li> <li>● helps principals address implementation barriers before they escalate into parent concerns, staffing</li> </ul>	<p>delivery systems across sites.</p>
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services, co-teaching, aide support, consultation, and specialized academic instruction

conflict, or service delivery problems

**Role Clarity and Staff Responsibilities**

- clarify the roles and responsibilities of general education teachers, Education Specialists, instructional aides, and site administrators within the Inclusion and Push-In Models
- develop tools, guidance, and communication protocols that help staff understand who is responsible for planning, instruction, accommodation implementation, service delivery, collaboration, and follow-up
- coordinate with the Supervisor of Special Education Aides regarding instructional aide roles within inclusion and push-in settings
- coordinate with IEP Compliance

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and Case Management Coaches when IEP service language, documentation, or case management expectations need clarification

- coordinate with Instruction and Access Coaches when staff need instructional planning, scaffolding, differentiation, or SGI-related support

**Training and Implementation Supports**

- support the development and coordination of training for staff assigned to provide or support push-in and inclusion services
- identify training needs related to service delivery, staff roles, collaboration, accommodations, instructional access, and documentation
- help ensure training is connected

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to practical implementation expectations rather than general information alone

- develop quick guides, checklists, and implementation tools for site administrators and staff
- identify patterns in staff questions or implementation concerns and recommend additional training or guidance as needed

**Collaboration Structures**

- support consistent implementation of collaboration structures connected to the Inclusion and Push-In Models
- help clarify when collaboration time applies, who should participate, and what collaboration should focus on
- support development of collaboration tools, agendas, logs,

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or templates as needed

- help sites use collaboration time to address planning, instructional access, accommodation implementation, aide support, student progress, and service delivery questions
- identify barriers that prevent meaningful collaboration and elevate those barriers to Special Services leadership

**Roster, Schedule, and Class**

**Composition Monitoring**

- monitor implementation of roster and class composition expectations connected to inclusion and push-in service delivery
- review master schedule and roster concerns that may impact implementation of SAI services in general education settings
- identify sections or placements

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where the number or percentage of students with IEPs may create implementation concerns

- support site administrators in identifying schedule or roster adjustments needed to support appropriate service delivery
- coordinate with site teams, counselors, and district leadership when scheduling or class composition issues affect implementation of the model

**IEP and Service Delivery Alignment**

- support alignment between student IEPs, service minutes, general education class placement, and the delivery of SAI in inclusion and push-in settings
- identify implementation concerns when services written in IEPs are difficult to deliver within the assigned model

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- coordinate with the Compliance role when service delivery concerns raise legal, procedural, or documentation issues
- coordinate with the NPS / Placement role when implementation concerns suggest a broader placement or continuum question
- coordinate with the Behavior and Intensive Student Support role when behavior, regulation, discipline, or Tier 3 concerns impact the student's ability to access the model

**SEI Committee and Implementation Feedback**

- support implementation follow-up connected to the Special Education Implementation Committee
- gather and organize implementation data, staff

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feedback, site concerns, and recurring barriers related to the elementary Inclusion Model and secondary Push-In Model

- help identify impacts of the transition that require district clarification, additional support, or future recommendations
- provide implementation information to Special Services leadership to support decision-making and continuous improvement
- monitor whether recommendations or identified concerns result in clear action steps and follow-through

**Cross-Role Coordination and System Improvement**

- collaborate with Program Managers, Coordinators, site administrators, coaches,

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counselors, Education Specialists, general education staff, and the Supervisor of Special Education Aides

- identify patterns in implementation concerns across sites
- help develop districtwide tools and expectations to reduce site-by-site variability
- coordinate with the Coordinator of Special Services Systems, Compliance, and SELPA Readiness when concerns require cross-functional routing, compliance review, or system-level follow-up
- help ensure that model implementation is proactive and supported rather than crisis-driven or dependent on individual site interpretation

**Problems this role helps solve**

**Functional Leadership Roles:** These roles provide focused oversight in high-need, high-risk, or high-impact areas of the department.

