



# Special Education Services Reorganization Planning and Implementation

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Education Services



## Desired Outcomes



# Reimagining Excellence

## Report Progress on Reorganization

Describe the development of aligned systems to support special education services in WCPSS schools

## Detail Support to Schools and Teachers

Provide an overview of the expected outcomes of systemic support for school-level special education teams and teachers

## PRIORITY 1

### STUDENT KNOWLEDGE AND SKILLS

The Four Cs

Literacies | Knowledge and Skills

## High-quality Instructional Core for All Content Areas

**AIM 2: Deliver** standards-based, rigorous, culturally responsive, and inclusive curriculum resources and instructional practices that are enhanced by technology.

**AIM 3: Analyze** performance data to guide core instructional planning and high-impact interventions and acceleration.

## Equity-focused Practices

**AIM 4: Eliminate** over-representation in Special Education and under-representation in advanced coursework by race, ethnicity, and gender.

## PRIORITY 2

### STUDENT DISPOSITIONS AND WELL-BEING

Behavioral Health

## High-quality Instructional Core for All Content Areas

**AIM 9: Provide** a safe, inclusive learning environment that is responsive to all students' behavioral health needs and promotes a sense of belonging.

## Equity-focused Practices

**AIM 10: Eliminate** over-representation by race, ethnicity, gender, and disability in student discipline referrals, suspensions, and absences.

## PRIORITY 3

### OPERATIONAL EFFECTIVENESS

Effective Operations, Services & Facilities

## Equity-focused Practices

**AIM 14: Differentiate** resource allocation to provide PreK-12 students with equitable access to high-quality teachers and principals, and sufficient support services.

# Strategic Plan Alignment



## Systems



**Create**  
Systems  
of  
Support  
for Schools  
and  
Students

## Conditions



**Foster**  
Conditions  
to  
Accelerate  
Learning  
for All  
Students

## Progress



**Monitor**  
Progress  
Using  
Data  
Driven  
Tools

## Outcomes



**Evaluate**  
Outcomes  
through  
a Lens  
of  
Equity

ACADEMIC  
ADVANCEMENT

# Theory of Action

# Systems



WAKE COUNTY  
PUBLIC SCHOOL SYSTEM



Create  
Systems  
of  
Support  
for Schools  
and  
Students

# REORGANIZATION

Systems and Supports to Improve Student Learning

ACADEMIC  
ADVANCEMENT



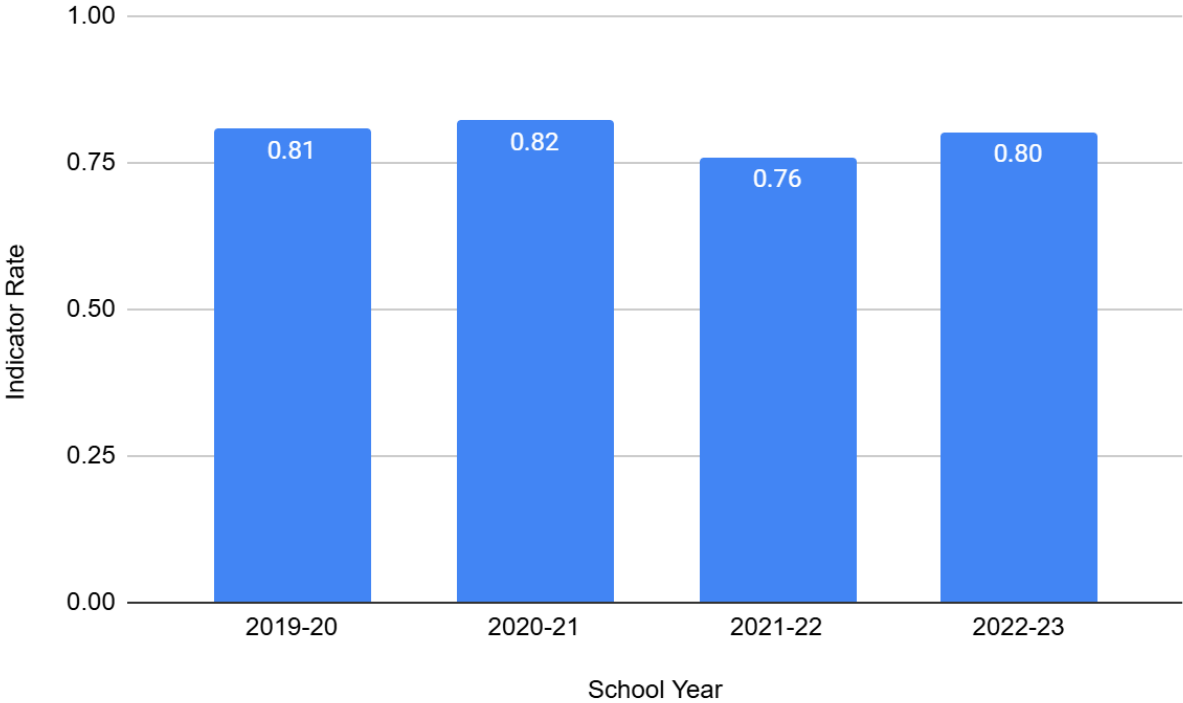
Individuals, staff, school, and district leaders create **strategic structures** aligning the resources of the organization to achieve equity outcomes including equitably allocating resources.

