

Kenilworth Science and Technology Academy

**2025–2026 Special Education Advisory Council (SEAC)
Annual Report**

Purpose of the Kenilworth Science and Technology Academy Special Education Advisory Council

The Kenilworth Science and Technology Academy Special Education Advisory Council (KSTA SEAC) is an opportunity for parents, district staff, and community stakeholders to provide advice and feedback regarding special education policies, procedures, and resources. The members of KSTA SEAC shall engage in outreach activities in the community to increase the level of knowledge, support, and collaboration in regard to special education.

Executive Summary

During the 2025–2026 school year, the KSTA Special Education Advisory Council continued its work of strengthening communication between families and school staff, increasing parent engagement opportunities, expanding access to community resources, and improving supports for students with disabilities across academic, behavioral, social-emotional, and transition areas.

The council provided a forum for parents, educators, school leadership, and community stakeholders to discuss special education programs, services, resources, and student outcomes. These discussions centered on improving student achievement, increasing family involvement, strengthening communication systems, and ensuring students with disabilities have access to high-quality educational opportunities and supports.

Several accomplishments were highlighted during the year, including increased co-planning and co-teaching practices, continued professional learning through LASARD, growth in reading fluency and comprehension, strong LEAP Connect performance, expansion of ABA and RBT services, and planning for the Exceptional Families Resource Fair.

Looking ahead, the council identified several priorities for continued growth, including increasing LEAP performance, maintaining strong LEAP Connect outcomes, strengthening instructional consistency, expanding parent engagement opportunities, improving communication systems, supporting student transitions, and increasing access to behavioral and mental health supports.

Members and Roles

School Representatives

- Kimberly Spruill, ESS Coordinator (Chair)
- Hazel Regis-Buckles, Principal
- Manasha Beckwith, ESS Teacher

Parent Representatives

- Kathy Brown
- Yolanda Joseph
- Twan Perkins
- Rebecca Roundtree
- Briana Thorn

Community Representative

- Rosa Jackson

2025–2026 Meetings:

April 29, 2026/ Virtual Meeting/ 5:30pm/ Google Meet

The council reviewed the purpose of the SEAC and discussed family engagement, communication, transition planning, student self-advocacy, and community partnerships. Members emphasized the importance of strengthening communication between home and school and increasing opportunities for parent education and support.

May 12, 2026/ Virtual Meeting 5:30pm/ Google Meet

The council discussed parent rights, procedural safeguards, IDEA and Section 504 awareness, advocacy, transition supports, communication systems, and family engagement. Members also discussed opportunities to strengthen community partnerships and increase access to resources for students and families.

May 27, 2026/ Virtual Meeting 5:30pm/ Google Meet

The council reviewed accomplishments, academic priorities, LEAP and LEAP Connect outcomes, ABA and RBT supports, Resource Fair planning, parent engagement efforts, areas of strength, areas for growth, and brainstormed activities for the 2026–2027 school year.

Overview of Special Education Programs and Services

KSTA provides a continuum of services designed to meet the needs of students with disabilities.

Services include:

- Inclusion Services
- Resource ELA
- Resource Mathematics

- Self-Contained Elementary Programs
- Self-Contained Middle School Programs
- Speech Therapy
- Occupational Therapy
- Physical Therapy
- Adaptive Physical Education
- Applied Behavior Analysis (ABA) Therapy
- Registered Behavior Technician (RBT) Support

The council recognized the expansion of behavioral supports and the school's commitment to inclusive practices and individualized student support.

Academic Performance and Student Outcomes

The council identified academic achievement as a major priority area for students with disabilities.

Discussion throughout the year focused on:

- Increasing LEAP assessment performance
- Maintaining strong LEAP Connect outcomes
- Improving reading comprehension and fluency
- Strengthening mathematics interventions
- Increasing instructional consistency
- Improving differentiation and access to grade-level content
- Ensuring accommodations and supports are implemented consistently

The council celebrated growth in reading fluency and comprehension as measured through DIBELS and MAZE assessments and recognized continued success among students participating in LEAP Connect.

Overview of Special Education Financial Data

The district continued to utilize special education funding to support instructional services, related services, behavioral supports, family engagement activities, and collaboration with community agencies to meet the needs of students with disabilities.