- inconsistent implementation of inclusion and push-in services across sites
- unclear roles for general education teachers, Education Specialists, instructional aides, and administrators
- site administrators being left to interpret new service delivery models without clear district support
- confusion about what SAI service delivery should look like in general education settings
- inconsistent collaboration structures between staff supporting students with IEPs
- schedule and roster issues that interfere with appropriate implementation
- staff uncertainty about aide roles, instructional responsibilities, and

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	<p>service delivery expectations</p> <ul style="list-style-type: none"> <li>● implementation concerns escalating because there is no clear district lead for the model</li> <li>● risk that each site develops its own version of inclusion or push-in without consistent expectations</li> <li>● weak feedback loops between implementation concerns and district-level decision-making</li> </ul>		
<p><b>Student Placement and Program Access (NPS, Out-of-District, and District Programs)</b> 1.0 FTE Program Manager/Specialist</p>	<p><b>Role purpose</b> To serve as the district point person for NPS, out-of-district placements, and complex placement decisions in order to improve fit, reduce delay, strengthen oversight, and support return-to-district planning when appropriate.</p> <p><b>Core responsibilities</b></p> <ul style="list-style-type: none"> <li>● serve as SRCS point person for all NPS placements</li> <li>● build relationships with NPS and</li> </ul>	<p><b>Benefit to Site Administrators</b> Provides a clear district point person for complex placement decisions; reduces time administrators spend waiting for next steps, tracking communication, and following up when the placement process stalls; streamlines placement into district program classes;</p>	<p><b>System ROI / Cost Avoidance</b> Reduces NPS/NPA costs through better placement matching and return planning; streamlines placement into district programs, improving use of existing services; shortens time students spend in inappropriate or interim placements; supports stronger</p>

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	<p>outside programs</p> <ul style="list-style-type: none"><li>● maintain knowledge of programs, populations, and placement fit</li><li>● attend all NPS meetings</li><li>● support IEP teams with appropriate placement planning</li><li>● reduce lag time in placement and return decisions</li><li>● monitor when students may be appropriate for return to district programs</li><li>● help identify district continuum gaps based on placement trends</li><li>● coordinate fee for service placements in SRCS from other districts.</li></ul> <p><b>Problems this role helps solve</b></p> <ul style="list-style-type: none"><li>● inconsistent NPS representation</li><li>● delayed placements</li><li>● weak placement match</li><li>● students remaining out longer than needed</li></ul>	<p>reduces the risk of students waiting weeks or months due to unclear handoffs or dropped communication</p>	<p>use of in-district programs when appropriate</p>
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**Functional Leadership Roles:** These roles provide focused oversight in high-need, high-risk, or high-impact areas of the department.

	<ul style="list-style-type: none"> <li>● lack of long-term district oversight of specialized placements</li> </ul>		
<p><b>Behavior and Intensive Student Support</b> 1.0 FTE Program Manager / Specialist</p> <p>Funding Note: This role supports site-based Tier 3 systems, behavioral intervention, and coordinated student support structures that serve both general education and special education students, which may allow portions of this work to align with LCAP priorities related to school climate, student engagement, and early intervention.</p> <p><b>Additional LCAP Consideration:</b> Because behaviorist and</p>	<p><b>Role purpose</b> To establish consistent Tier 3 systems and strengthen behavioral and intensive student support across sites for students with and without IEPs by developing structured, site-based problem-solving processes, coordinating behaviorist and OT services within tiered systems, and improving the district’s response to students with the highest levels of behavioral, safety, sensory, mental health, or school-functioning need.</p> <p><b>Core responsibilities</b> <b>Tier 3 Systems and Site-Based Problem-Solving</b></p> <ul style="list-style-type: none"> <li>● establish expectations, structures, and protocols for site-level Tier 3 student support meetings across all sites</li> </ul>	<p><b>Benefit to Site Administrators</b></p> <ul style="list-style-type: none"> <li>● reduces time spent managing student crises without a structured system</li> <li>● reduces time spent coordinating behavior supports across multiple staff</li> <li>● reduces time spent preparing for and facilitating manifestation determination meetings</li> <li>● reduces time spent responding to discipline situations</li> </ul>	<p><b>System ROI / Cost Avoidance</b> Reduces overidentification of special education for behavior-related concerns by strengthening general education intervention pathways; reduces crisis escalation, suspensions/expulsions, emergency placements, and reliance on outside behavior supports</p>

**Functional Leadership Roles:** These roles provide focused oversight in high-need, high-risk, or high-impact areas of the department.

occupational therapy services are incorporated into tiered systems of support that serve both general education and special education students, portions of this staffing may be eligible for alignment with LCAP priorities related to school climate, access, and early intervention.

