



WOODRIDGE
SCHOOL DISTRICT 68



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7925



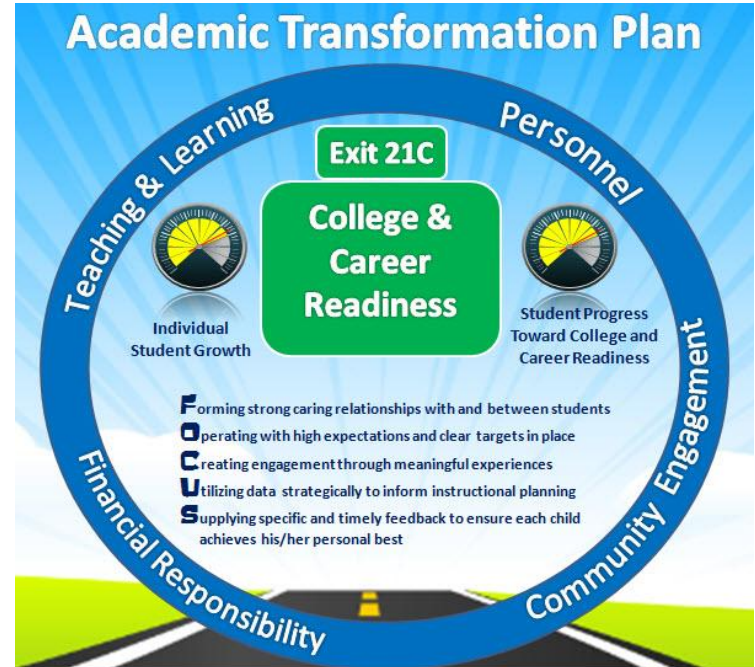
Special Education Department Update

BOARD OF EDUCATION PRESENTATION | MAY 19, 2025

Our Mission & Vision

INSPIRING EDUCATION AND INNOVATION

In partnership with family and community, Woodridge School District 68 will provide a comprehensive educational foundation for all children in a safe, caring environment, preparing them to be productive, responsible, and successful members of society.



Today's Targets

1. Student update
2. Services update
3. Family input
4. Plans for 2025-26



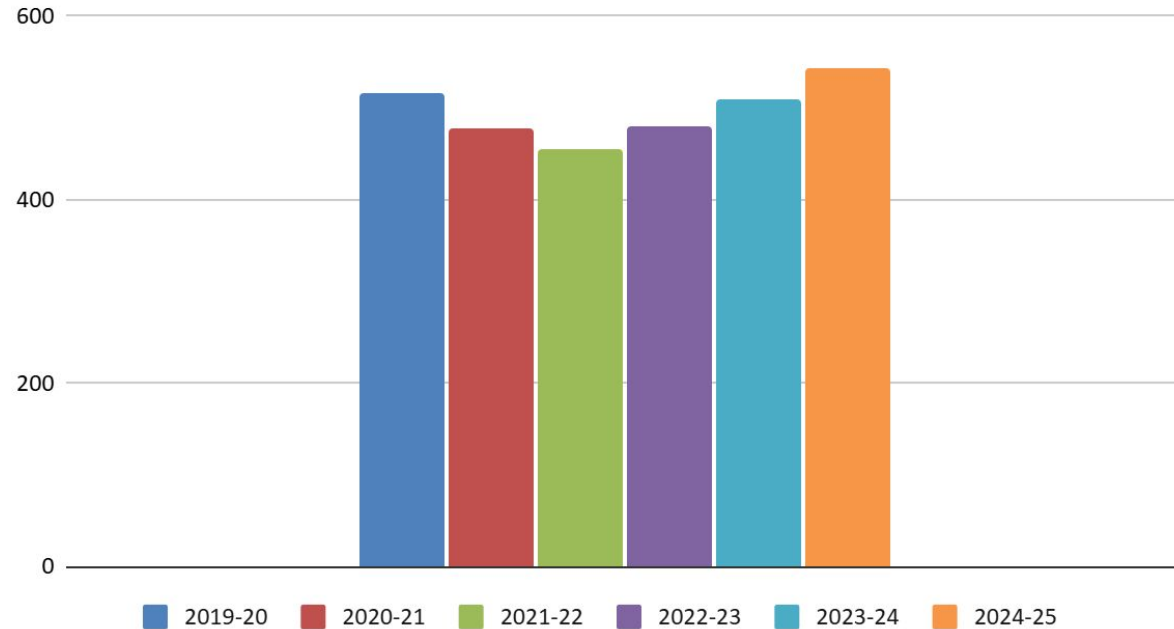
Department goals

- Special Education services in Woodridge School District 68 are designed to provide individualized levels of services and instruction in the least restrictive environment that is most appropriate for a unique student's needs.
- The Special Education department is committed to implementing research-based, inclusive classroom practices designed to improve academic and behavioral outcomes for all EC through 8th grade students through a full continuum of special education and related services in the least restrictive environment.

