

Special Education Program Review

Findings and Recommendations Presentation

Bedford Central School District

February 2025

Public Consulting Group

Agenda

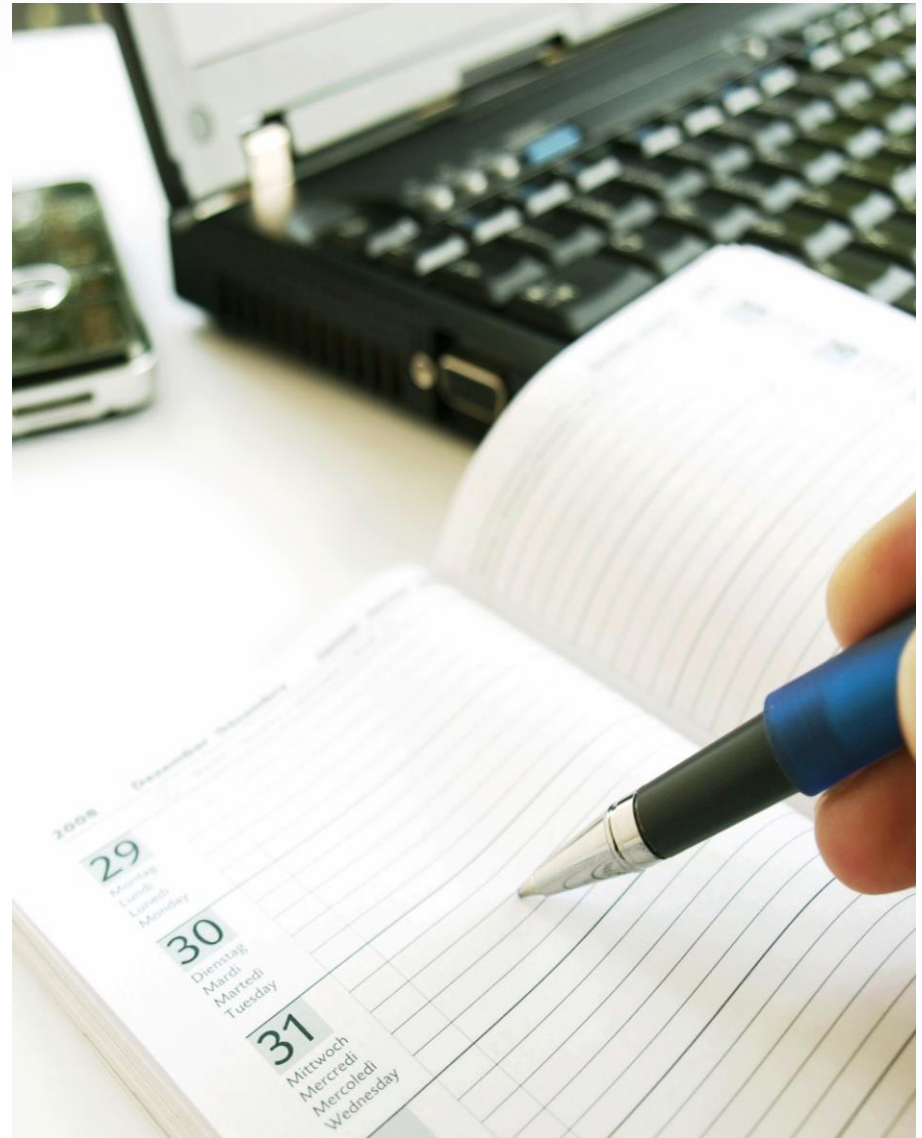
Introductions and Project Overview

Findings

Recommendations

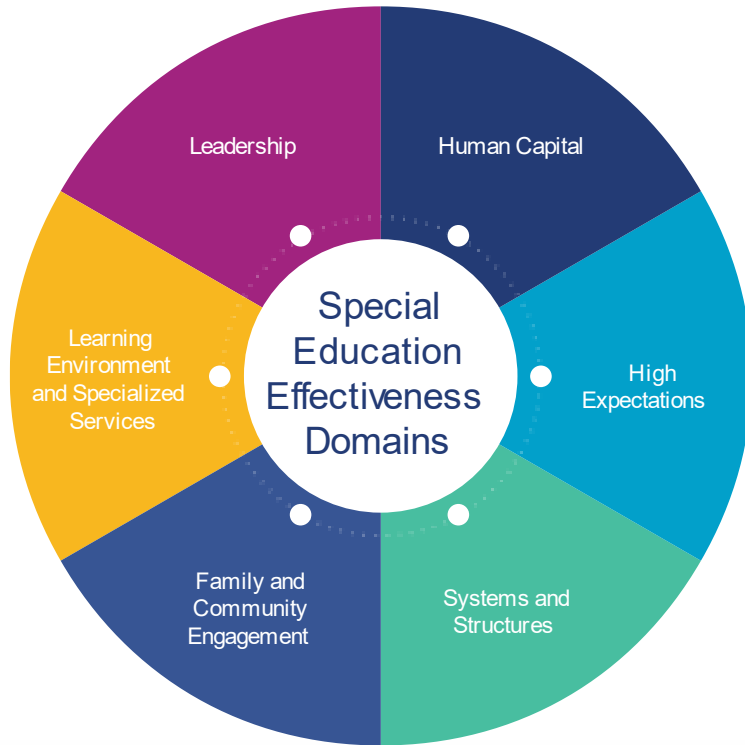
Action Plan Development and Timeline

Questions and Answers



Introductions and Project Overview

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

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Research Questions

Learning Environment and Specialized Services

- To what extent is the Multi-Tiered System of Supports (MTSS) employed to support students requiring academic and/or behavioral intervention?
- How is the continuum of services 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, learner characteristics, goals, progress, placement, and selected accommodations for instruction and assessment?

