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# Exceptional Children and Pre-K Programming Update

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# Strategic Plan 2021-26 Priorities

## EQUITY

### PRIORITY 1:

### Teaching Tomorrow's Leaders

**Goal I:** By 2026, at least 65% of OCS students will achieve grade level proficiency.

**Goal II:** By 2026, at least 90% of OCS schools will meet or exceed growth as measured by the state model.

**Goal III:** By 2026, the OCS 4-year cohort graduation rate will be at least 92%.



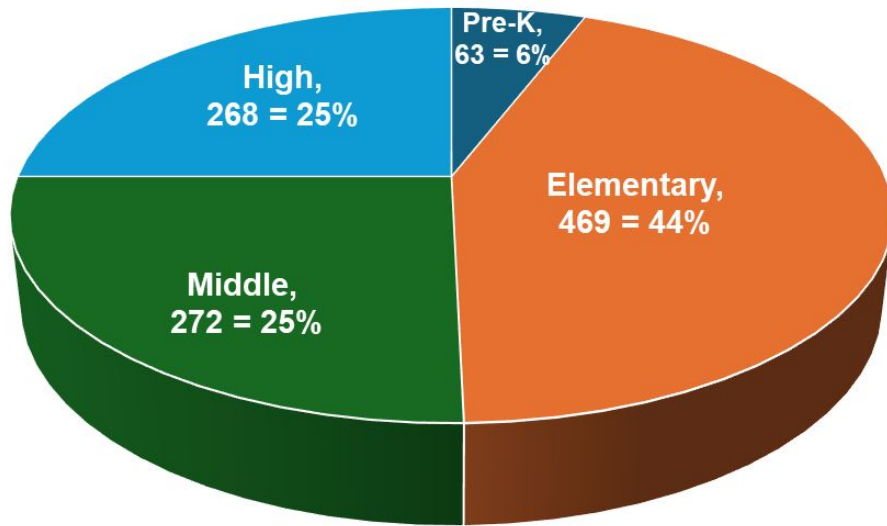
# Background: Commitment to Inclusive Education

- The Department of Exceptional Children and Pre-K Services strives to create inclusive, supportive environments under the Individuals with Disabilities Education Act (IDEA).
- Serving a diverse demographic of students with disabilities.
- Focus on a continuum of services, equity in access, and collaboration.
- Rooted in a commitment to equitable learning, differentiated instruction, and strong partnerships with educators, families, and the community.