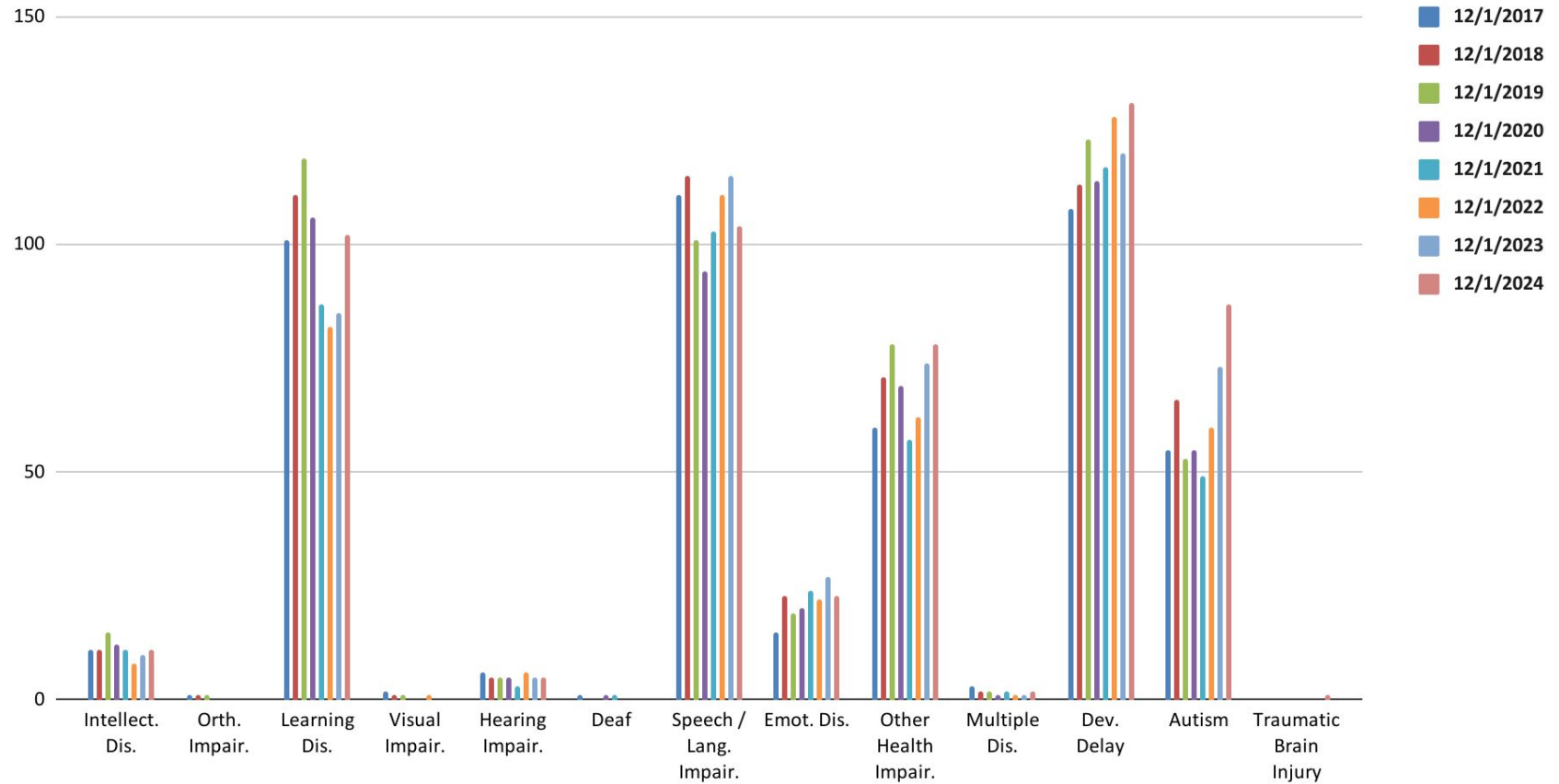
Our students

2024-25

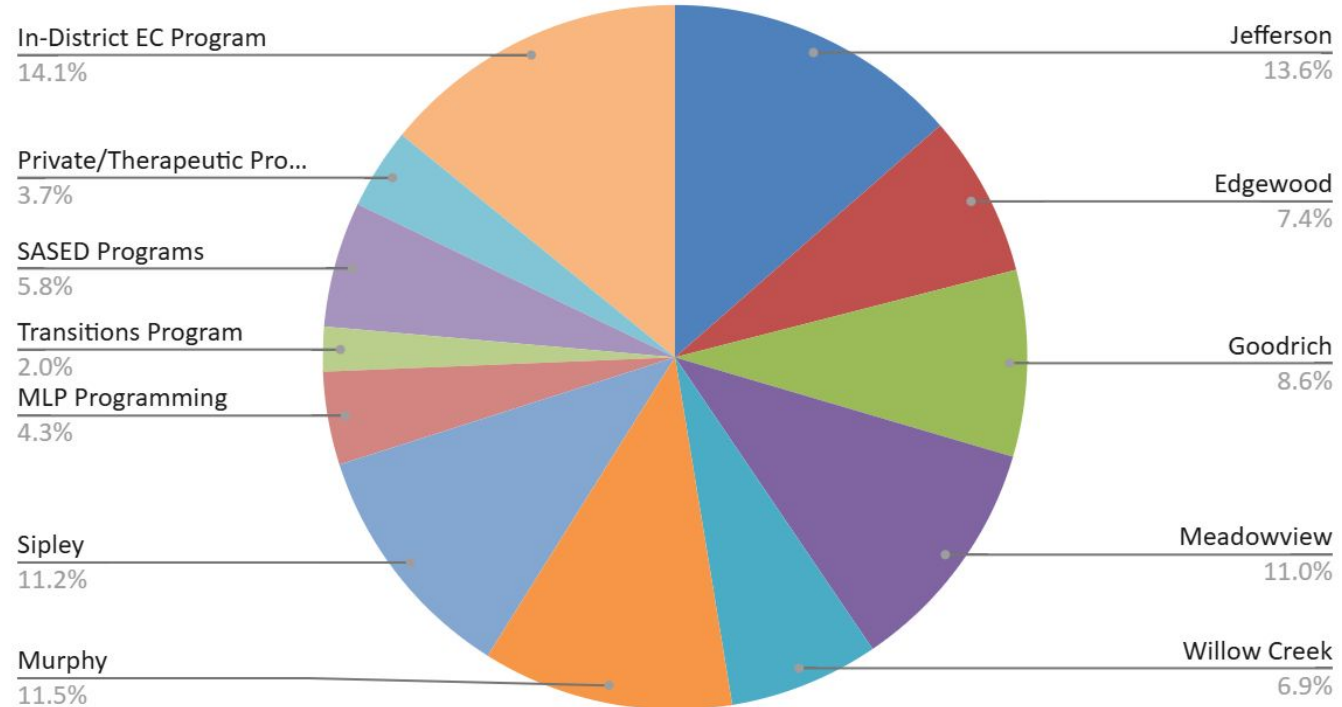
December 1 Child Count Over the Years



Disability



Where are our students served?



Resource and Inclusion Level Support

- Majority of our students
- Academic, social-emotional, and functional supports
- Related services include:
 - Social Work
 - Speech and Language
 - Occupational Therapy
 - Physical Therapy (through SASSED)
 - Vision, Hearing itinerant services (through SASSED)

Inclusive Services

SPECIAL EDUCATION SUPPORT IN THE LEAST RESTRICTIVE ENVIRONMENT

- Co-teaching through multiple models
 - One teach, one make multisensory
 - Station teaching
 - Parallel teaching
 - Team teaching
- Specially designed instruction within these models
- Related services in multiple settings