High Expectations

- How does BCSD perform on outcomes and transition for students with disabilities?



Research Questions - continued

Human Capital and Leadership

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

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 resources in a way that facilitates a maximum return on district investment? How does budget management occur? How are grant funds accessed and used?



Research Questions - continued

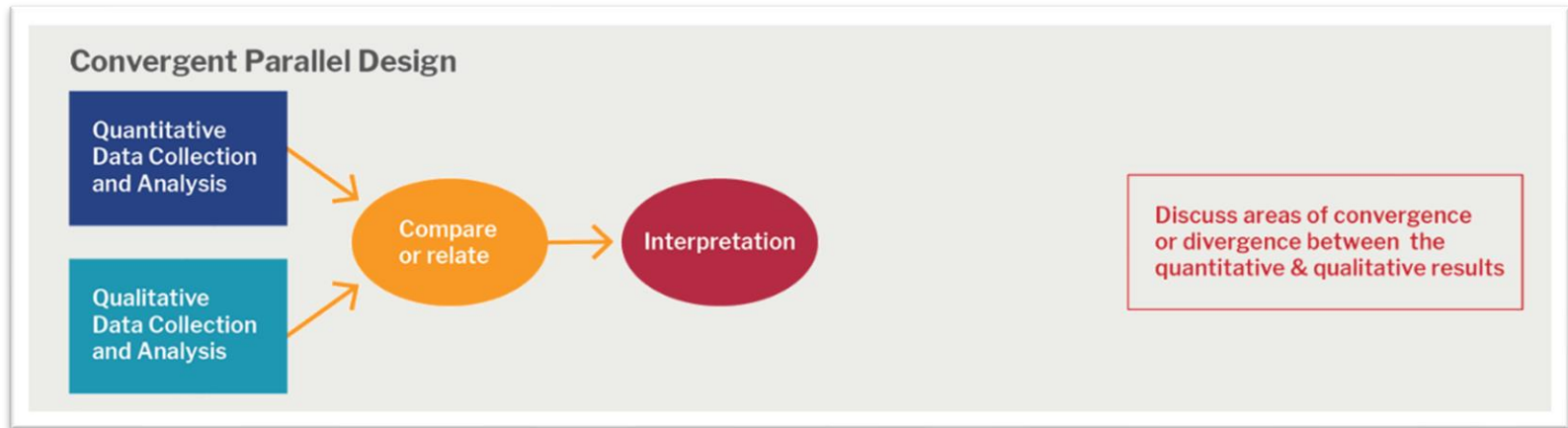
Family and Community Engagement

- To what extent are parents of children with IEPs satisfied with their child's educational program?
- How do community relations and customer service function specific to the following areas?



