



Date: August 10, 2017
To: WCSD Staff
From: Dr. Kristen McNeill, Deputy Superintendent
Dr. Byron Green, Chief Student Services Officer
Dr. Troy Parks, Lead Area Superintendent
Subject: **Roles and Responsibilities for Students with Disabilities**

The purpose of this document is to identify the roles and responsibilities for the various staff in WCSD who directly and indirectly support our students with disabilities.

It is imperative, however, in a time of limited resources and increased demands, that roles and responsibilities are clearly defined. A clear understanding of how our system supports individual student's needs and learning is critical. Therefore, we must define structures, programs, and expectations for our students, staff, and families, which will lead to better support for our students. The greatest challenge of a large district is coordinating the actions of numerous people, including teachers, school staff, central office, families, and the community.

All Children Matter, November 2015

This document was developed in collaboration with school principals, area superintendents, and Student Services staff. It will be used as a reference for all WCSD staff. The following groups have been identified as key stakeholders in the WCSD who support students with disabilities:

- Classroom Teacher
- Special Education Teacher/Case Manager
- Aide/Assistant
- Principal and Administrator serving as the Local Education Agency (LEA)
- Staff in the Office of Student Services
- Area Superintendents in the Office of School Leadership
- Staff in the Office of Academics
- The Superintendent and District Leadership

Classroom Teacher

- Provides specialized instruction as defined in each student's IEP.
- Actively participates in the IEP process (input regarding goals/objectives/accommodations/modifications/PLOPs/strengths, etc).
- Is the content expert in the IEP process.
- Designs educational activities that promote physical, social, and intellectual growth of students.
- Develops core aligned lesson plans that are differentiated or scaffolded to address students' needs, including those of student's with an IEP.
- Communicates with parents regarding students' progress and development.
- Supports monitoring student progress on IEP goals/objectives with data, including but not limited to observation data, classroom work samples, and assessments.
- Works collaboratively with the special education teacher to develop and implement IEPs, and collects associated data.
- Collaborates with all IEP team members, including parents and the special education teacher, on a regular basis.
- Implements accommodations and strategies to ensure the success of students with disabilities.

Special Education Teacher/Case Manager

- Provides specialized instruction as defined in each student's IEP.
- Maintains IEP and other special education records.
- Works collaboratively with the classroom teacher to develop, implement, and collect data of the student's IEP.
- Provides student information and a plan to collect data to teachers and assistants instructing each student, including accommodations/modifications, goals, learning styles, instructional preferences, etc.
- Collaborates and supports development of core aligned lesson plans that are differentiated or scaffolded to address students' needs, including those of student's with an IEP.
- Collaborates with all IEP team members, including parents and the classroom teacher
- Takes lead in monitoring student progress on IEP goals/objectives with data, including but not limited to observation data, classroom work samples, and assessments.
- Provides IEP progress reports to parents on a quarterly basis.
- Follows all requirements related to district and state Corrective Action Plans
- Serves as case manager for identified students.
 - Adheres to IEP and eligibility due dates.

Aide/Assistant

- Follows the direction of supervising teacher.
- Collects data.
- Provides instructional support services under direct supervision of a teacher.
- Assists with classroom management.
- Provides instructional assistance in settings outside the classrooms.
- Conducts parental involvement activities.
- Provides one-to-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher.

Principal and Administrator Serving as LEA

The Nevada Administrative Code (NAC) requires that the District representative (LEA) hold an administrative endorsement or have a degree in special education. In 2015, the WCSD published the Special Education Procedures manual. The manual cites the requirement that a school administrator attend the IEP and facilitate the meeting as the LEA. Below is the citation from the WCSD Special Education Procedures Manual.

WCSD Special Education Procedure Manual

7.3 b. District representative (WCSD recommends only site administrators act in this capacity unless it's an emergency) who acts as the Local Education Agency (LEA) representative and is:

- Qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities;
- Knowledgeable about the general curriculum;
- Knowledgeable about the availability of District resources; and regularly consults with IC regarding District services and supports.
- Has the authority to commit District resources and ensure that IEP services will be provided.