District Specialized Programs

Modified Learning Program

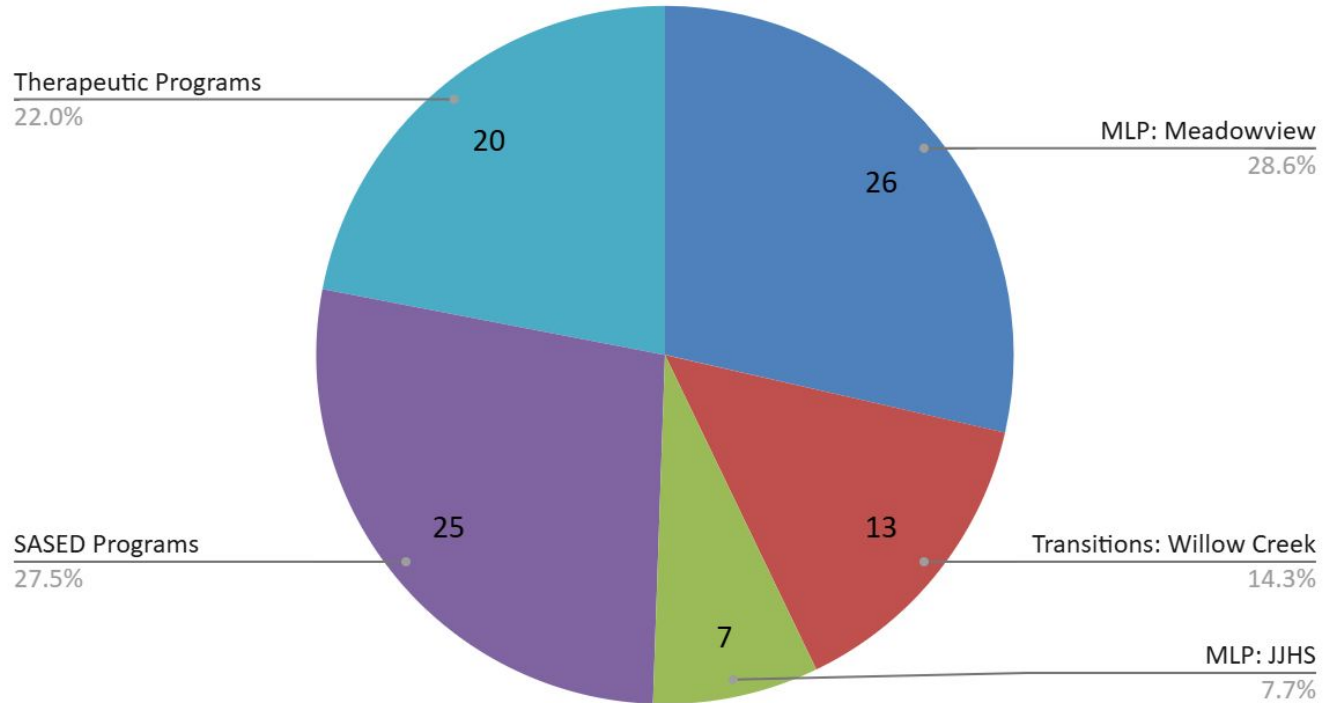
- 3 classes at Meadowview and 1 at JJH
- Support beyond resource and inclusion extending to critical life skills
- Individualized but closely linked to Essential Elements
- Transdisciplinary services
- Ongoing consideration for participation in inclusive learning environments for specials and even academic instruction, based on student's individualized needs and progress

Transitions Program

- Willow Creek: Grades K-3
- Intensive social skills and communication instruction
- Goal: maximize independence and involvement in general education

Specialized Programs & Placements

PROJECTIONS FOR 2025-26



Out-of-District Partnerships

SASED Programs

- Pathways
- Significant medical needs
- Structured learning environment
- Vision program
- Deaf and hard of hearing program

Therapeutic Programs

- Significant social-emotional and mental health supports
- Significant medical needs
- Highly specialized methodology



Movement to Less Restrictive Supports

2024-25

- 4 students made full transitions from outplacements to W68
- 2 students started partial transitions successfully

Start of 2025-26

- 1 student will begin a partial transition to Woodridge 68 home school
- 5 students are starting full-time in W68 (1 from therapeutic, 4 from SASSED)

Parent Partnerships

- Parents and guardians are the second most important members of the Individualized Education Program (IEP) team - just after students
- Parents are the experts on their children – their strengths, needs, and unique perspectives
- Parents bring to the IEP process and overall educational experience
- Home-school connections lead to greater student success

The Parent Perspective

HOW ARE WE DOING?

