



Special Education Review

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SPECIAL EDUCATION DEPARTMENT

*Every Student. Every Opportunity.
Every Day.*





Purpose of the Review



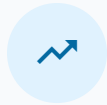
Regulatory Compliance

Ensure compliance with federal and state regulations



Program Evaluation

Evaluate effectiveness of special education programs



Continuous Improvement

Identify strengths and areas for improvement



Student Outcomes

Improve student outcomes and services

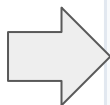


Timeline of the Review: September 2025-August 2026

September - December

Understanding Current Practices

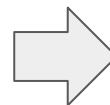
Reviewed existing programs, procedures, and district operations while meeting with administrators, staff, and stakeholders to gain a comprehensive understanding of current practices.



January-May

Information Gathering & Analysis

Collected and analyzed documents, data, observations, and stakeholder feedback to identify strengths and opportunities for enhancement.



May-August

Recommendations and Future Planning

Developed recommendations designed to strengthen programs, enhance processes, and support continuous improvement across the district.



Scope and Methodology



Review of Student Records

A comprehensive review of student records, including Individualized Education Programs (IEPs), psychological and educational evaluations, progress reports, and related service documentation. The review examined the alignment among identified student needs, annual goals, recommended programs and services, accommodations, and documented student progress.



Analysis of Service Delivery

Evaluated the district's delivery of special education programs, related services, interventions, and supports across schools and grade levels.

Student achievement data, progress-monitoring information, service-delivery records, program outcomes, and other relevant metrics were analyzed to determine effectiveness, consistency, equity, and alignment with student needs.



Classroom & Program Observations

Observed a range of special education programs and instructional settings to evaluate instructional practices, differentiation, student engagement, behavioral supports, and the implementation of IEP-mandated services and accommodations.



Scope and Methodology



Staff Feedback

Gathered input from special education teachers, general education teachers, related service providers, support staff, building administrators, and district-level administrators. These discussions provided insight into current practices, staff responsibilities, communication systems, professional development needs, program strengths, and challenges affecting the delivery of special education services.



Parent Feedback

Solicited feedback from parents and caregivers to better understand their experiences with the district's special education processes, programs, communication practices, and services.

Parent perspectives were gathered through email correspondence and collaborative meetings with the Special Education Parent Teacher Association (SEPTA), providing valuable insight.



Compliance Overview: Federal Law, State Law, and Regulations

IEP Compliance



IEP implementation and compliance are monitored continuously throughout the school year. Ongoing review processes help ensure that mandated programs, services, accommodations, modifications, goals, and reporting requirements are implemented consistently and in accordance with each student's IEP.

Timely Evaluations



Special education programs, related services, supplementary aids, and supports are provided as designated in the student's IEP. Service schedules, frequency, duration, group size, and location are reviewed to confirm that actual service delivery aligns with the recommendations of the Committee on Special Education.

Service Delivery Alignment



Initial evaluations, reevaluations, and requested assessments are scheduled, completed, and reviewed within required regulatory timelines. Systems are maintained to monitor evaluation due dates, obtain necessary consent, coordinate assessment components, and ensure that eligibility and program decisions are made without unnecessary delay.

Documentation Completeness



Required special education documents are completed, reviewed, and finalized prior to the implementation of newly recommended programs or services. This includes ensuring that IEPs, notices, evaluation reports, service documentation, and related compliance records are accurate, complete, and available to the staff responsible for implementation.



Areas of Strength and Success



Administrative Vision & Oversight



Dedicated & Collaborative Staff



Positive Student-Centered Practices



Effective Inclusive Opportunities



Established Progress Monitoring Systems



Opportunities for Growth



IEP & Prior Written Notice (PWN) Development

Standardize processes to address inconsistencies across the district



Service Documentation

Strengthen systems for tracking service delivery and maintaining service provider documentation



Supervisory Structure

Realign supervisory roles within the Special Education Department for greater effectiveness



Behavioral Supports

Strengthen Board Certified Behavior Analyst (BCBA) and Registered Behavior Technician (RBT) supports across the district



Professional Development

Provide ongoing, targeted staff development, particularly in ICT instructional practices



Data Tracking

Conduct a thorough review of current tracking systems to identify opportunities for improved efficiency, reporting, and decision making



Action Plan



Staffing

- Provide ongoing targeted staff training
- Adjust staffing and supports as needed



Processes

- Strengthen IEP development and review processes
- Improve service tracking and documentation



Programs

- Focus program development based on current needs
- Evaluate all special education programs via student growth and performance



Strategic Implementation Timeline

The Strategic Plan will be updated to reflect these initiatives



Immediate

- Increase professional development for ICT staff members including general education and special area teachers and teaching assistants.
- Review planning time for ICT teams on the elementary level to expand opportunities for collaboration.
- Enhance communication between Transportation and Special Education



Short-Term

- Establish a SEPTA Communication Committee to strengthen two-way communication and create an ongoing feedback loop with parents.
- Continue enhancing CPSE/CSE documentation and processes to promote consistency, efficiency, and compliance.
- Ensure greater consistency in the delivery of related services across the district.
- Review Extended School Year (ESY) programs to improve efficiency.



Long-Term

- Develop procedures for ongoing evaluation of programs (continuous evaluation).
- Refine practices based on the ever changing needs of students, policies and regulations.



Looking Ahead



Compliance

Commitment to full compliance with all standards and regulations.



Student Outcomes

Focus on improving academic and developmental student outcomes.



Continuous Progress

Ongoing, active efforts dedicated to continuous program improvement.



Questions?