**2026/2027 LCAP**

.60 FTE Program Specialist covered by LCAP

- Attend site Tier 3 meetings to support consistency, problem-solving, coordination of additional supports, and follow-through
- ensure consistent identification, tracking, and monitoring of high-need students
- ensure District Office is aware of students with significant or escalating support needs across sites

**Tiered Systems of Support (MTSS Alignment)**

- develop and implement Tier 3 systems aligned with district MTSS structures
- ensure Tier 3 systems connect to SST and Tier 2 supports
- identify breakdowns between Tier 1, Tier 2, and Tier 3 supports across sites

- without clear guidance
- provides a structured system for managing high-need students instead of case-by-case problem solving

**Functional Leadership Roles:** These roles provide focused oversight in high-need, high-risk, or high-impact areas of the department.

- strengthen general education behavior intervention pathways to support earlier intervention and reduce unnecessary special education referrals for behavior-related concerns

**Behaviorist and OT Systems**

- establish clear district pathways for behaviorist and OT involvement within tiered systems
- support consistent use of behaviorist and OT services across sites
- align behavior and sensory supports with Tier 1, Tier 2, and Tier 3 intervention systems
- identify gaps in service delivery and access across sites

**Discipline, MDR, and Legal Compliance**

- attend and support all manifestation determinations
- train staff on MDR processes and

**Functional Leadership Roles:** These roles provide focused oversight in high-need, high-risk, or high-impact areas of the department.

legal requirements

- support discipline decision-making for students with disabilities
- attend expulsion hearings when needed
- ensure discipline practices are aligned with legal requirements

**Cross-Role Coordination and System Improvement**

- collaborate with school psychologists, counselors, SSAs, administrators, and special education staff
- identify patterns in student need, site challenges, and system breakdowns
- develop training, guidance, and tools to improve consistency across sites
- ensure high-need students are discussed proactively, not only in crisis

**Functional Leadership Roles:** These roles provide focused oversight in high-need, high-risk, or high-impact areas of the department.

**Problems this role helps solve**

- inconsistent Tier 3 systems across sites
- unclear pathways for behaviorist and OT involvement
- weak coordination around students with significant behavioral, sensory, safety, mental health, or school-functioning needs
- high-need students being discussed only after concerns escalate
- District Office not having consistent awareness of students with increasing support needs
- overreliance on crisis response instead of proactive intervention
- inconsistent MDR and discipline practices
- unnecessary special education referrals for behavior-related concerns when general education intervention pathways are unclear

**Functional Leadership Roles:** These roles provide focused oversight in high-need, high-risk, or high-impact areas of the department.

	<p>or inconsistent</p> <ul style="list-style-type: none"><li>● fragmented follow-through across administrators, counselors, psychs, SSAs, special education staff, behaviorists, and OTs</li><li>● inconsistent access to behavior and sensory supports for students with and without IEPs</li></ul>		
<p><b>ESN, Nursing, and K–12 Transition Continuum</b> 1.0 FTE Program Manager</p>	<p><b>Role purpose</b> To provide oversight and continuity for students with extensive support needs across grade spans, including transition-age students and students whose programming requires close coordination with nursing or health-related supports.</p> <p><b>Core responsibilities</b></p> <ul style="list-style-type: none"><li>● oversee ESN programming across grade spans</li><li>● support continuity from elementary through transition</li><li>● coordinate with nursing and</li></ul>		