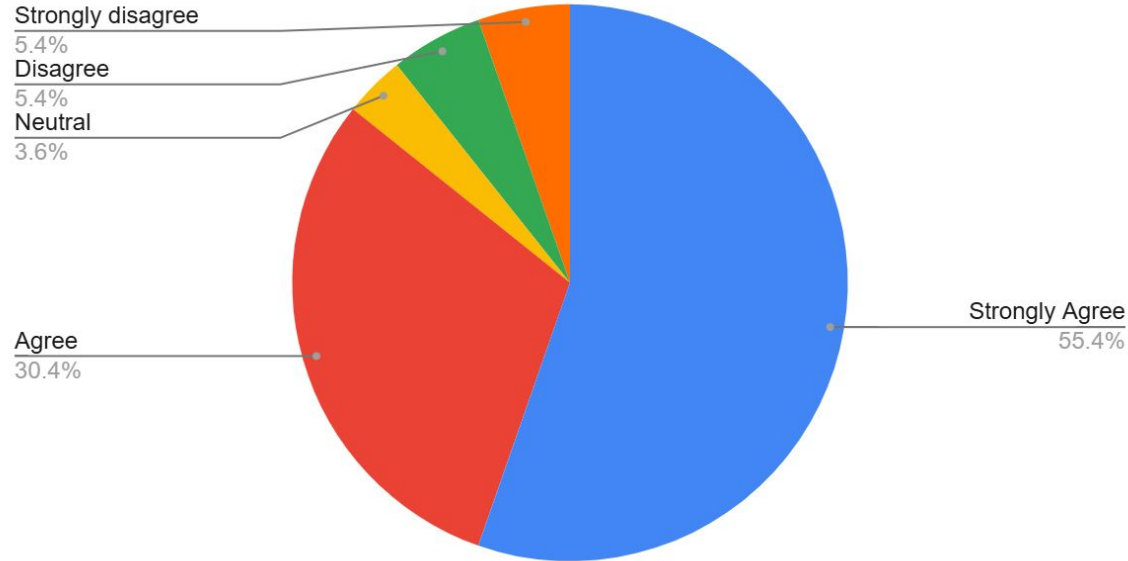
SURVEY



The Parent Perspective

SURVEY RESPONSES

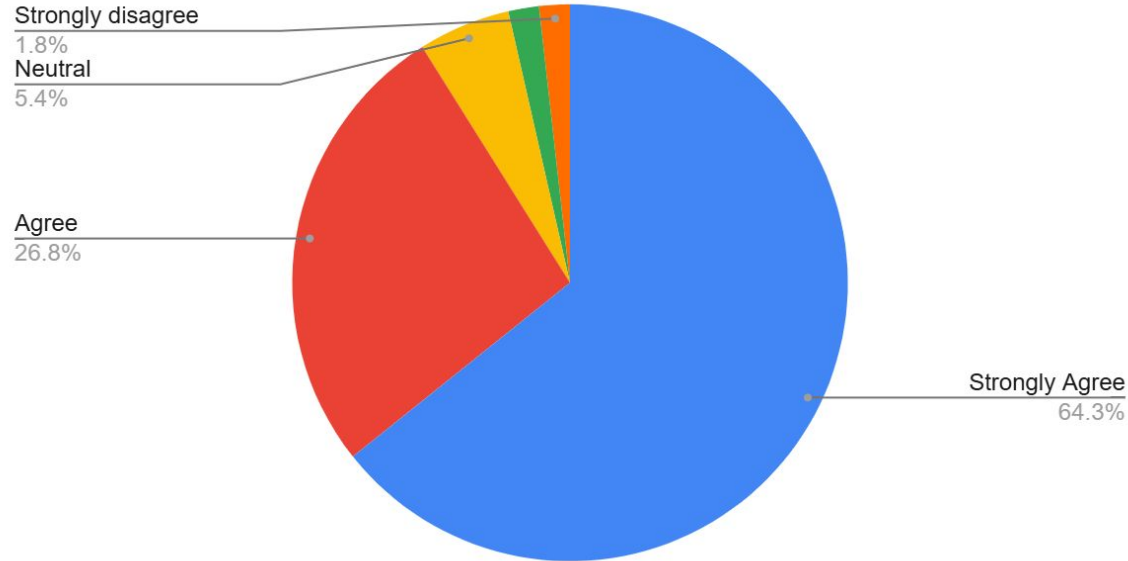
My child has made progress on areas impacted by their disability through services received this year.



