



Special Education Services Self-Assessment Process

WCPSS Board of Education Work Session
November 16, 2022

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Desired Outcomes

1. Provide an update of the Special Education Services self-assessment.
2. Review recommendations from the District Management Group (DMG) final report.
3. Share Special Education Services next steps.

Special Education Services Self- Assessment

- Collaboration with District Management Group
- Project Focus and Goals
 - Identifying potential improvements to district processes to more effectively address common issues and concerns related to special education
 - Identifying recommendations to highlight and showcase the district's special education programs and services
- Timeline: December 2021 through June 2022
- Final Report received in early July 2022

[DMG Report: Improving Outcomes for Students, Staff Morale, & Parent Satisfaction](#)

Focus Area 1 Findings

Issue Resolution Challenges



Typical Resolution Process

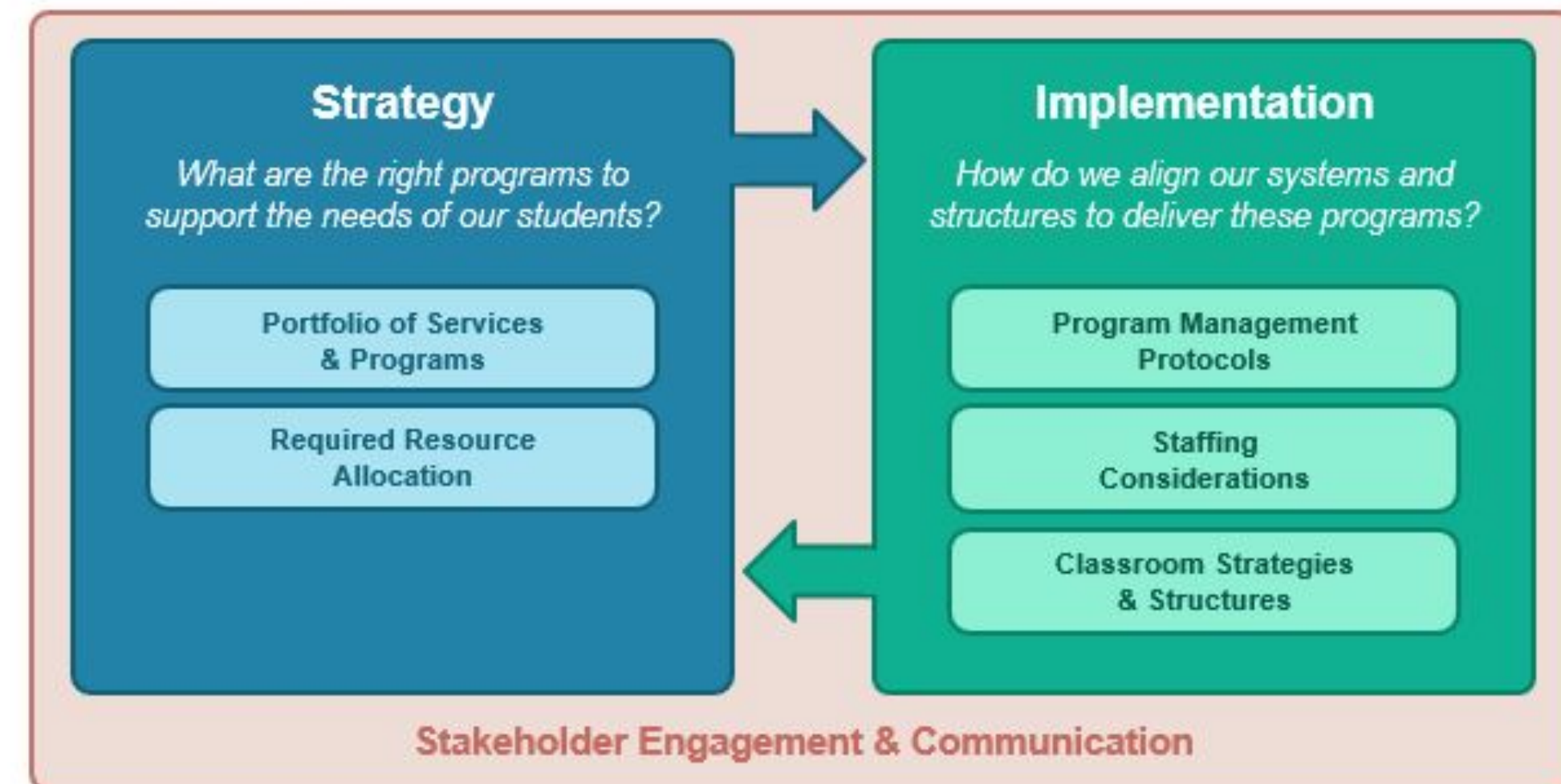
	Problem Identification	Investigation	Communication & Collaboration	Decision	Monitoring & Follow Up
RESOLUTION PHASES	A parent brings an issue to their student's teacher, case manager, principal, or another contact at their school or district.	If a problem cannot be resolved when it arises, the next stage in the resolution process is to investigate and figure out what is happening.	IEP teams collaborate to come to an appropriate resolution. This should happen in partnership with families and district support.	Corrective action is decided, documented, and implemented. The decision is shared in the IEP meeting.	IEP teams ensure the corrective action is implemented and to continue communicating with the family to ensure satisfaction.
SUCCESS FACTORS	<ul style="list-style-type: none"> Strong family-educator relationships Clear point of contact for parents 	<ul style="list-style-type: none"> Strong systems and documentation Access to high-level support 	<ul style="list-style-type: none"> Collaborative and aligned IEP teams IEP Pre-Meetings 	<ul style="list-style-type: none"> Expert in special education policies and procedures in WCPSS Inclusive environment in IEP meetings 	<ul style="list-style-type: none"> Ongoing communication Effective progress monitoring
OPPORTUNITIES	<ul style="list-style-type: none"> Identifying the correct point of contact for the issue Misalignment on issue 	<ul style="list-style-type: none"> Inconsistent Tracking of Issues and Resolution Activities 	<ul style="list-style-type: none"> Varying level of knowledge over special education policies and procedures and available options 	<ul style="list-style-type: none"> Lack of authority over decision Disagreement over appropriate solutions Management of IEP meetings 	<ul style="list-style-type: none"> Lack of clear process and guidelines for monitoring situations