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	<p>health-related staff</p> <ul style="list-style-type: none"> <li>● support transition planning for students with extensive needs</li> </ul> <p><b>problem-solve around specialized</b></p> <ul style="list-style-type: none"> <li>● classroom/program issues</li> <li>● monitor student/program continuity across school levels</li> <li>● Problems this role helps solve</li> <li>● fragmented ESN systems</li> <li>● weak continuity across grade spans</li> <li>● transition gaps</li> <li>● inconsistent coordination between educational and health-related supports</li> </ul>		
<p><b>504 Coordinator</b> 1.0FTE School Psychologist Funding Note: This role supports districtwide 504 systems, MTSS-aligned intervention, and access to instruction for general</p>	<p><b>Role purpose</b> To establish districtwide consistency in 504 evaluation, eligibility, accommodations, and case management as part of the district’s general education access and support system, while strengthening alignment with MTSS,</p>	<p><b>Benefits to Administrators</b></p> <ul style="list-style-type: none"> <li>● reduces time spent troubleshooting 504 eligibility and accommodation questions</li> <li>● reduces time spent</li> </ul>	<p><b>System ROI / Cost Avoidance</b> Reduces unnecessary special education referrals; reduces complaints and inconsistent implementation; supports access through general</p>

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education students, which aligns with LCAP priorities related to access, early intervention, and student support.

discipline practices, and student support structures.

**Core responsibilities**

**504 Systems and Case Management**

- serve as the district 504 coordinator
- establish districtwide 504 evaluation procedures for school psychologists
- establish and train counselors in 504 case management practices
- develop and implement clear district guidelines for 504 documentation and timelines
- support schools with complex 504 questions and cases
- monitor implementation patterns and identify site needs

**Training and Implementation**

- train counselors, psychologists, and administrators in 504 processes, accommodations, and

supporting counselors with unclear processes

- reduces time spent responding to parent concerns about accommodations
- provides consistent district guidance for 504 decisions

education systems

**Functional Leadership Roles:** These roles provide focused oversight in high-need, high-risk, or high-impact areas of the department.

case management

- provide training on appropriate and implementable accommodations in general education settings
- support alignment between 504 systems and MTSS intervention practices

**MTSS and General Education Access**

- support development and implementation of Tier 1 and Tier 2 interventions prior to referral
- ensure 504 systems are used as part of general education access, not as a default pathway when MTSS supports are insufficient
- help identify gaps in general education support that lead to unnecessary 504 plans

**Discipline and Manifestation**

**Determination (MD) Support**

- provide training to school

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psychologists, administrators, and site teams on manifestation determination protocols in coordination with Behavior and Compliance roles

- support understanding of how disability, access, and accommodations intersect with discipline decisions
- help ensure consistent application of MD-related considerations across sites

**Problems this role helps solve**

- inconsistent 504 processes across sites
- confusion between IEP and 504 systems
- variable accommodation quality and implementation
- lack of clarity for counselors, psychs, and administrators
- overreliance on 504s when MTSS

**Functional Leadership Roles:** These roles provide focused oversight in high-need, high-risk, or high-impact areas of the department.

- supports are not clearly defined
- inconsistent understanding of disability and access in discipline decisions

**Early Childhood Education**  
ECE Leadership: .5 Program  
Manager / .5 Principal

**Role purpose**  
To provide coordinated leadership for early childhood special education programming while balancing program needs and site-based leadership demands.

**Core responsibilities**

- oversee ECE special education programming
- support early childhood staff and systems
- monitor compliance and service delivery
- support transitions into TK/K systems
- align ECE with districtwide procedures and expectations

**Problems this role helps solve**

**Functional Leadership Roles:** These roles provide focused oversight in high-need, high-risk, or high-impact areas of the department.

	<ul style="list-style-type: none"> <li>● ECE being disconnected from districtwide systems</li> <li>● weak transition from preschool into K–12 systems</li> <li>● split leadership without clear ownership</li> </ul>		
<p><b>Coordinator of Mental Health</b> 1.0 FTE Certificated Admin</p>	<p><b>Role purpose</b> To oversee and strengthen districtwide tiered mental health programming by coordinating school-based mental health supports, supervising mental health staff, and integrating district and community-based services in support of students, families, and staff.</p> <p><b>Core responsibilities</b></p> <ul style="list-style-type: none"> <li>● oversees district mental health programming and tiered systems of support across sites</li> <li>● supervises and coordinates school-based therapists and school psychologists</li> </ul>	<p><b>Benefit to Administrators</b></p> <ul style="list-style-type: none"> <li>● reduces time spent coordinating between therapists, psychs, and outside providers</li> <li>● reduces time spent trying to identify available mental health supports</li> <li>● provides clearer systems for supporting students with mental health needs</li> <li>● reduces fragmentation in services that admins</li> </ul>	<p><b>System ROI / Cost Avoidance</b> Improves use of existing services and partnerships; reduces duplication of services; supports attendance, engagement, and school climate (LCAP alignment)</p>

**Functional Leadership Roles:** These roles provide focused oversight in high-need, high-risk, or high-impact areas of the department.

