



# Special Education Services Reorganization Planning and Implementation

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Dr. Mellotta Hill, Chief Academic Officer  
Lisa Allred, Assistant Superintendent for  
Special Education Services





# Vision for Special Education Services Purpose of Regional Model


# We believe that...



- We should always be student-centered.
- All children have the capacity to grow & achieve.
- WCPSS faculty, staff, & leadership have the responsibility to support all students in growing & achieving.
- We must act with integrity & transparency to ensure a clear & consistent view that all students deserve access (FAPE in LRE).
- Relationships are at the core of our work.
- Data is necessary to do our job well (plan, implement, monitor, & improve) and we utilize research to improve & innovate.
- Central services staff are leaders (in ownership & modeling).

# Drivers for Change



Strategic Alignment	Enhanced Efficiency	Customer Centric
<ul style="list-style-type: none"><li>● We believe in the capacity of teachers, students, leaders, and families to close skill gaps in order to maximize specialized student growth and achievement.</li><li>● It is our responsibility to develop, extend, and implement the structures, goals, and language to support alignment resources to ensure student growth and achievement.</li><li>● Utilize data and research to move forward.</li><li>● SES is a core part of success (quality differentiation of instruction).</li></ul>	<ul style="list-style-type: none"><li>● We believe that clear lines of communication, explicit processes, and organizational structures will support our teachers and staff for students to reduce gaps in learning and achievement.</li><li>● All staff take accountability and responsibility for compliance: We will decrease legal issues &amp; increase efficiency.</li><li>● We must identify areas of inefficiency, skill deficits, and structures to improve efficiency + outcomes for students and staff.</li></ul>	<ul style="list-style-type: none"><li>● We believe in partnership with families and staff to determine needs for support and advocacy that will facilitate positive school and post-secondary outcomes.</li><li>● Consistent messaging for Central Services, Schools and Families will lead to improved responsiveness to our "customers" and better outcomes for all.</li><li>● Customer centric means consistently listening to needs + identifying opportunities for improvement.</li></ul> 

# Principles Informing the Regional Support Model for SES



**School-level Capacity Building** | We develop the capacity of school-level special education teams to improve the learning growth and proficiency of students with special needs.



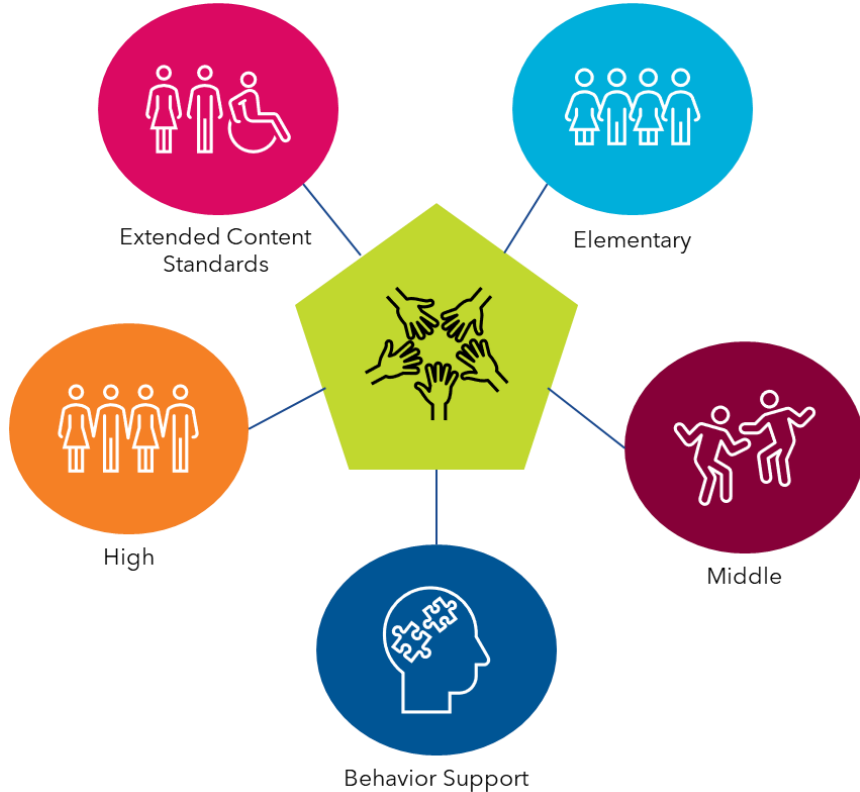
**Embedded Content Lead** | We provide on-the-ground facilitation and coordination to schools while also providing subject-matter authority. We consult with and use the expertise of a multi-disciplinary team. We provide core services, leverage technical assistance, and position our individual expertise for targeted and intensive school-level support.



**Vital Resource** | We are a vital resource to schools. We are a dependable ally to improve outcomes for all students, particularly those with special needs. We are trusted advisors, experts, sources of information and tools that help school leaders and special education teams do their work better.

# Regional Support Model

## Embedded Multi-disciplinary Team



The Regional Support Model **embeds multi-disciplinary teams** within each region.

