

# Special Education Review

Bedford Central School District  
July 2024

*Public Consulting Group*

# Agenda

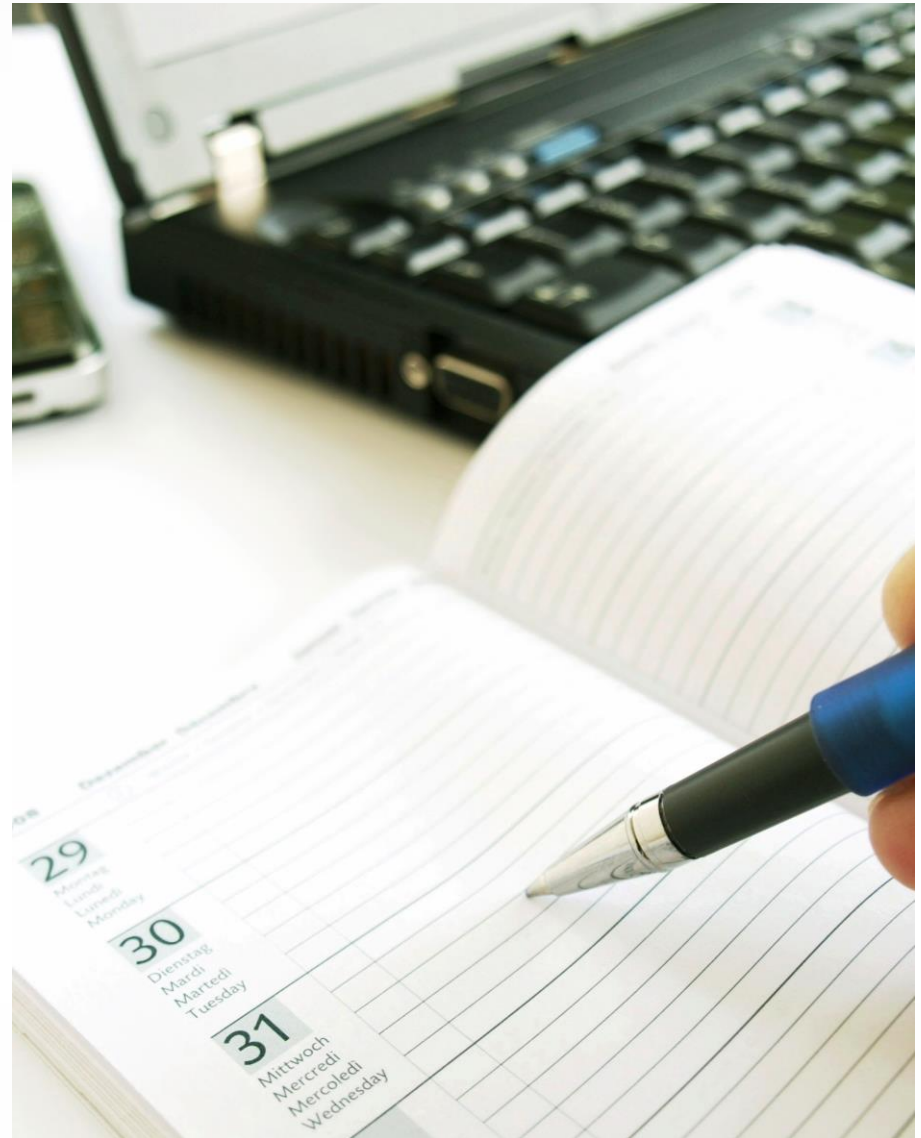
## Introductions

- Project Team
- PCG Overview

## Project Approach

## Project Methodology

- Ways to Be Involved
- Q&A



# Introductions

# Our Review and Technical Assistance Team



**Dr. Jennifer Meller**  
Manager  
Engagement Manager



**Mina Kao**  
Business Analyst  
Project Manager



**Dr. Mauria Uhlik**  
Senior Consultant  
Project Director



**Dr. Jennifer Baribeau**  
Senior Advisor  
Qualitative Content Lead

# Public Consulting Group

## Delivering *Solutions that Matter*

### BACKGROUND

- Founded in **1986**
- Privately held company, consistent ownership
- **23 offices** across the United States and internationally
- Over **2,000** full time employees
- Local presence, national perspective
- Over **1,600 active contracts** with local and state education agencies nationwide
- Work shoulder-to-shoulder on high-impact, high-profile projects

### KEY STATISTICS

- Partnered with over **5,600** districts and **27** state agencies
- **25%** of all IEPs in the U.S. are managed in PCG systems
- EDPlan - **2,200** school districts in dozens of states and includes 18 of the largest 25 U.S. school districts
- Multiple integrated cloud-based services to support specialized student populations such as special education and 504