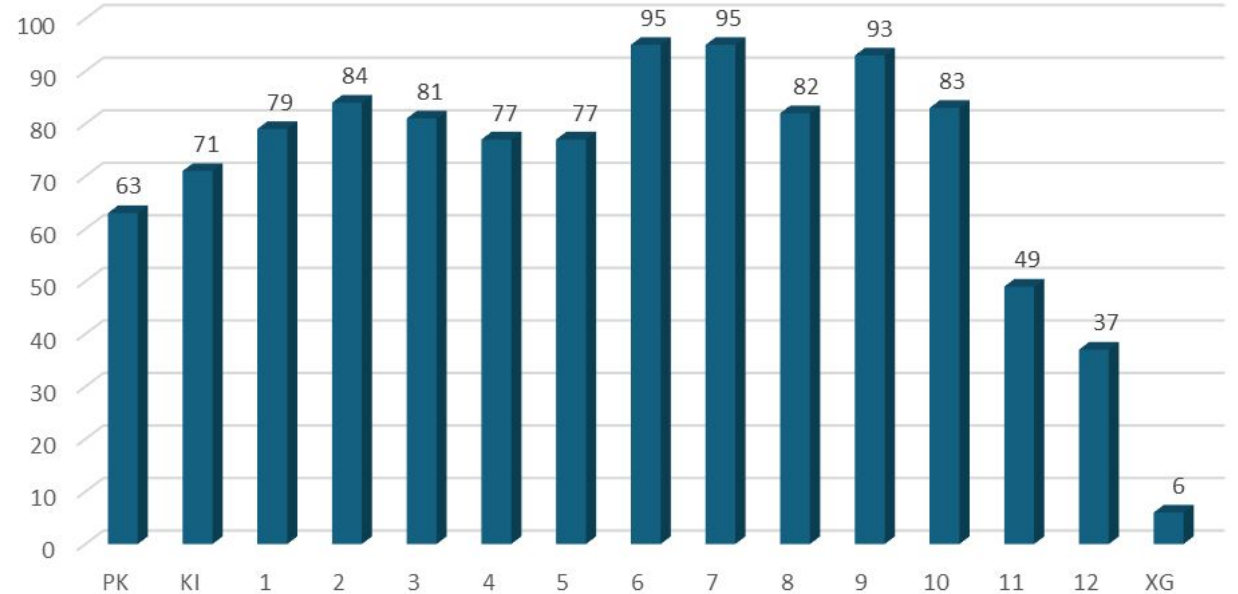


# Demographic of Students with Disabilities

EC Population by Grade



EC Population by Grade

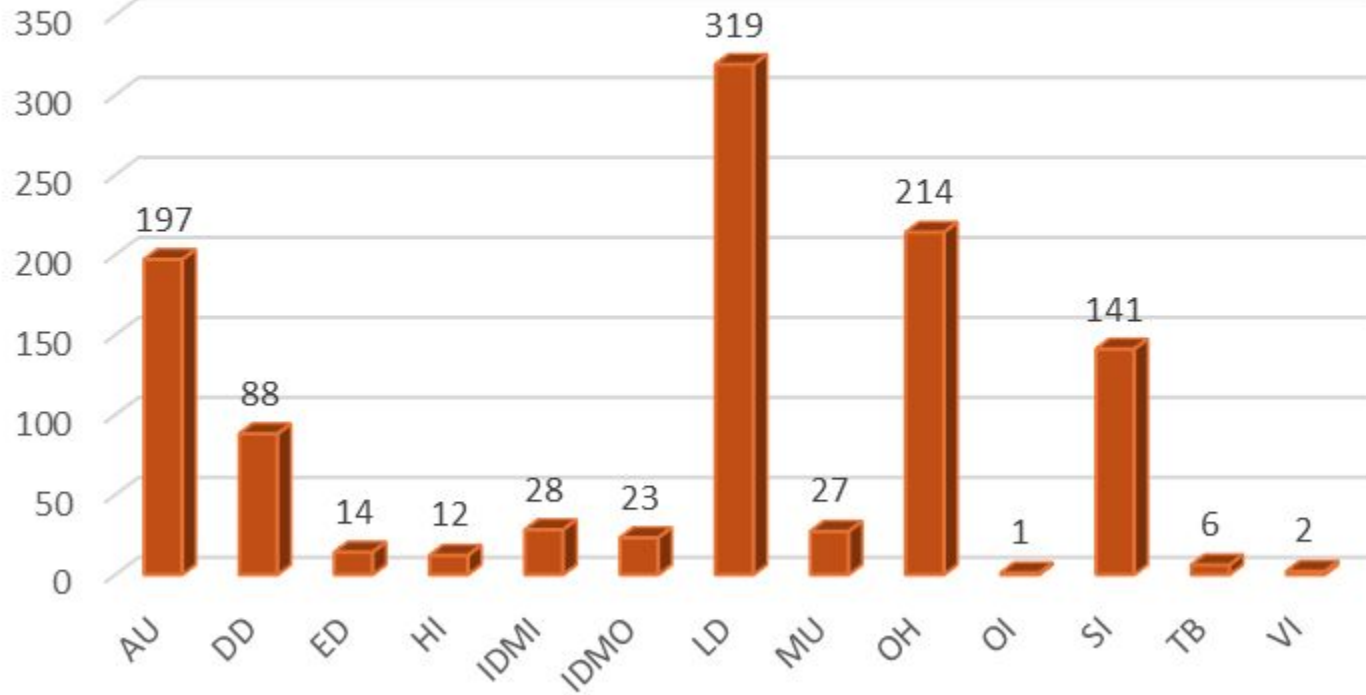


Total Number of Students with Disabilities:  
**Pre-K-12: 1072    Pre-K: 63    K-12: 1009**



# Demographic of Students with Disabilities

## EC Population by Exceptionality



**AU** - Autism

**DD** - Developmental Delay

**ED** - Emotional Disability

**HI** - Hearing Impairment

**IDMI** - Intellectual Disability Mental Illness

**IDMO** - Intellectual Disability Moderate

**IDSE** - Intellectual Disability Severe

**LD** - Learning Disability

**MU** - Multiple Disability

**OH** or **OHI** - Other Health Impaired

**OI** - Orthopedic Impairment

**SI** - Speech or Language Impairment

**TB** or **TBI** - Traumatic Brain Injury

**VI** - Visual Impairment



# Goals Through June 2026: Strengthening EC Programming

- **Goal 1:** Improve instructional consistency across all EC programs PreK–12.
- **Goal 2:** Strengthen staff capacity through coaching, PLCs, and targeted professional learning.
- **Goal 3:** Enhance behavior and social-emotional supports across EC settings.
- **Goal 4:** Increase family engagement and communication through improved outreach and accessible resources.