- supports district and site administrators in the development, implementation, and monitoring of mental health services, partnerships, and stigma-reduction efforts
- coordinates multidisciplinary and ancillary mental health supports across the district
- facilitates collaboration with community agencies and service partners to improve access, coordination, and communication
- develops and provides professional development for staff, leadership, and stakeholder groups
- works across departments to support best practices and innovative mental health supports for students and staff
- supports grant access, writing, implementation, and monitoring

currently have to manage

**Functional Leadership Roles:** These roles provide focused oversight in high-need, high-risk, or high-impact areas of the department.

related to student wellness

- prepares reports, helps develop and manage budgets, and monitors expenditures related to mental health programming
- maintains communication and partnerships with district staff, agencies, and regional or state partners
- supports continuous improvement of district mental health systems through planning, collaboration, and data-informed practices

**Problems this role helps solve**

- fragmented mental health supports across sites
- inconsistent coordination between therapists, psychs, site teams, and outside agencies
- lack of coherence in district mental health programming
- weak integration of school-based

**Functional Leadership Roles:** These roles provide focused oversight in high-need, high-risk, or high-impact areas of the department.

and community-based mental health supports

- insufficient leadership for mental health systems, partnerships, and staff support
- uneven access to training, coordination, and implementation support in mental health services

**Why this role matters**

This role provides the leadership bridge between:

- district mental health priorities and tiered systems of support
- the day-to-day work of school-based therapists, psychologists, administrators, and partner agencies

Without this role, mental health systems are more likely to remain fragmented, site-dependent, and difficult to coordinate effectively across the district.

**Core Department Infrastructure and Implementation Supports:** These positions are critical because they help translate department expectations into day-to-day practice.

<b>IEP Compliance and Case Management Coaches (2)</b>	<b>Role purpose</b>	<b>Benefit to Administrators</b>	<b>System ROI / Cost Avoidance</b>
2.0 FTE Teacher	<p>To support special education teachers, especially interns, first-year teachers, and teachers new to the district, in developing strong, compliant, and meaningful IEPs and more consistent case management practices.</p> <p><b>Core responsibilities</b></p> <ul style="list-style-type: none"> <li>● support case managers with IEP development, documentation, and case management systems</li> <li>● support compliant and meaningful present levels, goals, services, and progress monitoring</li> <li>● provide support with referral, evaluation, eligibility, annual review, and timeline-related processes</li> <li>● provide SEIS training and ongoing</li> </ul>	<p>Provides direct support to interns and new teachers; reduces time administrators spend reviewing and troubleshooting IEPs; reduces need for administrators to step in as LEA for unprepared case managers; improves IEP meeting readiness and quality</p>	<p>Reduces compliance errors and corrective actions; prevents disputes; improves staff retention by supporting early-career teachers</p>

**Core Department Infrastructure and Implementation Supports:** These positions are critical because they help translate department expectations into day-to-day practice.

documentation support

- support teachers in organizing and managing caseload responsibilities
- attend IEP meetings for interns, first-year teachers, and teachers new to the district based on established support timelines
- serve as the LEA representative, when designated, for Tier 1 IEP meetings for the intern and new teachers they are coaching
- use a structured gradual-release model to build teacher readiness for independent IEP facilitation
- use the district's IEP Facilitation Readiness Matrix to guide support and readiness
- provide pre-meeting preparation and post-meeting debriefs as needed

**Core Department Infrastructure and Implementation Supports:** These positions are critical because they help translate department expectations into day-to-day practice.