Experienced Consulting



Implementation & Project Management Services & Support



Blended Professional Development



Instructional Leadership, Coaching and Mentoring



Proven, Scalable Technology to Enable Best & Effective Practice

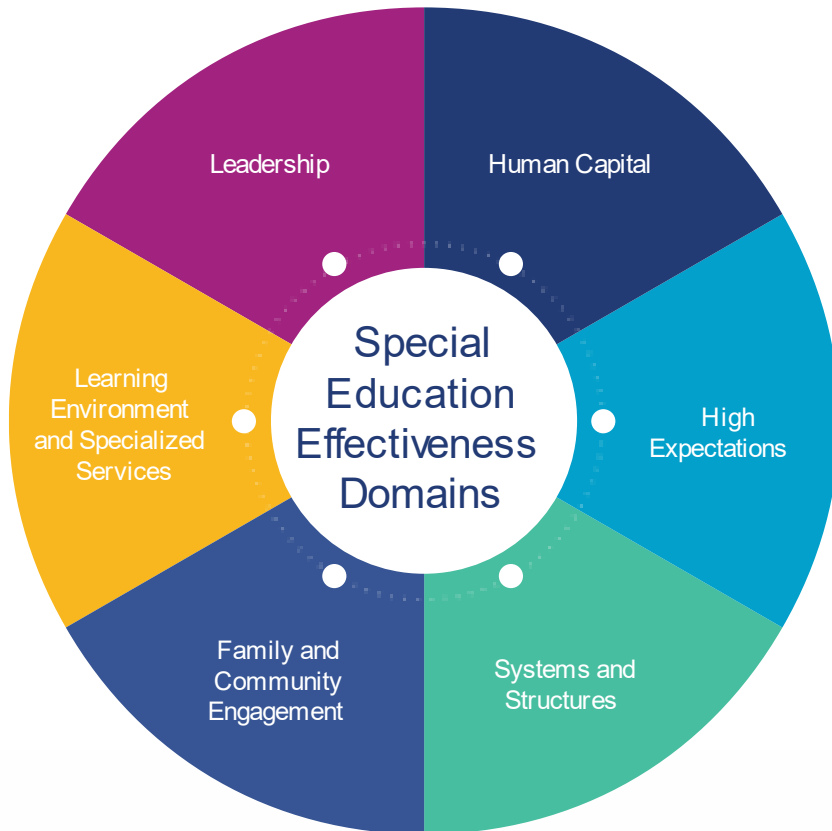


*We pride ourselves on being a leading public sector management consulting and operations improvement firm that partners with education, health, and human services agencies to improve lives.*



# Project Approach

# PCG's Special Education Effectiveness Domains



## Human Capital

Investing in people from recruitment to retirement

## High Expectations

Increasing expectations of students with disabilities by presuming competence

## Systems and Structures

Defining expectations for service delivery, resource allocation, and data management infrastructure to guide data-driven decisions

## Family and Community

**Engagement** Coordinating efforts with families and community organizations to improve results

## Learning Environment and Specialized Services

Delivering instruction and interventions within an inclusionary framework and IEP fidelity

## Leadership

Embracing partnerships to make informed decisions and provide equitable opportunities for all students



**To PCG, a review is not just about identifying the challenges and offering recommendations - it's about creating an intentional, ambitious, and urgent path forward for the BCSD community to improve the outcomes of students with disabilities.**



# A Collaborative Approach To Program Reviews



Our reviews are **collaborative** by design, and we work side-by-side with districts to help define the challenges, specify goals and develop effective, outcome-driven strategies.



We help you to answer **essential questions** about student progress and program effectiveness, pinpoint specific areas of strength, and identify improvement targets.



Our review approach is **multidimensional**, emphasizes the participation of multiple stakeholders, and includes both quantitative and qualitative data collection. It is grounded in our experience and research in best practices.



Our aim is to continue to strengthen district culture by leading the way with **accountable solutions** that support:

- Enhanced collaboration and stakeholder engagement
- Continuous improvement efforts in special education with measurable academic and functional outcomes and compliance
- Greater efficiencies



# Research Areas (1 of 3)

The comprehensive program review will include understanding:

## Learning Environment and Specialized Services

- To what extent are **Multi-Tiered Systems of Support (MTSS)** employed to support students with academic and/or behavioral interventions?
- How is the continuum of services in special education organized to support a **Free and Appropriate Public Education (FAPE)** and the **Least Restrictive Environment (LRE)**?
- Is there a consistent **”golden thread”** or **supporting body of evidence** that connects the student’s disability with present levels, learning characteristics, goals, progress, placement, and selected accommodations for instruction and assessment?



# Research Areas (2 of 3)

The comprehensive program review will include understanding:

## High Expectations

- How does BCSD perform regarding student **outcomes** and **transition** for students with disabilities?