# Building School-Level Leadership and Coaching Structures

- Created the EC Teacher Lead structure (12 leads across the district)
- Implemented monthly EC PLC meetings
- Established consistent collaboration and problem-solving routines
- Launched weekly coaching cycles for every EC Teacher
- Built a district wide network through monthly EC Leader meetings
- Connected school-level feedback to district decision-making
- Serve as the primary contact for the EC Teacher leads and administrators



# Principal Collaboration

- Established monthly collaboration meetings with principals
  - Provided direct coaching, guidance, and real-time problem solving
- Created a two-way communication system to identify needs and barriers
- Delivered LEA training to all administrators
- Supported principals in implementing EC procedures and programming
- Increased administrative understanding of compliance and instructional needs



# Related Services Leadership & Professional Learning

- Developed a Lead Related Service Provider structure under my direct supervision
- Included Lead SLP, OT, PT, and school psychologists, in this model
- Each Lead created cross-discipline PD plans for all related service areas
- Leads facilitate monthly PLCs with embedded professional learning
- Leads are engaged in coaching and problem-solving across schools
- Ensured districtwide continuity through aligned EC leadership guidance
- Assigned each lead to an EC Director with weekly meetings for guidance and problem-solving



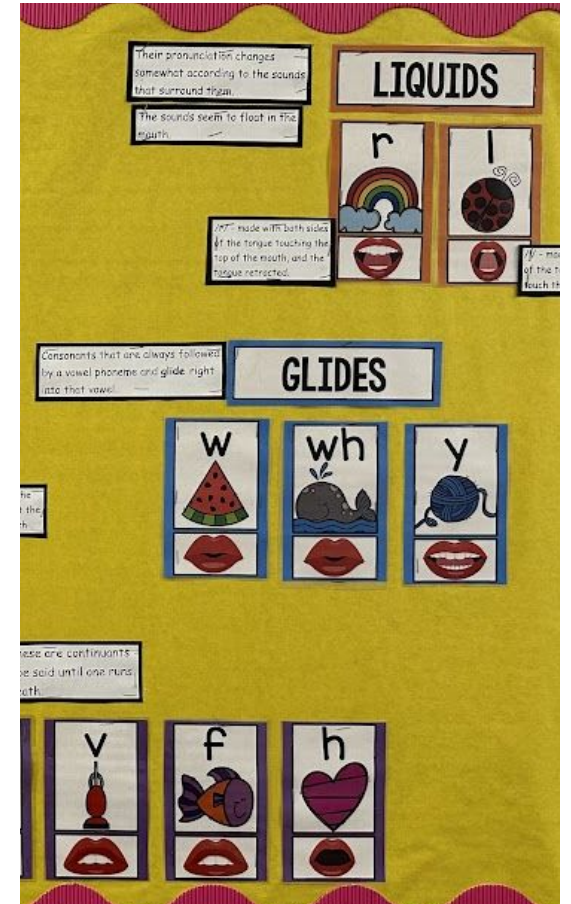
# Pre-K Program: Early Learning Foundations

- Conducted structured Pre-K walkthroughs to assess classroom routines and learning environments
- Implemented consistent center-based instructional routines across all classrooms
- Embedded SEL supports and enhanced sensory spaces to promote regulation and readiness
- Aligned Pre-K instructional practices through collaboration between Pre-K & EC Instructional Specialists
- Established a Pre-K PLC to strengthen programming, problem-solving, and increase two-way communication



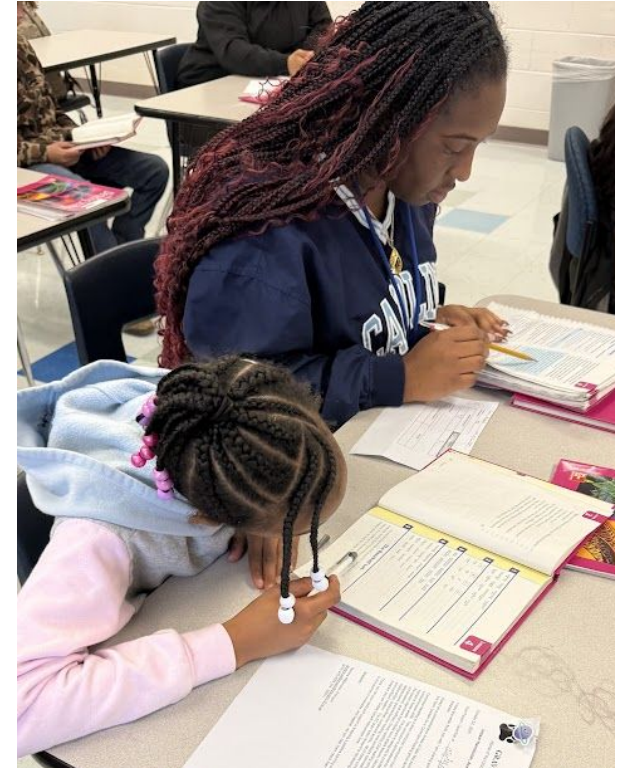
# Separate Settings and Multi-Disciplinary Support