The Parent Perspective

SURVEY RESPONSES

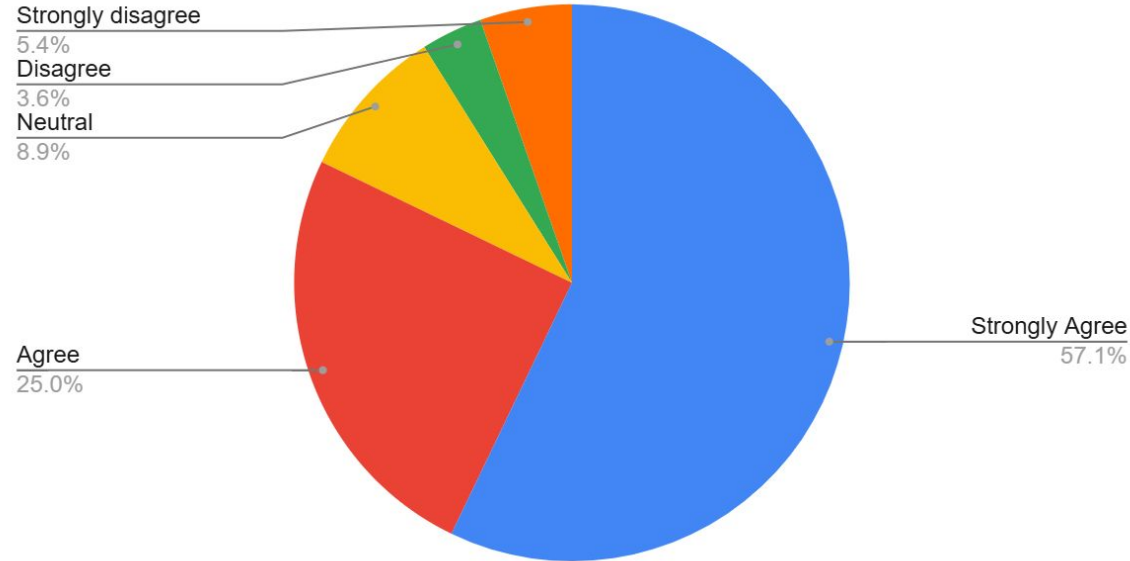
Staff working with my child are responsive when I have concerns.



The Parent Perspective

SURVEY RESPONSES

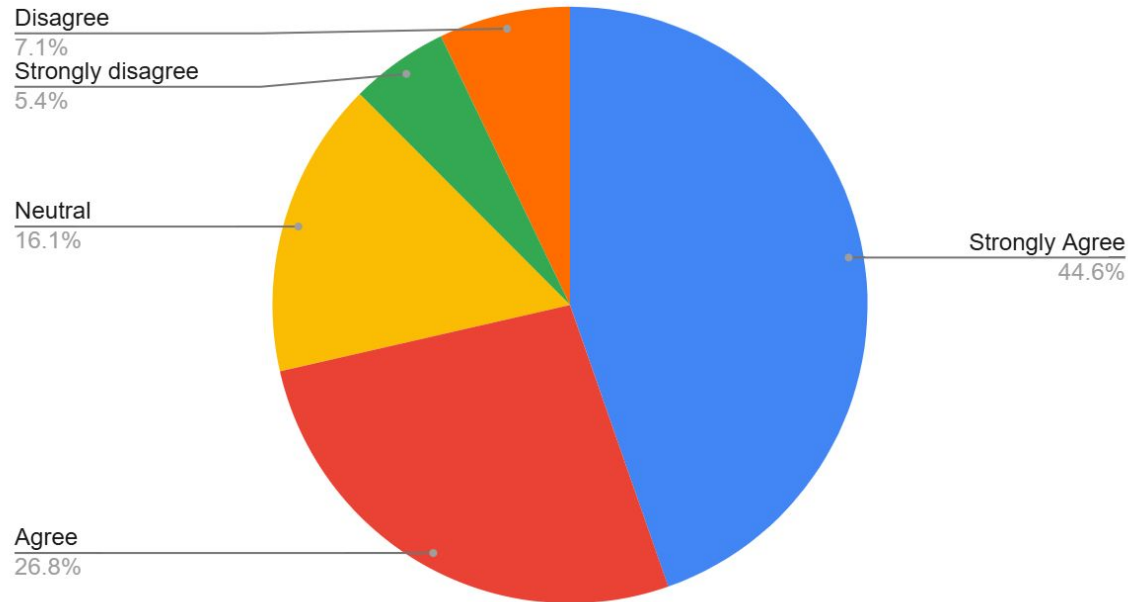
Communication about my child's progress is provided to me on an ongoing basis.