## Human Capital and Leadership

- How does BCSD organize and utilize its **human capital resources**?
- How does BCSD support **teacher pedagogy** and provide **professional learning**?
- How are **best practices** established for professional development for general education teachers to support classified students better and promote **inclusion**?



# Research Areas (3 of 3)

The comprehensive program review will include understanding:

## Systems and Structures

- Do current **staffing allocation** procedures and practices allow for special education staff to adequately meet the needs of students with disabilities in BCSD?
- How does BCSD allocate its resources in a way that facilitates a maximum **return on district investment**? How does **budget management** occur? How are **grant funds** accessed and used?

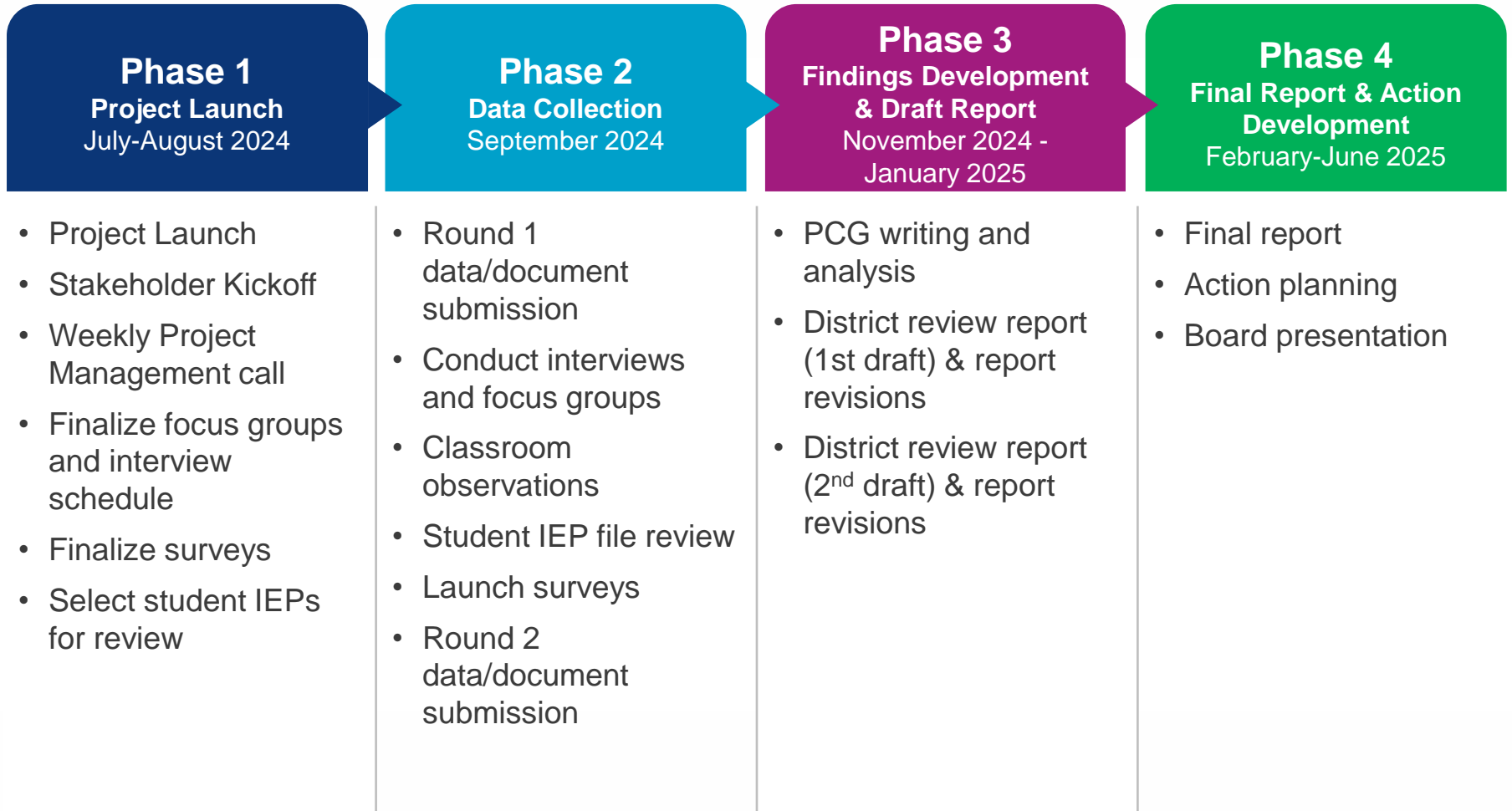
## Family and Community Engagement

- To what extent are **parents of children with IEPs satisfied** with their child's special education program?
- How do **community relations** and **customer service** function specific to supporting families as meaningful participants in the special education process?