Focus Area 2 Findings

Program Strengths

- 1 Specialized program teachers and staff are **highly dedicated to their students** and committed to serving as **strong liaisons** for parents and families.
- 2 The strategic shift to **move more specialized programs back into base schools** has helped foster **more inclusive and collaborative school environments**.
- 3 An **enhanced focus on inclusion across the district** has created **more collaborative learning environments** and provided students, both with and without disabilities, an opportunity to learn from one another.
- 4 The configuration of programming to focus on how students access content and curriculum has expanded access to **more responsive and appropriate placements for students**.
- 5 Specialized programs in the district provide **high-quality instructional tools and supports** for students with unique needs.

Framework for Program Opportunities & Recommendations



Focus Area 2 Findings

Mapping of Districtwide Opportunities Across Programs

	Areas of Opportunity	Opportunities
Strategy	Portfolio of Services & Programs	Opportunity 1: Need for clear program distinctions and descriptions
	Required Resource Allocation	Opportunity 2: Resources and staffing levels must align to program goals
Implementation	Program Management Protocols	Opportunity 3: Building administrators must be equipped to support programs and may require additional training or guidance
		Opportunity 4: Student assessment and placement process must be clarified
	Staffing Considerations	Opportunity 5: Staff may require more or refined coaching, modeling, collaboration, and support
		Opportunity 6: Impact of teacher shortage on increased school-based need
Instructional Strategies and Structures	Opportunity 7: Refining instructional materials and ensuring training on and consistent use of materials and structures	
Comm	Stakeholder Engagement & Communication	Opportunity 8: Sharing clear strategy and program options with stakeholders



Final Report Recommendations

Issue Resolution and Programs & Services

Districtwide Recommendations: Issue Resolution

Future State School-Level Issue Resolution Process



Districtwide Recommendations: Issue Resolution

Enabling Opportunity: Engagement

- Relationships
 - Develop clear relationship maps within schools
 - Collaborate with the Special Education Advisory Council (SEAC) to create a “buddy program” for new parents and identify opportunities for parents to network
- Knowledge Management
 - Onboard new families
 - Improve the parent-facing website

Districtwide Recommendations: Issue Resolution

Enabling Opportunity: Empowerment

- Training
 - Provide resolution training for all staff
 - Create a formal role for a policy and special education expert at each school
- Knowledge Management
 - Refine policy handbook and/or create an executive summary version
 - Develop a formal approach for IEP meeting management
 - Develop a parent communications plan and requirements

Districtwide Recommendations: Issue Resolution

Enabling Opportunity: Prevention

- Issue Analysis
 - Create and disseminate policies regarding consistent, accurate issue tracking
 - Create quarterly opportunities to review trends in issues and identify prevention opportunities
 - Continue to engage the Steering Committee to collaborate across the district

Districtwide Recommendations: Programs and Services

Strategy: Portfolio of Services & Programs and Required Resource Allocation

- Refine the vision and description for specialized programs
- Clarify the alignment between student needs and the required resources

Districtwide Recommendations: Programs and Services

Implementation: Program Management Protocols, Staffing Considerations, and Instructional Strategies & Structures

- Enhance professional learning for school-based administrators
- Examine the district's process for evaluating student needs and determining program placement
- Enhance hands-on modeling, coaching, and observational learning opportunities for teachers and instructional assistants
- Refine the connection between instructional strategies and structures and the unique design of specific programs

Districtwide Recommendations: Programs and Services

Communication: Stakeholder Engagement & Communication

- Strengthen channels for district-school-staff communication
- Create strategic communication plans



Final Report Recommendations

District Oversight and Management Structures

District Oversight and Management Structures

Opportunity 1: Student Assessment and Placement Protocols

Recommendations

- 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
- Refine the roles of case managers and other school- or district-based professionals who support in assessing and observing students

District Oversight and Management Structures

Opportunity 2: Ongoing Support and Structure for School-Based Administrators

Recommendations

- 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
- Clarify and reinforce the role of school-based administrators as critical supports for specialized programs

District Oversight and Management Structures

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

Recommendations

- Refine and enhance how support is provided to special educators
- Consider staffing to enhance the support available to individual educators



Special Education Services Action Steps

SES Leadership Current Action Steps

SES Leadership has:

- Reviewed and unpacked the findings and recommendations
- Identified areas aligned to work already in progress
- Categorized recommendations

Next Steps

1. Continue work around prioritizing the recommendations for each workstream
2. Develop specific action steps and timelines for the prioritized recommendations
3. Develop Special Education Services 5 year strategic plan

FROM HERE,
ANYTHING
IS POSSIBLE.

Thank you.

Dialogue
and Questions



WAKE COUNTY
PUBLIC SCHOOL SYSTEM