- collaborate with program managers, instructional coaches, administrators, and related staff as appropriate
- refer complex compliance, placement, or programmatic concerns to Program Managers

**Elementary IEP Systems and Case Management Coach**

**Additional area of emphasis**

- supports elementary teachers with IEP development and case management in elementary settings
- attends all IEP meetings for interns and first-year elementary special education teachers, and for teachers new to the district during their first semester
- may serve as an induction mentor

**Core Department Infrastructure and Implementation Supports:** These positions are critical because they help translate department expectations into day-to-day practice.

for eligible teachers

**Secondary IEP Systems, Case Management, and Transition Coach**

**Additional area of emphasis**

- supports secondary teachers with IEP development, transition planning, and case management in middle and high school settings
- supports transition assessments, ITP development, course of study, diploma pathway documentation, and graduation-related compliance
- attends all IEP meetings for interns and first-year secondary special education teachers
- may serve as an induction mentor for eligible teachers

**Problems these roles help solve**

- inconsistent IEP quality
- weak case management systems

**Core Department Infrastructure and Implementation Supports:** These positions are critical because they help translate department expectations into day-to-day practice.

	<ul style="list-style-type: none"> <li>● compliance drift among newer staff</li> <li>● lack of structured support for interns and first-year teachers</li> <li>● uneven readiness for independent IEP facilitation</li> <li>● overreliance on informal peer support rather than district systems</li> </ul> <p><b>These roles provide the implementation bridge between:</b></p> <ul style="list-style-type: none"> <li>● district expectations for compliant and meaningful IEPs</li> <li>● the day-to-day work of case managers across sites</li> </ul> <p>Without these roles, IEP quality and case management support remain too dependent on informal mentorship, site variability, and reactive troubleshooting.</p>		
<p><b>Instruction and Access Coaches (2)</b></p>	<p><b>Role purpose</b> To support special education teachers in</p>	<p><b>Benefit to Administrators</b> Supports teachers with</p>	<p><b>System ROI / Cost Avoidance</b> Improves access to instruction;</p>

**Core Department Infrastructure and Implementation Supports:** These positions are critical because they help translate department expectations into day-to-day practice.

<p>2.0 FTE Teacher</p>	<p>strengthening classroom instruction, curriculum coherence, and student access, particularly in Small Group Instruction (SGI) settings, so that students with disabilities have more consistent access to grade-level standards, appropriate supports, and stronger instructional systems.</p> <p><b>Core responsibilities</b></p> <ul style="list-style-type: none"> <li>● support special education teachers with instructional planning, differentiation, scaffolding, and classroom practices</li> <li>● support alignment among IEP goals, accommodations, grade-level standards, and daily instruction</li> <li>● provide modeling, consultation, and planning support related to</li> </ul>	<p>instructional planning, accommodations, and access; reduces the need for administrators to troubleshoot classroom issues</p>	<p>reduces reliance on outside supports; strengthens core instruction and intervention systems. Reduces escalation to NPS placement.</p>
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**Core Department Infrastructure and Implementation Supports:** These positions are critical because they help translate department expectations into day-to-day practice.

SGI instruction

- support development of instructional materials aligned to student needs and grade-level expectations
- collaborate with district leadership and education specialists to identify, pilot, and recommend curriculum resources for SGI classes
- help develop shared instructional guidance, pacing considerations, and exemplar lessons for SGI settings
- support implementation of district-adopted or recommended SGI instructional materials
- collaborate with IEP Systems and Case Management Coaches to align instruction with IEP

**Core Department Infrastructure and Implementation Supports:** These positions are critical because they help translate department expectations into day-to-day practice.

documentation and supports

- collaborate with site administrators, counselors, and other staff as appropriate
- may serve as induction mentors for eligible teachers

**Elementary Instruction and Access Coach**

**Additional area of emphasis**

- supports elementary education specialists, especially interns and first-year teachers, with classroom instruction and curriculum coherence in elementary SGI settings
- supports small-group instruction, targeted supports, and access to grade-level curriculum in elementary classrooms
- coordinates with the Aide

**Core Department Infrastructure and Implementation Supports:** These positions are critical because they help translate department expectations into day-to-day practice.

Supervisor regarding instructional expectations and classroom roles for paraprofessionals

- supports development and implementation of elementary SGI lesson structures and instructional materials

**Secondary Instruction and Access**

**Coach**

**Additional area of emphasis**

- supports secondary education specialists, interns, and first-year teachers with instructional access, curriculum coherence, and classroom practices in middle and high school SGI settings
- supports development of consistent, rigorous instructional materials appropriate for secondary learners

**Core Department Infrastructure and Implementation Supports:** These positions are critical because they help translate department expectations into day-to-day practice.