Methodology

- Mixed-methods research design study
 - Employed to produce a robust description and interpretation of the data and make quantitative results more understandable
 - Strategically integrates or combines rigorous quantitative and qualitative research methods



- Questions and protocols designed in collaboration with BCSD to ensure aligned with 1) District's areas of focus, and 2) Best practices literature

Data Collection

Focus Groups and Interviews

32 focus groups and interviews, ~123 participants

Stakeholder Surveys

Parent survey: 116
(15.4%) parents

Staff survey: 189 (23%)
staff

Student Survey: 57
(22.7%) students

Data & Document Analysis

Over 100 district documents and
data trend analysis and 25 student
IEP files reviewed

Classroom Observations

8 schools
36 classrooms

Findings

State Performance Plan (SPP)/Results Driven Accountability (RDA) and High Expectations

Strengths

- Education Environment
- Classification Rate
- Graduation Rate
- Dropout Rate for SWDs
- Grade 8 ELA and Math Proficiency for SWDs
- High School Regents ELA Proficiency for SWDs
- Grade 4 Math and High School Algebra Regents Proficiency for SWDs
- Inclusive Opportunities for Students with IEPs

Opportunities for Improvement

- Achievement Gap
- Grade 4 ELA Score for SWDs
- Disproportionality
- Gender Disparity
- Dropout Rate for SWDs Trends



Learning Environment and Specialized Services

Strengths

- Districtwide MTSS Framework
- Staff Dedication and Skillset
- Early Transition Planning
- Systems for Translation/Interpretation
- Assistive Technology (AT)
- Rigor of Instruction
- Hillside Alternative Campus
- Accessibility Team
- Processes and documentation

Opportunities for Improvement

- Behavioral Supports within the MTSS Framework
- Transition Planning
- IEP Development
- Progress Reports and Monitoring
- English Language Learner Services and Dually Identified Students
- Behavioral Supports and Programming at the Elementary Level
- Support and Skills Class (SAS)
- Collaborative Teaching Structures
- Flex Week and Master Scheduling
- Expansion of the ICT Model into Elementary Schools



Human Capital and Leadership

Strengths

- Abundance of PD Opportunities
- Relatively Low Special Education Teacher Caseloads
- Relatively Low Related Service Provider Caseloads
- Staff Retention
- Collaborative Leadership
- Induction Program for New Teachers
- Teaching Assistant Credentials

Opportunities for Improvement

- Time Allocation for PD
- Staff Perceptions of Staffing Levels
- Workload vs. Caseload Analysis
- Director and Assistant Director of Special Education Job Turnover
- Building Trust and Communication



Systems and Structures

Strengths

- School-based Special Education Expenditures
- State Complaints and Due Process
- Special Education Action Plan

Opportunities for Improvement

- Standard Operating Procedure Manual
- Out-of-District Tuition
- Facilities Planning



Family and Community Engagement

Strengths

- Parent Participation in IEP Meetings
- Proactive Measures
- Engagement Efforts
- Interpretation Services
- Parent Training Development

Opportunities for Improvement

- Trust-Building
- Communication Consistency
- Staffing Concerns
- Translated Documents
- Satisfaction with IEP Services
- Progress Monitoring
- Parent Training Awareness