The Parent Perspective

SURVEY RESPONSES

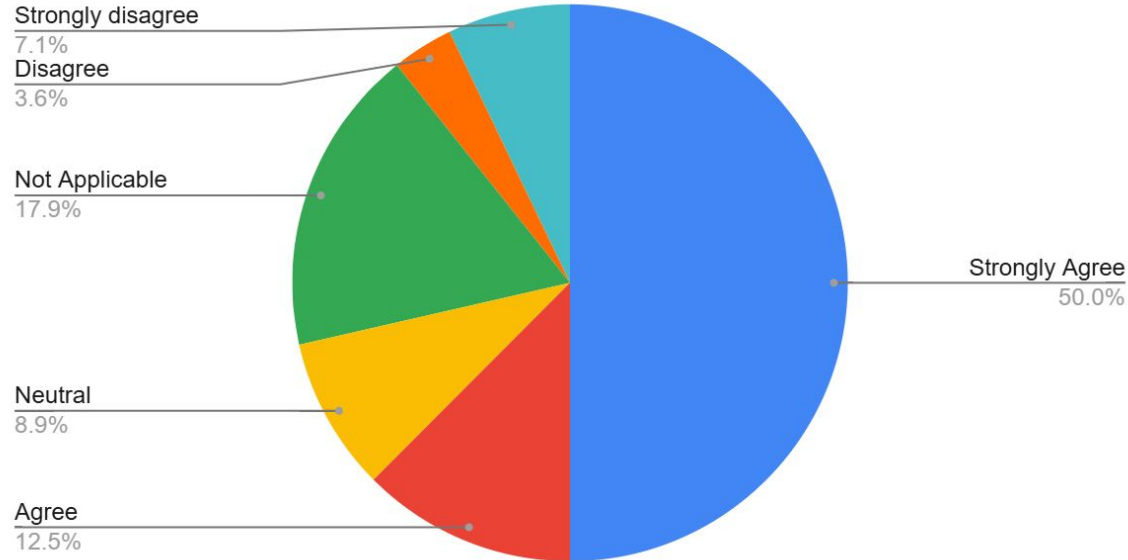
My child's IEP team seeks out my input in the IEP process.



The Parent Perspective

SURVEY RESPONSES

Transitions between schools and programs are collaborative, organized, and have my child's best interests in mind.



Enhancing Parent Connections

OPPORTUNITIES

- Increased parent communication from the department
 - IEPs: what to expect
 - Ongoing guidance
 - Transition expectations (EC to K, 6 to 7, 8 to high school)
- Parent communication from teams

Progress in 2024-25

STEPS WE'VE MADE

- MLP Focus: SASD IST Partnership with teacher coaching and monthly professional learning sessions
 - Enhanced curriculum continuity across program with a curriculum map aligned to state standards
 - Functional Skills Progression that will support teams in targeting areas of need and identifying areas of student growth
- Co-teaching training that expands upon skills and experience:
 - Universal design for learning
 - Specially designed instruction
 - Stronger partnerships between co-teachers
- Person-Centered Planning: connecting families to long-term supports
 - PUNS education - waitlist for developmental disability waiver services

Looking ahead

GROWING & LEARNING IN 2025-26

- Special Education Instructional Coach
 - Improved Specially Designed Instruction for all students, aligned to grade level standards
 - Student-specific planning and guidance to our teams
- MLP Focus: Enhancing Opportunities for Inclusion and Interdisciplinary Services
 - Meadowview: 4th LBS will increase instruction and opportunities in general education
 - SASSED IST Team to support collaborative practices
- Neurodiversity Focus in IEP Development
- Review and Refining Eligibility Criteria
- Enhancing Parent Partnerships

Questions?

