

# Special Education Services



Board meeting

June 2026

# Strategic plan



## Academic success

CCSD 89 will provide an engaging and supportive learning environment that inspires every single student to reach their full potential.



## Social-emotional development

CCSD 89 will provide a welcoming educational environment where every student can develop confidence, empathy, and well-being.



## High-quality staff

CCSD 89 will hire, retain, and support a highly-qualified workforce.



## Community engagement

CCSD 89 will cultivate meaningful partnerships with families and community agencies to enrich learning opportunities.



## Effective use of resources

CCSD 89 will use resources responsibly to provide safe schools where students have the tools they need to learn.

# Today's presentation

- CCSD 89 provides comprehensive learning services, and prioritizes inclusive educational opportunities at a higher rate than most neighboring districts.
- Special education is a service, not a place. Services can be provided in both general education and special education settings.
- In CCSD 89, special education is a shared responsibility between general education teachers, special education teachers, and CASE.

# Special education

Special education is governed by the federal Individuals with Disabilities Education Act (IDEA) and must include the following six principles:

- FAPE (Free Appropriate Public Education): Education tailored to the child's unique needs, allowing them to make reasonable progress at no cost to the family
- Appropriate evaluation
  - Including Multi-Tiered Systems of Support (MTSS)
- An Individualized Education Plan (IEP)
- Least Restrictive Environment (LRE): The requirement that students with disabilities are educated alongside their non-disabled peers to the maximum extent appropriate.
- Parent participation in decision making
- Procedural safeguards

**Special Education  
Is A Service,  
Not A Place**



# Continuum of services

## Continuum of Services for Students



# Special education personnel

**Special education teachers:** Manage IEPs, adapt curriculum, and deliver specially designed instruction. This includes hearing itinerant, vision itinerant, and adapted PE teachers.

**Paraprofessionals (aides):** Provide critical, boots-on-the-ground support for individual students or classrooms to assist with instruction, behavior, or physical/personal care needs.

## **Related service providers:**

- Speech-Language Pathologists (SLPs) for communication barriers.
- Occupational Therapists (OTs) and Physical Therapists (PTs) for motor skills and physical access.
- School Psychologists & Social Workers for cognitive evaluations, mental health, and behavioral intervention plans.

**BCBA (Board Certified Behavior Analyst):** Specialized staff member who analyzes complex student behaviors and designs positive behavioral support plans.

**Administration:** Director of student services and student services coordinator (NEW)

# CASE

- Cooperative Association for Special Education serves 7 districts
- Supports the continuum of services that member districts provide
- Offers purchased services (all related services, instructional coaches, case management for residentially and therapeutic day placements, assistive technology consultants, hearing/vision/orientation, and mobility itinerant services, adapted physical education)
- Offers professional development

# CASE



# Preschool

- Seven half-day sections balanced with tuition students, PFA students, and students with disabilities
- Early learning focuses on play-based instruction, social-emotional development, motor skills, and foundational communication.
- Utilizes a developmentally appropriate curriculum and prioritizes inclusion
- Related service providers push into the classroom as much as possible for therapy and support
- Students can qualify for special education services as soon as they turn three, which is why it was so important for us to add a seventh section in recent years.

- 351 students with an IEP
  - 238 male / 113 female
- 19 students are placed in therapeutic day or residential settings


Most common eligibilities in CCSD 89	Students
Speech/language impairment	76
Developmental delay	74
Specific learning disability	60
Other health impairment	55
Autism	47



# District comparisons



# Percentage of students with IEPs

District	Students with IEPs
Glen Ellyn 41	12.2%
Glenbard 87 *	12.9%
<b>CCSD 89</b>	<b>14.6%</b>
Wheaton 200 *	14.8%
Downers Grove 58	15.9%
 Illinois *	16.3%
Marquardt 15	16.6%
Lombard 44	17.4%
CCSD 93	17.6%
Queen Bee 16	18.3%


\*includes high school students

Source: State report card



# Students by classroom environment



District	Separate facility	Less than 40% in general education	40% - 79% in general education	80% or more in general education
Glen Ellyn 41	5.5%	4.9%	11.7%	77.9%
<b>CCSD 89</b>	<b>6.6%</b>	<b>7.2%</b>	<b>10.9%</b>	<b>75.3%</b>
Queen Bee 16	8.1%	16.3%	4.8%	70.7%
CCSD 93	4.2%	15.7%	12.5%	67.7%
Marquardt 15	5.1%	21.3%	12.8%	60.9%
Lombard 44	2.6%	14.9%	22.1%	60.4%
Downers Grove 58	5%	11.3%	16.8%	66.9%
Wheaton 200 *	7.2%	19.5%	14.9%	58.4%
 Illinois *	6.9%	13.5%	25.2%	54.4%
Glenbard 87 *	11.4%	17.7%	35.4%	35.5%

# Looking ahead

- Inclusive programming is a shared commitment.
- The district's special education services ensure that every student has access, support, and a sense of belonging while receiving the individualized services they need to thrive.
- **Future focus:** Staff members who work with students who receive special education services are energized to align the work of the student services department with the new strategic plan.

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