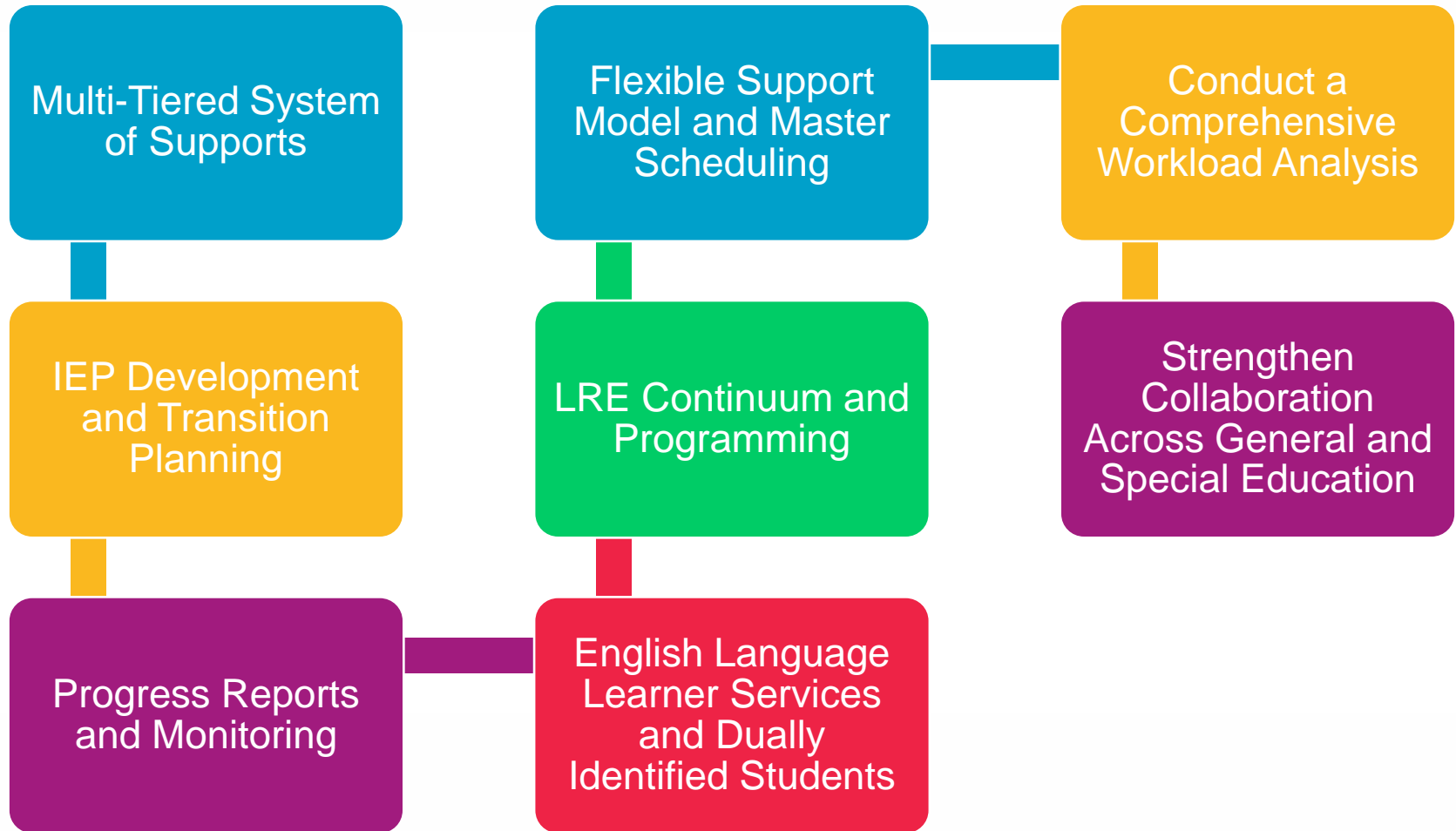
Recommendations

Recommendations Roadmap

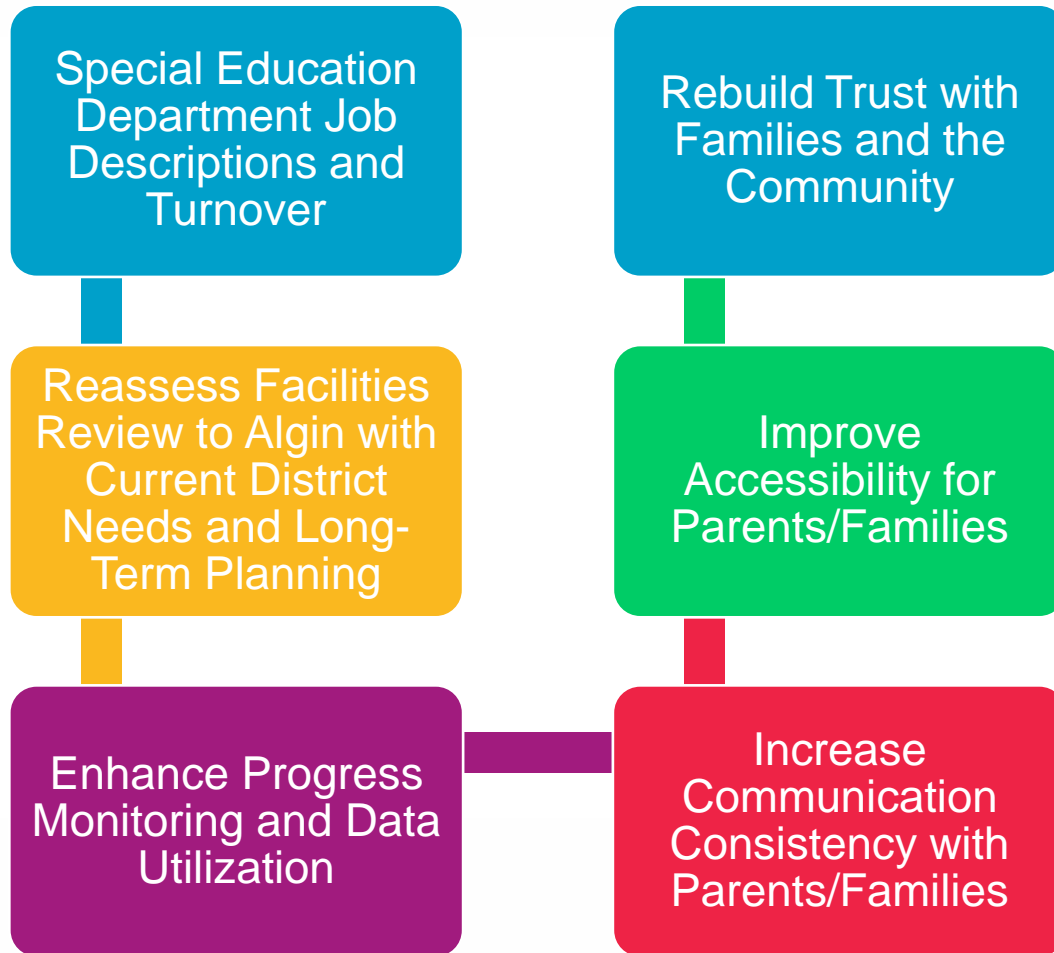
- Address areas of improvement and lead to future growth.
- Interrelated and will require a significant investment on the part of BCSD.
- Set the foundation for all other action steps from the report.
- Three-to-five-year timeline for full implementation.
- Provide flexibility of BCSD to implement spirit of the recommendation while aligning with other District initiatives.



Recommendations



Recommendations

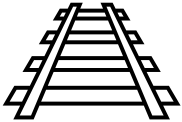


Next Steps

Action Planning



Prioritize Recommendations – Identify key areas for action



Develop an Action Plan – Define steps, roles, and responsibilities



Address Challenges – Plan for potential barriers and solutions



Set Measurable Goals – Establish progress monitoring strategies



Align with District Priorities – Ensure sustainability and impact

Questions and Answers

