Special Education Updates
Woodbridge School District

December 2025

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Overview

- Purpose
- Special Education vs. 504
- Current numbers and projections
- Process for Referral
- Program Options
- Building Independence Continues
- Staffing Information and Professional Learning
- Questions

Purpose of Special Education

- To allow students with disabilities to access the general education curriculum similarly to their typical peers
- To provide learning opportunities and strategies for students to play on their strengths
- To support students as they develop independence through both direct instruction and specific accommodations
- To allow students with disabilities to advocate for their specific learning needs as they identify their learning challenges
- To provide access to standards based curriculum and materials at an appropriate instructional level

Eligibility: Special Education vs. 504

Special Education	504
1. Have at least one of the documented disabilities under IDEA (14 categories) 2. Disability must affect educational performance and/or ability to learn and benefit from general education curriculum. 3. Student must require specialized instruction to make progress in school.	1. Have a documented disability 2. Disability must interfere with the ability to learn in the general education classroom. * Broader definition than IDEA, however disability must "substantially limit 1 or more basic life functions"

Referral to Special Education

Referral to Special Education

- ○ Parents can refer based on concerns from home or school
- ○ Teachers can refer based on current performance data or specific concerns
- ○ MTSS/SRBI team can refer based on completion of MTSS cycles and student response to intervention

After the Referral

1. Planning and Placement Team 1 (PPT1)-
   a. Team convenes, data review, consider student needs, determine if evaluation necessary
2. Outcomes of PPT1:
   a. Student does not move forward in process, and returns to Gen Ed/SRBI monitoring or could be referred to the 504 team
   b. Student goes to evaluation
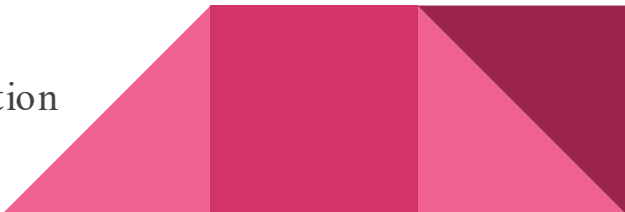
Eligibility Process

- PPT 2
  - Occurs within 45 school days
  - Evaluations reviewed and eligibility discussed
  - IF ELIGIBLE:
    - Goals/Objectives presented (Specific, Measurable, Achievable within 1 year)
    - LRE (Least Restrictive Environment) for service delivery
    - Student-Needs Driven
  - Service Delivery begins by Special Education team and accommodations put in place
- Annual Review
  - Yearly Review of current performance and Progress monitoring reported at report card intervals
- Triennial Evaluations
  - Every 3 years (minimum) evaluation and eligibility determination reestablished

Evaluation Data and Planning and Placement Team (PPT)

School Years	Referrals	# of Evaluations	# of PPTs
22-23	63	102	406
23-24	70	93	301
24- 25	66	88	299
25-26 *(projected 12/10/25)*	37 (~96)	34 (~100)	110 (~345)

(*current number and projected year based on current referrals to this point)

Eligibility by Category

Disability Category	2022-2023	2023-2024	2023-2024	2024-2025
Autism (ASD)	19%	22%	27%	30%
Developmental Delay (DD)	6%	2%	2%	1%
Emotional Disability (ED)	2%	2%	1%	1%
Hearing Impairment (HI)	2%	2%	2%	1%
Intellectual Disability (ID)	2%	1%	0%	0%
Multiple Disability (MD)	1%	1%	1%	1%
Other Health Impairment (OHI)	4%	6%	6%	6%
OHI- ADD/ADHD	18%	16%	17%	19%
Specific Learning Disability (SLD)	23%	23%	20%	15%
SLD- Dyslexia (SLDD)	10%	9%	10%	12%
Speech and Language Impairment (SLI)	11%	14%	12%	13%
Visual Impairment (VI)	2%	2%	2%	1%

Programmatic Supports

- Life Skills:
  - Loosely based around a self-contained model to focus on academics and building independence while accessing the alternative assessment and state standards
  - Integrating a tiered curriculum, Unique Learning Systems, based on grade level units
  - Focus on increased student independence and decreasing adult support and prompting
- Social Emotional Learning:
  - Resource Room and alternative location to the general education setting when students require an opportunity to work on self-regulation and coping strategies
  - Students participate in Skill Building and/or counseling strategies to be generalized in the regular education setting (Curriculum: Everyday Speech, Social Thinking)
  - Significant focus on decreasing adult support and building independence
- Academic Support/ Related Services
  - Conducted through the Resource Room instruction or push-in services
  - Utilizes classroom content materials to support skill development and generalization
  - Variety of methods and strategies provided
  - Academic Support: Structured Literacy Programing, Math Support, Reading Comprehension, Executive Functioning, Written Expression and Language
  - Related Services: OT, PT, Speech and Language, Social Skills, Counseling

Building Independence

- Decrease Paraeducator Support
  - Fewer 1:1 supports
  - Reduction of 1:1 by approximately 42% over the last 2 years
  - Build independence in Daily Living Skills
  - Paraeducator Professional Learning

- Use of Appropriate Accommodations
  - Executive Functioning Strategies
  - Appropriate Tools: ie. Calculator, Speech to Text and Text to Speech, Copies of Notes

Special Education Faculty

TEACHERS

Pre-K	1
Resource Room (K-2, 2, 3, 4, 5, 6)	6
Integrated Resource (4-6)	1
Social Emotional Learning (K-2, 3-6)	2
Life Skills (K-3, 4-6)	2
Teacher of Visually Impaired (consult)	n/a
Teacher of the Deaf	~5 hr/ week

RELATED SERVICES

Social Work	2*
Psychologist	2*
Speech Pathologist	2.7
Occupational Therapist	1.2
Physical Therapist	8-10 hrs/ week
Paraprofessionals (currently assigned/filled in Special Education)	27

*Note reassignment of .5 SW to 1.0

Professional Learning- Literacy

- State Guidelines for Certification- Literacy/Dyslexia
- Orton Gillingham (OG) Training- 3 Classroom level, 2 Associate Level, Others with OG overview and classroom strategies
- SPIRE, Visualizing/Verbalizing, Cloud 9
- Paraeducators
  - Literacy with Kathy Marlor
  - Behavior Intervention Strategies with Michael Bloom

Resources

[IEPs vs. 504 Resource](#)

[Building Independence Overview](#)

[Inclusive Schools - Paraprofessional article](#)

[Procedural Safeguards](#)

[Parents Guide to Special Education](#)

Questions?