Each individual on a team **supports a small group of schools** and serves as the primary point of contact.

These school contacts leverage other members of the multi-disciplinary team for **subject-matter expertise** as needed by school leaders and school-level special education teams.

# Framing the Day



- **Intimacy and connection with schools** | We aspire to develop deep relationships with the instructional leadership teams at WCPSS schools to build capacity for improving student outcomes
- **Everyone is included** | Our entire team is vital to the success of special education students in WCPSS
- **Expertise is very important** | Each SES team member has unique gifts and content knowledge critical to building the capacity of schools and integral to success of the RSM

## 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**

# 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.



## 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

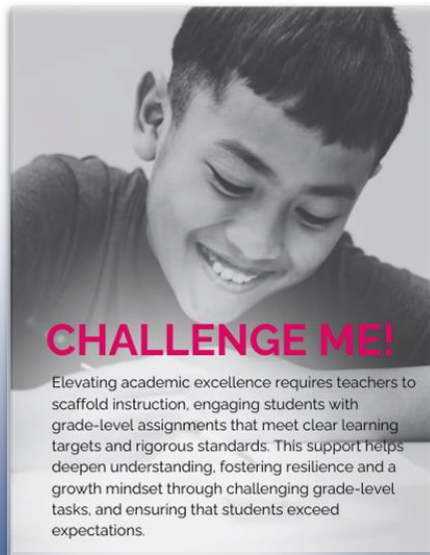
# WCPSS LEARNING MODEL

Leading teaching and learning through the lens of our students



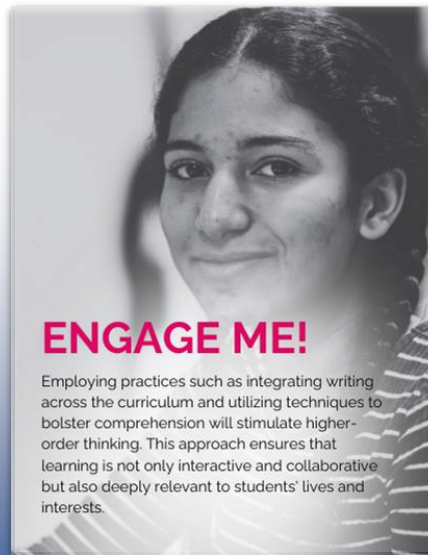
## SEE ME!

Fostering a positive, inclusive classroom climate ensures that every student feels safe, welcomed, and respected. Acknowledging students' experiences, cultures, and achievements, this approach enhances a sense of belonging.



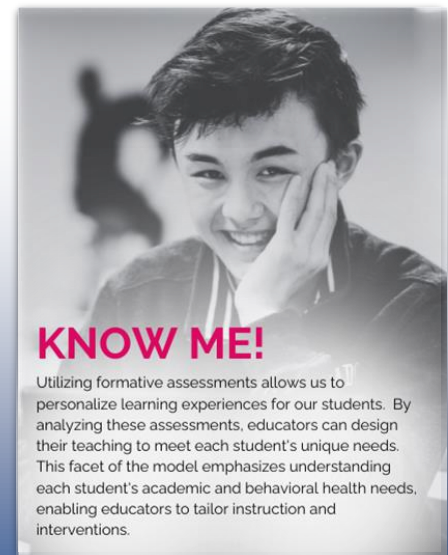
## CHALLENGE ME!

Elevating academic excellence requires teachers to scaffold instruction, engaging students with grade-level assignments that meet clear learning targets and rigorous standards. This support helps deepen understanding, fostering resilience and a growth mindset through challenging grade-level tasks, and ensuring that students exceed expectations.



## ENGAGE ME!

Employing practices such as integrating writing across the curriculum and utilizing techniques to bolster comprehension will stimulate higher-order thinking. This approach ensures that learning is not only interactive and collaborative but also deeply relevant to students' lives and interests.



## KNOW ME!

Utilizing formative assessments allows us to personalize learning experiences for our students. By analyzing these assessments, educators can design their teaching to meet each student's unique needs. This facet of the model emphasizes understanding each student's academic and behavioral health needs, enabling educators to tailor instruction and interventions.