- supports instructional routines that address engagement, executive functioning, and credit-bearing expectations where applicable
- helps develop shared guidance for SGI instructional expectations across middle and high school sites

**Problems these roles help solve**

- inconsistent instructional expectations across SGI settings
- weak alignment between IEPs, accommodations, and daily instruction
- uneven curriculum access for students with disabilities
- lack of shared materials or guidance for SGI classes
- site-to-site variation in instructional practice

**Core Department Infrastructure and Implementation Supports:** These positions are critical because they help translate department expectations into day-to-day practice.

	<ul style="list-style-type: none"> <li>● limited structured support for newer teachers in specialized instructional settings</li> </ul> <p><b>These roles provide the implementation bridge between:</b></p> <ul style="list-style-type: none"> <li>● district expectations for access, instruction, and inclusion</li> <li>● the day-to-day classroom and program practices experienced by students</li> </ul> <p>Without these roles, instructional quality and student access remain too dependent on individual teacher experience, site-based improvisation, and uneven curriculum support.</p>		
<p><b>Full-Time Special Education Substitute</b></p>	<p><b>Role purpose</b></p> <p>To provide consistent substitute coverage for special education classrooms and programs in order to reduce disruption to student services, protect program</p>	<p><b>Benefits to Administrators</b></p> <ul style="list-style-type: none"> <li>● prevents last-minute scrambling for coverage in special education classrooms</li> </ul>	<p><b>System ROI / Cost Avoidance</b></p> <p>Preserves district leadership capacity; reduces operational disruption; maintains continuity of services</p>

**Core Department Infrastructure and Implementation Supports:** These positions are critical because they help translate department expectations into day-to-day practice.

continuity, and ensure that district special education leadership staff are not pulled away from their primary responsibilities to cover classrooms.

**Core responsibilities**

- serves as the district’s dedicated full-time substitute for special education classrooms and programs as needed
- provides substitute coverage across special education settings to maintain continuity of services for students
- reduces the need to pull Program Managers or other district support staff into classroom coverage
- when not assigned as a substitute, provides temporary support in classrooms or programs where additional support is needed

- reduces disruption to site schedules and staffing
- prevents administrators from needing to reassign staff or adjust coverage

**Core Department Infrastructure and Implementation Supports:** These positions are critical because they help translate department expectations into day-to-day practice.

- when not needed at school sites, supports district office backlog tasks such as filing and other department support work as assigned
- helps the department respond more flexibly to staffing disruptions without derailing districtwide meetings, systems work, and site support

**Problems this role helps solve**

- Program Managers being pulled into subbing
- district meetings and support structures being disrupted by staffing shortages
- loss of continuity in program oversight and leadership when central office staff are redirected to classroom coverage

**Core Department Infrastructure and Implementation Supports:** These positions are critical because they help translate department expectations into day-to-day practice.

	<ul style="list-style-type: none"> <li>● limited flexibility when sites need short-term additional support</li> <li>● backlog of clerical and filing tasks when site needs are low</li> </ul> <p>This role helps protect the department’s ability to function as intended by ensuring that urgent staffing needs do not regularly pull district support staff away from compliance, program oversight, coaching, and systems work. It provides both immediate site support and operational flexibility, while preserving the capacity of Program Managers and other leadership staff to carry out their actual roles.</p>		
<p><b>Supervisor of Special Education Aides</b>  <b>1.0 FTE</b>  <b>Classified/Management</b>  Instructional aides supported through this role may provide</p>	<p><b>Role purpose</b>  To establish and oversee a districtwide system for the supervision, training, and support of special education aides to improve consistency, strengthen staff capacity, reduce reliance on outside</p>	<p><b>Benefit to Administrators</b></p> <ul style="list-style-type: none"> <li>● reduces time spent managing aide performance and day-to-day issues</li> <li>● reduces time spent</li> </ul>	<p><b>System ROI / Cost Avoidance</b>  Reduces reliance on NPAs; improves aide retention; ensures data-based aide allocation; prevents over-assignment of 1:1 aides</p>

**Core Department Infrastructure and Implementation Supports:** These positions are critical because they help translate department expectations into day-to-day practice.

services in general education settings, including classroom support, accommodations, and intervention, which may allow portions of this work to align with LCAP priorities related to access, early intervention, and student support.

agencies, and improve recruitment and retention of qualified staff.