# Project Methodology

# Project Methodology



**Phase 1**  
Project Launch

**Phase 2**  
Data Collection

**Phase 3**  
Findings Development &  
Draft Report

**Phase 4**  
Final Report & Action  
Development

## Starting a Strong Foundation



Bring together key stakeholders during a project kickoff to further explore the expectations and visions for the review.



Present workplan for broader stakeholder input.



Finalize communication plan with BCSD project team to manage all phases of the project.



Develop data collection schedule and review data collection protocols.



Finalize the data collection participant lists and approach to outreach and communication to all participants.

Phase 1  
Project Launch

Phase 2  
Data Collection

Phase 3  
Findings Development &  
Draft Report

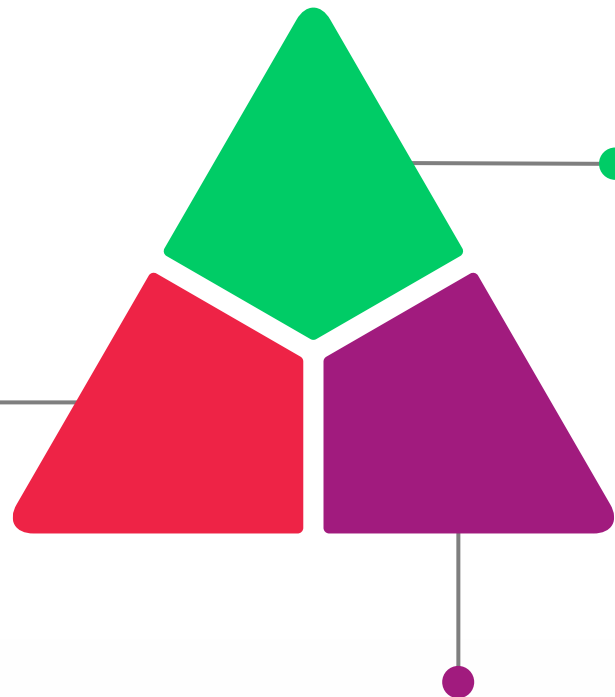
Phase 4  
Final Report & Action  
Development

## Research Approach

PCG will partner with BCSD to complete an independent, comprehensive review, including:

### Stakeholder

**Outreach:** Focus groups, interviews, classroom visits, and surveys with BCSD staff and families



### Inventory of Promising Practices:

Review and document promising practices employed in BCSD and benchmarked against comparable school districts

**Current State Analysis:** Assess quality of BCSD programs to recommend improvements




Phase 1  
Project Launch

Phase 2  
Data Collection

Phase 3  
Findings Development &  
Draft Report

Phase 4  
Final Report & Action  
Development

## Data Collection



**1**

**Data,  
Document &  
Policy Review**



**2**

**Interviews and  
Focus Groups**

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**3 days onsite**



**3**

**Virtual IEP  
Review**

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**4**

**Staff and  
Parent  
Surveys**



**5**

**Classroom  
Visits**

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**2 days onsite**

**Phase 1**  
Project Launch

**Phase 2**  
Data Collection

**Phase 3**  
Findings Development &  
Draft Report

**Phase 4**  
Final Report & Action  
Development



Draft report to include overall findings, strengths, and recommendations and inform improvement planning



Develop executive summary



Submit draft reports and make necessary revisions.

**Phase 1**  
Project Launch

**Phase 2**  
Data Collection

**Phase 3**  
Findings Development &  
Draft Report

**Phase 4**  
Final Report & Action  
Development



Submit final  
report



Present  
Findings and  
Recommendations  
to Leadership  
Team



Facilitate Action  
Planning  
Sessions



Initiate  
Development of  
Implementation  
Plan

# Proposed Timeline

Activity	Timeframe	Location
Project Start	July 2024	Offsite
Weekly Project Management Calls	Ongoing	Offsite
Project Kickoff (virtual)	July 2024	Offsite
Round 1 Data/Document Request and Submission	August 2024	Offsite
Interview and Focus Groups	September 2024	Onsite
Classroom Observations	September 2024	Onsite
Surveys Administered	September 2024	Offsite
IEP File Review	September 2024	Offsite
Round 2 Data/Document Request and Submission	September 2024	Offsite
PCG Writing and Analysis	November 2024– January 2025	Offsite
Draft Report	January 2025	Offsite
Final Report	February 2025	Offsite
Action Planning	March – April 2025*	Offsite
Final Action Plan	May 2025*	Offsite
Board Presentation	June 2025*	Onsite

\*to be finalized



# What's Next: Ways to Be Involved



Participate in a focus group



Complete an online survey



[Engagement Form](#) - English  
[Formulario de compromiso](#) - Español

# Q&A





**Solutions that Matter**