Throughout the 2025–2026 school year, special education resources supported a continuum of services, including inclusion services, resource instruction, self-contained programs, speech therapy, occupational therapy, physical therapy, adaptive physical education, and behavioral supports. The district also continued to expand student support services through the implementation of Applied Behavior Analysis (ABA) therapy and Registered Behavior Technician (RBT) supports to address behavioral and social-emotional needs.

Parent Engagement and Outreach Activities

Parent engagement remained a primary focus throughout the school year.

Activities discussed included:

- Parent workshops
- Parent newsletters
- ParentSquare communication
- Family engagement events
- Parent feedback opportunities
- Volunteer opportunities
- Resource Fair planning
- Community outreach initiatives

The council emphasized the importance of increasing parent understanding of special education services, accommodations, transition planning, behavior supports, and advocacy.

Community Partnerships and Resource Development

The council collaborated with:

- Families Helping Families
- Exceptional Lives
- Capital Area Human Services
- St. Vincent de Paul

The council also identified opportunities to expand partnerships with local businesses, community organizations, mental health providers, and service agencies to increase support for students and families.

Parent Rights, Advocacy, and Compliance

The council discussed:

- Parent rights and procedural safeguards
- IDEA requirements
- Section 504 protections
- Evaluation procedures
- IEP development and implementation
- Accommodations and modifications
- Transition planning
- Parent advocacy

The council recommended increasing opportunities for parent education regarding special education processes and student supports.

Highlights and Accomplishments of the Council

- Continued operation of the KSTA SEAC
- Increased parent engagement and stakeholder participation
- Expansion of co-planning and co-teaching practices
- Continued professional learning through LASARD
- Strong LEAP Connect outcomes
- Growth in reading fluency and comprehension
- Expansion of ABA and RBT supports
- Planning and development of the Exceptional Families Resource Fair
- Increased focus on student self-advocacy and transition planning
- Expanded communication regarding special education resources and supports

Areas of Strength

- Strong relationships between families and staff
- Commitment to supporting the whole child
- Access to a continuum of services
- Behavioral support systems
- Community partnerships
- Family engagement efforts
- Student-centered support systems
- Strong LEAP Connect outcomes

Areas of Growth and Improvement

- Increase LEAP performance among students with disabilities
- Strengthen instructional consistency across classrooms
- Improve differentiation and intervention supports
- Increase parent understanding of IEPs and accommodations
- Expand transition planning opportunities
- Strengthen student self-advocacy skills
- Increase behavioral and mental health supports
- Expand family engagement opportunities
- Strengthen communication systems between home and school
- Continue professional learning focused on co-planning and co-teaching

Academic Priorities for 2026–2027

1. Increase LEAP ELA and Mathematics Performance.
2. Maintain Strong LEAP Connect Outcomes.
3. Strengthen Reading Comprehension and Fluency.
4. Increase Parent Understanding of Supports and Accommodations.
5. Expand Transition Planning and Student Self-Advocacy Opportunities.

Council Recommendations

The council recommends:

- Expanding parent workshops and training opportunities.
- Strengthening communication through ParentSquare and newsletters.
- Continuing development of the Exceptional Families Resource Fair.
- Increasing access to behavioral and mental health supports.
- Strengthening transition planning initiatives.
- Expanding community partnerships and resources.
- Supporting inclusive instructional practices and academic interventions.

Proposed 2026–2027 Meeting Dates

- July 2, 2026
- September 10, 2026
- November 10, 2026
- January 14, 2027
- March 11, 2027
- April 8, 2027

Proposed 2026–2027 Activities

- Understanding the IEP Process Workshop
- ADHD Workshop
- Behavior and Emotional Regulation Workshop
- Helping Students Grow Academically at Home Workshop
- Testing Readiness and LEAP Support Workshop
- Transition and Independence Workshop
- Canned Good and Blanket Drive
- Mental Health Awareness Workshop
- ESYS and Summer Support Workshop
- Autism Acceptance Activities

- Exceptional Families Resource Fair
- Parent Recognition Activities

How Parents and Community Members Can Become Involved

Parents, guardians, educators, and community stakeholders are encouraged to participate in the KSTA Special Education Advisory Council through meeting attendance, volunteer opportunities, workshops, family engagement events, and service as council members.

The council welcomes ongoing feedback and collaboration to improve outcomes for students with disabilities and their families.