**Core responsibilities**

**Supervision and Support Systems**

- serve as the primary supervisor for district special education aides across programs
- conduct regular site visits and check-ins with aides to provide ongoing support
- establish clear expectations for aide roles and responsibilities across settings
- provide coaching and feedback to improve consistency and effectiveness of support

**Training and Professional Development**

- develop and coordinate ongoing training programs for all aide

coordinating aide training and onboarding

- reduces time spent addressing inconsistent aide practices across classrooms
- provides a clear process for aide assignment instead of site-based decision-making
- reduces time spent troubleshooting conflicts or concerns related to aides

**Core Department Infrastructure and Implementation Supports:** These positions are critical because they help translate department expectations into day-to-day practice.

classifications, including:

- instructional aides (academic support, accommodations, classroom practices)
- behavior aides (behavior support strategies, de-escalation, implementation of plans)
- ESN aides (daily care routines, student support, consistency of practice)
- health aides (in coordination with district nurses for medical training)
- coordinate with district nurses to provide medical training, including procedures such as G-tube support and other health-related needs
- ensure training is ongoing, structured, and aligned with

**Core Department Infrastructure and Implementation Supports:** These positions are critical because they help translate department expectations into day-to-day practice.

district expectations

**Systems and Program Coordination**

- reduce reliance on NPAs by building internal capacity for aide training and supervision
- identify gaps in aide staffing, training, and support across sites
- support consistent implementation of aide roles across programs and classrooms
- collaborate with program managers, site administrators, and instructional staff to align aide support with student needs

**Recruitment and Retention**

- support recruitment efforts by improving onboarding, training, and support structures
- improve retention by providing consistent supervision, feedback,

**Core Department Infrastructure and Implementation Supports:** These positions are critical because they help translate department expectations into day-to-day practice.

and professional growth opportunities

- address feedback from aides related to lack of support, training, and guidance

**General Education Support (Instructional Aides)**

- support the use of instructional aides in general education settings to provide accommodations, academic support, and access to instruction
- align instructional aide support with MTSS and classroom intervention systems

**Aide Allocation and Decision-Making Systems**

- participate in the review and decision-making process for assigning aides to students and

**Core Department Infrastructure and Implementation Supports:** These positions are critical because they help translate department expectations into day-to-day practice.

programs

- support the development and implementation of clear district criteria for aide assignment based on student need, IEP requirements, and program design
- ensure aide requests are reviewed using consistent, data-based decision-making processes across sites
- help identify patterns of over-assignment, under-assignment, or inconsistent use of aides across programs
- collaborate with program managers and site administrators to ensure aide support is aligned to student need and promotes independence when appropriate
- provide an additional layer of

**Core Department Infrastructure and Implementation Supports:** These positions are critical because they help translate department expectations into day-to-day practice.

review to ensure consistency and accountability in aide allocation decisions

**Problems this role helps solve**

- lack of supervision and support for special education aides
- inconsistent aide practices across sites and programs
- limited or inconsistent training for aides
- heavy reliance on NPAs for behavioral and support services
- difficulty recruiting and retaining qualified aides
- lack of alignment between aide support and instructional or behavioral expectations
- limited use of instructional aides to support general education classrooms

**Core Department Infrastructure and Implementation Supports:** These positions are critical because they help translate department expectations into day-to-day practice.

	<p>This role establishes a districtwide system for training, supervising, and supporting aides—an area that is currently fragmented and inconsistent. By creating structured training, clear expectations, and ongoing supervision, the district can improve the quality and consistency of student support, reduce reliance on outside agencies, and build a more stable and skilled workforce. This role also strengthens consistency and accountability in aide assignment decisions, ensuring that support is based on student need and data rather than site-based variability.</p>		
<p><b>Special Education Technicians</b></p>			
<p><b>Data / Reporting Support Specialist</b></p>			