Below are general roles and responsibilities for each principal in regards to students with disabilities:

- Principal and Instructional Coordinator regularly consult regarding any current or potential special education issue of concern.
- Ensures IEPs are being implemented with fidelity.
- Consults with Student Services to commit District resources stated in IEPs and ensures that all services listed in the IEP will be provided and ensures the implementation of the IEP.
- Ensures a site administrator serves as the LEA at every IEP meeting.
- Leads Instruction
 - Ensures the education of students with disabilities, which includes rigorous, differentiated, standards-based instruction in the least restrictive environment (as determined by the IEP team).
 - Possess knowledge of general and special education.

- Ensures collaboration between general and special education staff.
- Ensures communication between school staff and Student Services staff.
- Ensures Compliance
 - Ensures the IEP is always in compliance and implemented with fidelity through frequent monitoring.
 - IEP development
 - IEP implementation
 - Monitoring of progress and data collection
 - Transitions
 - Ensures, at a local level, that the District is complying with the procedural and substantive requirements of IDEA and that students are receiving FAPE.
- Manages Behavior
 - Ensures students' behavioral needs are met, including the use of behavior plans and Functional Behavioral Assessments.
- Staff
 - Provides supervision of staff, ensuring they are meeting the needs of students through appropriate instruction and scheduling.

Below are general roles and responsibilities for the administrator who serves as the LEA at the school:

- Facilitates IEP meetings:
 - Helps the team define its overall goals and steps to reach the goals.
 - Provides efficient and effective processes for team members to use in making decisions and achieving goals.
 - Guides group discussions and keeps them on track.
 - Ensures that assumptions are surfaced and tested.
 - Supports members in communicating and building understanding.
 - Provides feedback to the group.
 - Uses consensus to bring decisions to closure.
 - Fosters leadership in others by sharing the responsibility for leading the group.
 - Creates a respectful, safe environment.
 - Models and encourages active listening to ensure that all participants are heard and involved in the meeting.
 - Manages conflict using a collaborative approach, tools and strategies.

Staff in the Office of Student Services

- **Executive Directors:** Executive Directors supervise the ICs and ISs who directly support schools. They approve of and dispatch resources to schools, including staffing.

- As former principals, the Executive Directors guide and support school administrators to ensure state and federal laws are being followed.
 - Communicate regularly with building administrators, instructional coordinators, and area superintendents. All significant issues related to special education will be coordinated through the Executive Director.
 - Executive Directors work collaboratively with Area Superintendents to coordinate services and supports for schools.
 - Executive Directors work collaboratively with the Compliance Department in supporting schools' needs.
 - Participates in due processes.
- **Instructional Coordinator (IC):** ICs are the primary contact for all issues. ICs will do a preliminary assessment of all issues, and will report significant issues to their respective Executive Directors. Significant issues/include change of placement, advocate issues, staffing, concern of potential due process/comp ed, and difficult or complex IEP cases.
 - The IC is an administrative position and is equivalent to a high school assistant principal.
 - The IC provides general support to principals, assistant principals, teachers, and aides and assistants, with a focus on improving instruction in special education classrooms.
 - ICs assist with general compliance and support schools with family issues and ensure appropriate staff are brought to the school when content-specific issues arise.
 - Principals and assistant principals should request IC assistance with all special education issues, including IEP implementation and issues that the IS has not been able to remediate. This includes academic and behavioral concerns. ICs are the first administrative contact in Student Services.
 - ICs cannot serve as an LEA.
- **Implementation Specialists (IS):** ISs provide instructional support to teachers and aides and assistants, including providing professional development to build content knowledge, modeling specialized instructional strategies and inclusionary strategies, and performing nonevaluative observations with feedback.
 - The IS is a certified position and is equivalent to a teacher.
 - Coaching and specialized programming (e.g. CLS, Strategies, and behavior support) support is provided by an IS.
 - Principals, assistant principals, and teachers can request an IS's assistance with instruction, implementation of the IEP, behavioral support, and general classroom assistance.
 - ISs can provide instructional support on writing and implementing IEPs, for example, coaching a teacher on how to write compliant goals and objectives and/or modeling instruction. (ISs are not the primary contact to provide IEP and compliance support to teachers and schools).
 - ISs do not provide administrative direction.