**EQUITY FOCUSED PRACTICES**



## Reorganization Drivers

# Graduation Rate

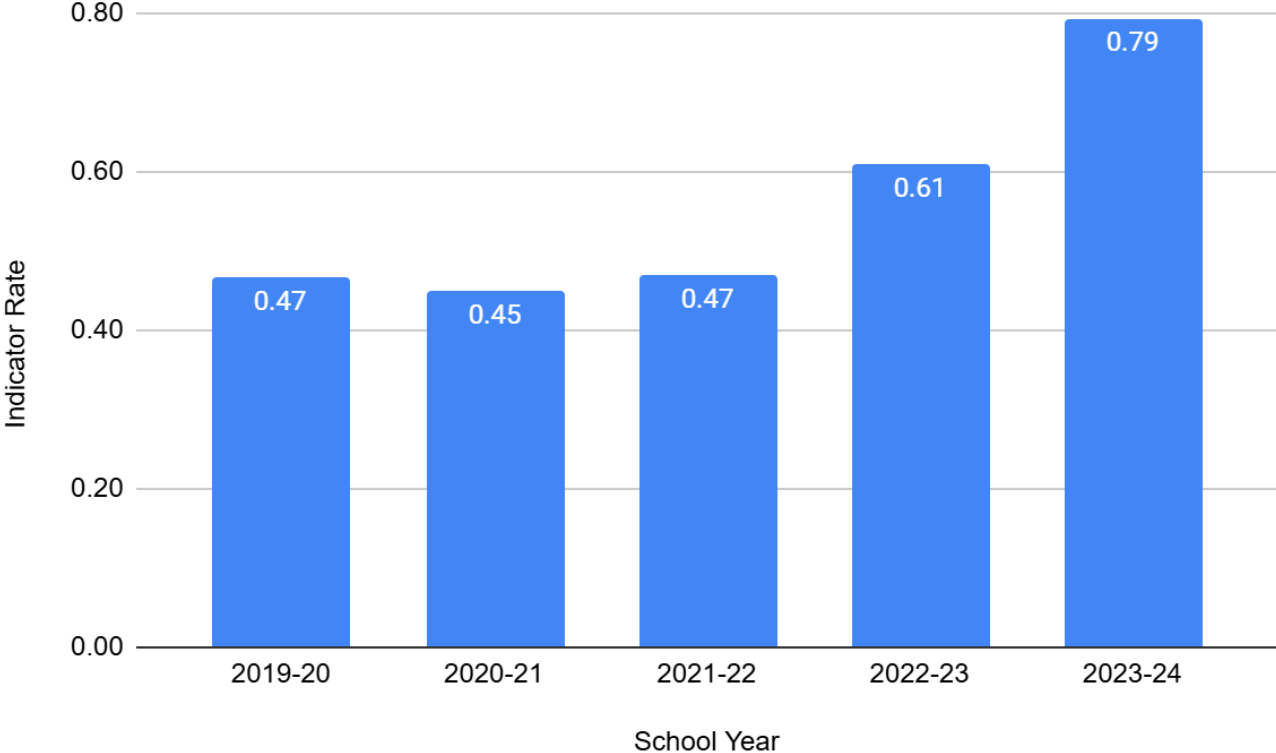


# Least Restrictive Environment 5K - 21

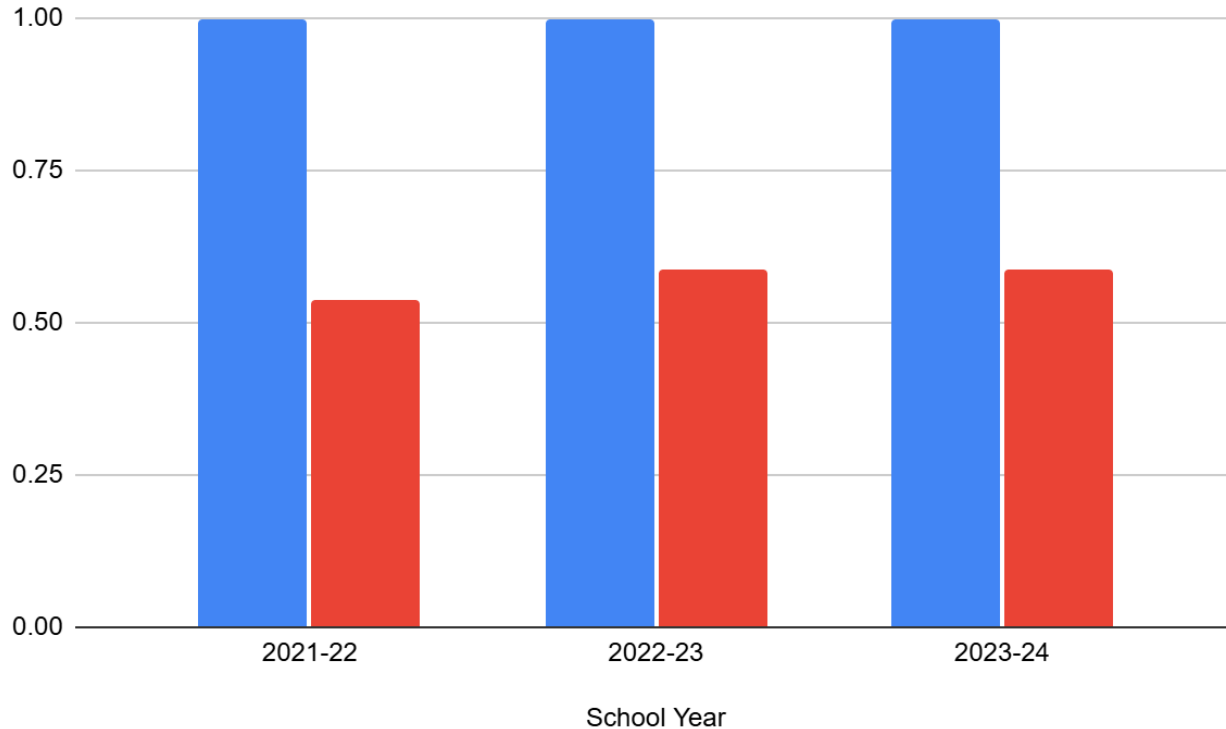


LRE	SY 22	SY 23	SY24
>= 80% in Regular Ed	69%/Yes	70%/Yes	70%/Yes
<40% in Regular Ed	17%/No	12%/No	12%/No
Separate schools, residential, home hospital	1%YEs	1%/Yes	.5%/Yes

# Parent Involvement



# Timely Evaluations



**Target**

**Indicator Rate**

# DMG Report - Opportunities and Recommendations



## Opportunity 1 Student Assessment and Placement Protocols

**Recommendation 1** - Clarify and codify the district's process for assessing and observing student needs as well as the process by which students are recommended for and placed in specific programs tailored to their needs.

**Recommendation 2** - Consider refining the roles of case managers and other school or district-based professionals who support in assessing and observing to clarify which positions are responsible for each aspect of the process.

# DMG Report - Opportunities and Recommendations



## **Opportunity 2 - Ongoing Support and Structure for School-Based Administrators**

**Recommendation 1** - Refine the set of support structures and materials for school-based administrators to bolster their knowledge and confidence to provide ongoing support to specialized programs.

**Recommendation 2** - With the refined materials and structures for administrators in place, consider clarifying and reinforcing the role of school-based administrators as critical supports for specialized programs.