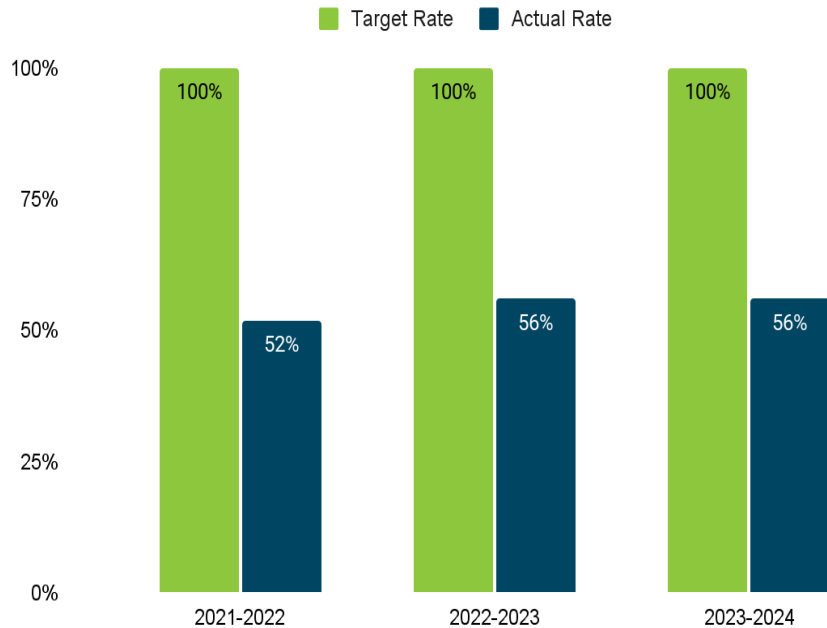
WAKE COUNTY  
PUBLIC SCHOOL SYSTEM



## Reorganization Drivers

# Timely Evaluations

*Improving Learning Outcomes, Building Trust, and Avoiding Costly Liability*



## Ensuring Timely Evaluations for Special Education Services

- **Loss of learning time, increasing gaps, inadequate resources** | When students are not receiving needed services they lose learning opportunity, achievement gaps expand, and resources have to be reallocated (impacting other classrooms, programs, or schools)
- **Community Trust** | families view timely evaluations as evidence of a school's commitment to children and their learning. This contributes to school and district commitments. Aligns with our equity policy and commitments.
- **Liability** | Failure to meet timelines invites costly expenditures for compensatory education, litigation and due process risk, and violates IDEA.

# Disproportionality

WCPSS has been identified disproportionate in:

- Overidentifying students as Emotionally Disabled for Black Students
- Suspending Black Students identified as special education more than 10 days at a disproportionate rate

What does this mean?

- Team Review of Data
- Determine areas of need
- Develop a plan to interrupt the areas of disproportionality
- Use 15% of IDEA Grant funds to work the plan
- Track the data to determine if the plan is working and make adjustments as needed





Special Education Services  
Reorganized Structure  
Aligning Staff to School Service

# Reorganization Implementation Timeline

## SES Capacity Building and School Capacity Building



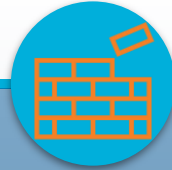
### Develop Roles/ Responsibilities

**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



### 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

November 1 - December 30



# Reorganization Implementation Timeline

## School Capacity Building



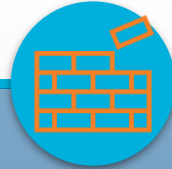
### Transition to New Organization

**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

December 1 - March 1



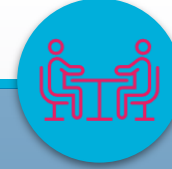
### Phase Training and Capacity Building Support

**Professional learning** | Special education processes and practices

**IEP Goals** | Development, implementation, and monitoring learning goals

**Capacity Building** | Coaching, co-teaching, and modeling for teachers

March 1 - June 30 (2026)



### Implement School-Level Capacity Building

**School Leader Training** | Identifying, supporting, and improving learning for special educators and students.

**School-level Special Education Teacher Team Training and Coaching** | Specially designed instruction, developing and implementing effective IEPs

July 1 - June 30 (2027)

# Senior Director

Region 1  
113 Schools

Targeted Student Support

Director

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Elementary SA  
45 Schools  
9 CTs

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Secondary SA  
40 Schools  
9 CTs

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Special Programs SA  
28 Schools  
6 CTs

Home Hospital  
**1 Lead + teachers**

Recruitment & Retention  
1 SA

Adapted PE  
Teachers

Fiscal Compliance

1 Director  
2 Senior Administrators  
2 Budget Analysts

# SES Regional Model

# Senior Director

Region 2  
89 Schools

Related Services

Director

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Elementary SA  
35 Schools  
7 CTs

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Secondary SA  
33 Schools  
7 CTs  
3 Transition Teachers  
Job Coaches

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Special Programs SA  
21 Schools  
6 CTs

Director  
Occupational Therapy, Physical  
Therapy, Audiology  
3 leads

Speech Pathology  
2 leads

Assistive Technology  
1 lead

Transportation  
1 SA

1:1 Nursing  
Music Therapy

Targeted Student Support

Deaf and Hard of Hearing  
1 Lead + teachers  
Visually Impaired  
1 Lead + teachers

Policy and Compliance

1 Senior Director  
1 Director  
5 Senior Administrators  
4 CTs

Family/Community  
Connections  
2 SAs

Updated

# Next Steps



**Problem Solving Model** | Roll-out tracking documents that will assist a problem solving strategy in the areas of the 90-day timeline and Out of School Suspensions. More will be coming on this in October.



**PD for Administrative Teams** | SES is working with OPL to develop Professional Development that will support school administrative teams with LEA duties to prepare for the implementation of SES Regional Model



**Roll out new school Assignments** | SES will present to principals in January 2026 to share the new Senior Administrators and Coordinating Teachers school assignments as well as the expectations for these support staff.

# Questions