General Support

Student Services staff visit school sites at least once every 15 school days.

- Principals and assistant principals should work with their Executive Director to customize the support provided by Student Services.
- For example, Implementation Specialists can assist in modeling instruction with struggling teachers. School administrators can request that an Implementation Specialist provide frequent and targeted support that supports the principal's direction.
- Other support can be provided by the Instructional Coordinator, who can lead professional learning based upon the school's monitoring results or the School's Performance Plan (e.g. how to write appropriate measureable goals and objectives).

Professional Learning

Professional learning is offered to schools by Student Services in the following ways:

- District-wide offerings through the Office of Academics
- School-specific offerings through the Office of Student Services
- In-service classes through the Office of Student Services
- Saturday café through the Office of Academics

Content includes:

- Inclusive practices
- Specially designed instruction
- Compliance
- Measureable goals and objectives
- Data and progress monitoring
- Behavior
- CPI/Use of physical restraints and/or aversive interventions
- General LEA support
- *Specific content not listed here can be provided*

School-specific offerings:

- Student Services staff meet monthly with special education staff at each school.
- Professional learning can be customized and on going based on the school's needs.
- For example, when the school receives their compliance monitoring results, the principal can request professional learning that will address any deficiencies identified in the monitoring report.

District-wide offerings:

- The Office of Student Services and the Office of Academics collaborate to offer various and continuous professional learning that all schools may need throughout the school year.
- School staff can select to attend based on their general needs.

Compliance Department

The Compliance Department collaborates with the Executive Directors and Instructional Coordinators in order to provide technical assistance to schools that is aligned with federal and state regulations. Specific department assistance is provided to school sites and teams in the following ways:

- Conducts IEP file monitoring developed from federal and state regulations.
 - File monitoring is conducted in collaboration with school sites in order to build capacity and ensure compliance.
 - File monitoring can also drive professional development within the school.
- Communicates with the Executive Directors, Area Superintendents, and schools with guidance aligned with NRS, NAC and IDEIA.
- Provides ongoing technical assistance to school teams based on IDEA, NAC, and NRS regulations.
- Oversees development and continual revision of the Special Education Procedures Manual, a guiding document for school sites, teams, and families.
- Provides oversight of the online IEP programs, Easy IEP/Accelify and Infinite Campus.
- Provides oversight of aversive interventions and physical restraints of students with disabilities.
- Acts as the lead contact with state department for special education data reports.
- Participates in due processes.
- Responds to state complaints
- Facilitates the implementation of state and district Corrective Action Plans

Area Superintendents/Office of School Leadership

- Meets with Instructional Coordinators to problem solve and update on school supports.
- Meets monthly with Executive Directors to problem solve and discuss school monitoring and auditing of special education services and files.
- Continuously collaborates with Student Services and schools regarding school/student needs (instruction, compliance, programming).
- Works with OSS to support principals in ensuring the academic and behavioral needs of students with disabilities and, as necessary, works with Student Services and schools to develop and implement monitoring plans.
- Participates in due processes.
- Provides support to administrators to assist with the implementation of IEPs.

Superintendent and District Leadership

- Ensures appropriate resources are provided to Offices of School Leadership and Student Services
- Leads the expectation that all District staff are responsible for educating students with disabilities.
- Ensures staff is held accountable for outcomes (schools, Student Services, and central office departments).
- Collaborates with Offices of School Leadership and Student Services on best practices.
- Takes the lead role in developing courses, providing content, instructional strategies, and inclusionary strategies.

- Leads all District and state required assessments.
- Provides guidance on modifications/assessments for students on an IEP.