# DMG Report - Opportunities and Recommendations



## Opportunity 3 Ongoing Support and Structure for School-Based Educators

**Recommendation** - Consider refining and enhancing how support is provided to special educators, particularly surrounding how to leverage the specific strategies, structures, and materials that are integral to the configuration of their program.

# Purpose of the Reorganization



## Why it Matters

These commitments are vital to achieving equity, excellence, and lasting impact, ensuring our district creates meaningful opportunities for all students to thrive and succeed.

### Student Outcomes

Improving student outcomes to close achievement gaps.

### Disproportionality

Addressing disproportionality in special education.

### Services and Support

Enhancing services and support provided to schools and students.



# Reorganization Progress and Next Steps



# Reorganization Implementation Timeline

## SES Capacity Building



### Assess Current Organization

- **Sharing responsibility** for instruction of special education students
- **New leadership** in Special Education Services
- **Significant resources** expended on few challenging cases

April 20 - June 15



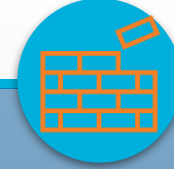
### Develop Roles/Responsibilities

**Coordinating Teachers** | Deliver core special education supports - build the capacity of special education school teams

**Senior Administrators** | Intensive support for challenging cases

**Directors & Senior Directors** | Provide strategic oversight, support, research, and data analysis

June 15 - August 1



### Train Special Education Staff in New Roles

**Evaluate Strengths and Skills** | Evaluate existing capacity of staff

**Develop Systemic Training** | Roles & Responsibilities, Specialized instruction, Supporting Leaders and Teachers, Coaching and Capacity Building

**Implement Training** | Provide foundational training for all staff, differentiated training based on roles

August 1 - November 1



# Reorganization Implementation Timeline

## School Capacity Building



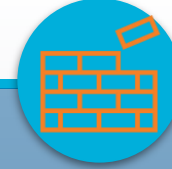
### Build Core Support

- **Professional learning** | Special education processes and practices
- **IEP Goals** | Development, implementation, and monitoring learning goals
- **Capacity Building** | Coaching, co-teaching, and modeling for teachers



### Transition to New Organization

- **Regionalize** | Handoff schools to new contacts (CTs & SAs)
- **Assess school conditions** | Conduct walk-throughs with school leaders and ILTs
- **Begin core support** | Provide initial training, resources, and coaching



### Phase Training and Capacity Building Supports

- **Professional learning** | Special education processes and practices
- **IEP Goals** | Development, implementation, and monitoring learning goals
- **Capacity Building** | Coaching, co-teaching, and modeling for teachers

September 1 - December 1

December 1 - March 1

March 1 - June 1



## Support to Schools and Teachers

# School-Level Special Education Team Development

## Core Instructional Training

Provide foundational professional learning to special education teachers to foster systematic instructional and behavioral practices that support special education student progress

## Special Education Processes

Provide training and direction related to IEP meetings, family engagement and communication, goal setting/implementation/monitoring, structuring schedules

## Coaching, Co-Teaching and Modeling

Demonstrate and build the capacity of special education teachers to deliver evidence based instructional; co-teach and coach

## Support Problem Solving

Develop problem solving protocols and processes to proactively address challenging behavioral, academic, and social and emotional cases

# Principal Leadership of Special Education Programs



## Instructional Leadership

Ensure access to rigorous curricula and appropriate accommodations. Support co-teaching and collaborative planning for general/special education teachers. Ensure professional development on inclusive practices, disability awareness, and IEP implementation.

## Monitoring Special Education

Establish the role of principals in fostering learning for students, reviewing data and goal progress, scheduling, monitoring special education services, and allocating resources based on data.

## LEA Training

Understanding the role of the LEA, connecting the IEP meeting to successful student outcomes, advocating and accommodating for the Least Restrictive Environment.

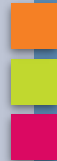
## Building the Professional Culture

Provide professional development on inclusive practices, disability awareness, and IEP implementation. Foster shared responsibility for all students' learning among staff. Engage families as partners in decision-making.

# NEXT STEPS



- Roles and Responsibilities
- Human Resources
- Communicate to Stakeholders
- Begin staff training





# Questions?