



Board Agenda Item #	IV D: Action Item
Date:	October 13, 2022
To:	Magnolia Public Schools - Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Dr. Artis Callaham, Director of Special Education Erdinc Acar, Chief Academic Officer
RE:	Approval of MPS Special Programs Coordinator Position

**Proposed Board Recommendation**

Staff recommends that the MPS Board of Directors approve the MPS Special Programs Coordinator Position retroactively starting October 3, 2022.

**The Background**

(Emergency powers granted to our CEO and Superintendent to hire positions based on immediate need).

MPS is dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. MPS provides special education and instruction and related services in accordance with the Individuals with Disabilities Education Improvement Act (“IDEIA”), Education Code requirements, and applicable policies and procedures of the charter authorizer. These services are available for special education students enrolled in MPS. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. MPS collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Considering the least restrictive environment is crucial even when implementing nontraditional special placement options. First and foremost, all students are included in the general education setting for the majority of the school day as part of our Inclusion Model. While some students only require frequent reminders and prompting in the general education setting, others may need a greater level of support from special education staff while in the general education setting. We also have students from traditional Special Day Programs who need to be pulled for intensive instruction that involves pre-teaching, re-teaching, and remediation.

MPS’s Support Programs include Small-Group and Individualized Instruction, Co-teaching, Rotations, Project-based learning, Technology integration, Push-in or Pull-out Model, Ongoing Progress Management, Individualized Accommodations and Modifications, Case manager support, Case manager progress monitoring

We offer Related Services in terms of Counseling, Speech Therapy, Adapted Physical Education, Assistive Technology, Occupational Therapy, Hard of Hearing and others as needed.

## **The Need**

- Magnolia Public Schools serves close to 3,600 students in ten schools in three different counties; Los Angeles, Orange and San Diego.
- Aside from working with four different authorizers, as part of the local actions plans, we work closely with the Los Angeles Unified School District SELPA and California El Dorado County Charter SELPA depending on location, Magnolia schools are members of one of the following Special Education Local Plan Areas (SELPA)
- The number and percent of our students with special needs and programs have grown disproportionately for the past several years with disproportionate intensity of related service, due processes, and accountability and monitoring programs impacting each school at the same level regardless of the size or capacity;

<b>Year</b>	<b>2016-17</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
# of students	508	587	548	536
% of Students	13.1%	15.2%	14.8%	14.9%

- In addition to an increase in the number of students with disabilities, our GATE students increased from 3.5% to 4.6%. About 2.2% students have American with Disabilities Plans Section 504 plans.
- As the number of students in these programs increased, we in-housed some of the services such as psychologists to improve program quality and reduce costs. To further move in those directions, we plan to in-house speech and language services as well.
- As a new accountability program, two of our schools are going through Comprehensive Coordinated Early Intervening Services (CCEIS) planning and implementation process to address the factors contributing to the significant disproportionality and focus on academic and behavioral instructional services and professional development.
- One school is currently identified for the Cyclical Monitoring for Small LEAs process by CDE.
- We have an increase in the monitoring the submission of SPED data to the state system and reviewing reports during certification.

## **The Ask**

To better serve the student population, families, staff and keep up with the aforementioned demand and need, MPS home office identified a new position in the past several years. The leadership team was not able to move forward due to a number of reasons including budget concerns and other priorities. To stay compliant with the accountability measures and address this immediate need, we moved forward with this hire. After job postings, interviews and vetting process, the home office decided to transition Krsyal Zavala, the current psychologist of MSA-SA to this new position.

Additional projects to be covered by this position: Magnolia public schools subscribes to constant growth and building our internal capacity to serve students in Special Education. We plan to establish partnerships with colleges and universities interested in providing Speech and Language interns who will be supported and guided by the funding of two full time Speech and Language Therapists. This will absolve our need to contract these services through a non-public agency and will allow us to provide more compliant and comprehensive services to our most vulnerable student population. Additionally, this position will research and establish a Gifted and Talented curriculum Magnolia wide as well as

support and monitor our 504 program implementation. The latter program serves the needs of students with disabilities who do not qualify for an IEP.

**Budget Implication**

MPS Special Programs Coordinator Position will have an impact of additional \$130K to the home office budget.

**Attachments**

[MPS Special Programs Coordinator Position Job description](#)



MPS Special Programs Coordinator is responsible for supporting the planning, implementation, and monitoring of Special Education and intervention for scholars with 504 plans and in the Student Support Process. This position is a 12-month position. Under the direction of the Director of SPED and Student Support Services, the SPED/ Student Support Coordinator will perform the following duties.

Specific Position Objectives:

The MPS Special Programs Coordinator's duties will include the following

- Connect with Community/ University Partners to establish partnerships and Implement Speech and Language Services including support from Speech and Language Pathology Assistants and Speech-Language Pathologists
- Research and Design appropriate enrichment curriculum for Gifted and Talented / STEAM Program for Magnolia Public Schools Program Implementation
- Provide guidance and support for 504 Plan and School-Wide Intervention Programs
- Assists with the monitoring and support of the SSPT process
- Collaborates with MPS staff, families, and the community in developing and implementing services and/or programs.
- Plans, implements, and evaluates educational programming in order to ensure continuous program improvement for the benefit of all students.
- Incorporates policies and procedures in accordance with laws and regulations.
- Guides, directs, and participates in serious discipline processes, including student suspensions and expulsions.
- Provides direction, coordination, and guidance to the district's counseling services and outside contracted services, as needed.
- Organizes and conducts training opportunities for Magnolia Science Academies.
- Assist with the Coordination of school-based mental health programs.

Qualifications

- Master's degree in Education, Education Administration, or related field.
- Minimum of three years of experience working directly with students.
- Education/Administration experience.

Preferred Abilities and Skills

- Knowledge of organizational systems, the role of charter school public education, racial equity, social justice, culturally relevant instruction/practices, and special education laws and practices.
- Ability to collaborate with families and community members of diverse cultural and educational backgrounds.
- Ability to manage personnel and programs.
- Effective written and verbal communication skills.
- Problem-solving skills and sound professional judgment
- Knowledge of curriculum and research-based programming.
- Ability to keep and maintain accurate records and to meet deadlines

*This job description in no way states or implies that these are the only duties to be performed by the employee occupying this position. Employees may be required to follow other job-related instructions and to perform other job-related duties as requested.*