- Classified separate-setting classrooms (K–2, 3–5, 6–8) and streamlined student placements
- Enhanced sensory and communication rich environments through SLP/OT collaboration
- Strengthened center-based learning structures
- Access to instructional resources + PD for teachers and instructional assistants
- Conducted walkthroughs and observations to support consistency
- Created opportunities for beginning teachers to observe veteran teachers



# Instructional Support

- Provided job-embedded instructional support (model lessons, co-teaching, planning, data analysis)
- Conducted frequent fidelity checks with descriptive feedback
- Delivered glows, grows, and targeted coaching points to teachers & principals
- Improved reading levels with students moving into higher instructional groups
- Increased the number of students meeting reading goals and IEP goals
- Created opportunities for teachers to request support during challenging lessons



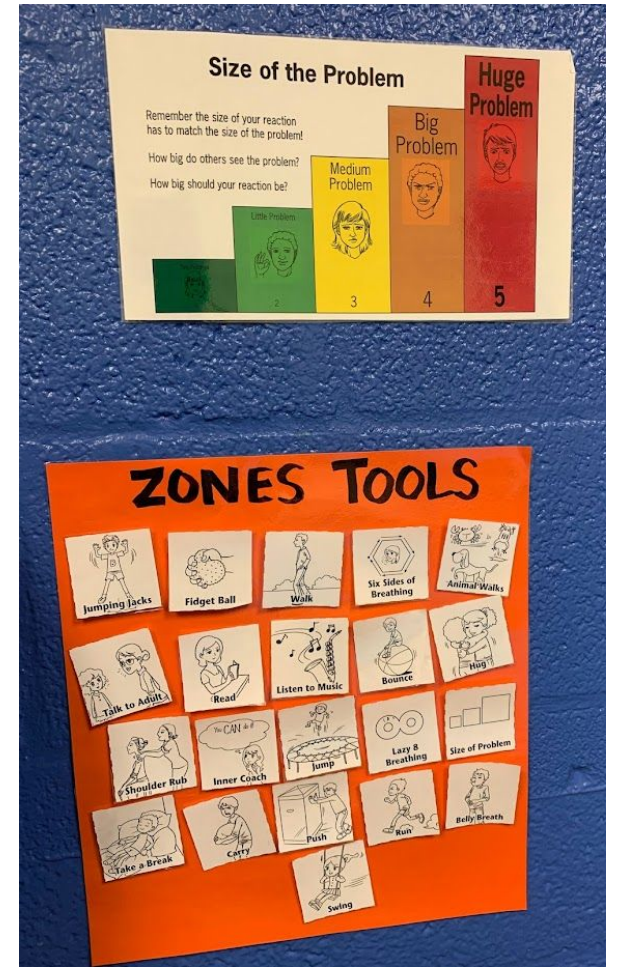
# Staff Training and Compliance Systems

- Created district wide data notebooks for data collection and progress monitoring
- Standardized data collection and file review processes across all schools
- Delivered IEP development and progress monitoring PD to all EC teachers
- Created a quarterly PD plan aligned to compliance and instructional needs
- Built structures that increased consistency, compliance, and instructional alignment



# Therapeutic Classroom Redesign

- Reimagined therapeutic classrooms using suspension and behavior data
- Reduced behavioral incidents through structured supports
- Supported smooth transitions back to general education
- Implemented SEL frameworks to improve emotional regulation & problem-solving
- Provided classroom and student-level support through behavior liaison



# CPI Training and Crisis Intervention Procedures

- Required CPI training for all school-based administrators
- Established CPI teams
- Delivered quarterly CPI trainings with certified district trainers
- Provided verbal de-escalation & physical safety techniques
- Implemented clear post-incident documentation & debrief procedures
- Aligned all practices with district policy & legal guidelines
- Offered stand-alone de-escalation training based on CPI principles



# OSNAC Launch and Family Support Expansion

- Launched OSNAC, a dedicated council of parents, teachers, administrators, and communications staff
- Preparing Phase II roll-out for January
- Launching updated external OSNAC website before winter break
- Hosting the first EC family session in January 2026
- Releasing the OSNAC Connection newsletter in December 2025
- Expanding access and clarity for families across the district



# Districtwide Special Olympics

- Coordinating district wide Special Olympics event
- Hosting on April 24, 2026 at CRHS
- Designing soccer event & Olympic Village activities
- Ensuring participation for students of all ability levels
- Building a unified model with general education student volunteers
- Engaging a multi-disciplinary team in event planning & support



# Ongoing Work

- Expanding math intervention resources with the EC Instructional Specialist
- Exploring additional evidence-based math supports for grades 2–12
- Continuing structured reading interventions across K–12
- Reviewing more intensive reading options for students with significant reading needs
- Increasing preparation for adult living, employment, and independence
- Building on strong transition practices already established in high school EC programs





Questions?





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