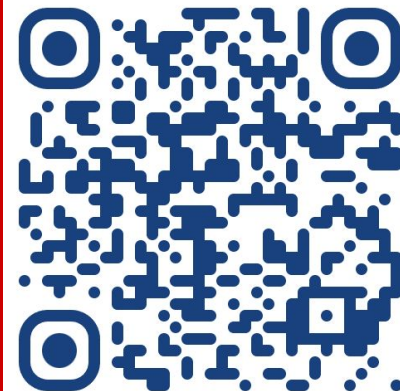




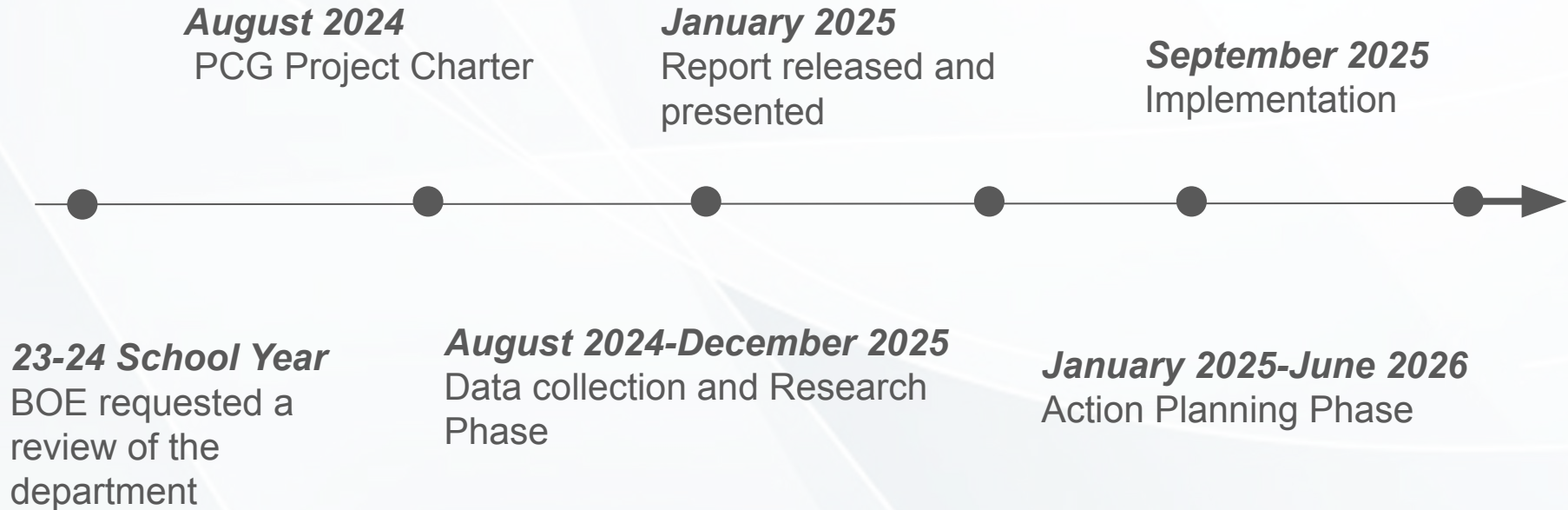
PCG Action Plan Update

BCSD Leadership Team
June 11, 2026



**Escanear el
código de
arriba para
la
traducción**

Where we are now





Not Yet Started



In Progress



Complete



Standardize the expectations for MTSS practices in one guiding document differentiated by grade band

Recommendation 1.1



MTSS Handbook

Create an MTSS Handbook (Version 1.0)



Org Structure

Refine MTSS organizational structure



UDL Assessment

Assess UDL implementation across classroom



Prioritize the implementation of social-emotional and behavioral practices within the MTSS framework

Recommendation 1.2



Tier 1 SEL

Provide Tier 1 SEL/behavior guidance



Tier 2/3 SEL

Develop Tier 2/3 SEL/behavior intervention guidance



Align transition-aged student programming with individualized Transition Plans

Recommendation 2.2



Review & Identify

Conduct a review of current transition programming and compare it to Transition Plans to identify gaps



Establish clear progress monitoring guidelines for all staff to promote accurate and objective reporting

Recommendation 3.1



Standardize Data

Create and disseminate
District-wide progress
monitoring tools and
templates



Develop and pilot an ICT model at the elementary level to enhance inclusive practices and provide access to grade level instruction for all students

Recommendation 5.1



Assess & Plan

Conduct a needs assessment to inform mini-pilot site



Pilot Implementation

Implement and analyze ICT mini-pilot



Strategy & Expansion

Districtwide ICT needs assessment
Pilot expansion sites selected



Expand behavioral programming to meet the needs of students with behavioral challenges at the elementary level

Recommendation 5.2



Develop

Develop additional behavioral support programs, such as tiered intervention systems or specialized supports, at elementary schools that are similar to what is offered at the secondary level.



Training & Coaching

Provide training for staff on evidence-based behavioral strategies across all grades and schools in BCSD. This includes training for all staff, including general education staff, on Functional Behavior Assessments (FBAs) and implementation of Behavior Intervention Plans (BIPs).



Staffing

Evaluate staffing needs and maintain the availability of highly trained staff to support with behavioral challenges across schools. Assess whether current staffing levels effectively meet student needs.



Enhance consistency in instruction and effective practices in SAS classes.

Recommendation 5.3



Assess & Plan

Develop district-wide guidance and priorities for SAS classes.



Training

Provide targeted professional development and coaching for SAS teachers on guidance and priorities.



Continue to evaluate and refine Master Scheduling practices to establish consistent approaches across BCSD, prioritizing effective and equitable delivery of services.

Recommendation 6.2



Schedule Analysis

Schedule and collaborate with scheduling consultant currently supporting the District to address districtwide scheduling concerns for students with disabilities. Focus on identifying and resolving systemic issues such as scheduling overlaps, missed services, or inefficiencies that may hinder the delivery of high-quality services.



Conduct a workload analysis to gain a deeper understanding of staff responsibilities by examining the tasks and time commitments beyond student caseload numbers.

Recommendation 7.1



Data Collection

Engagement and data collection for analysis.



Data Analysis

Conduct analysis and develop report



Staffing

Apply to current staffing needs



Develop stronger collaborative structures between general and special education to monitor inclusive educational services and high quality instruction for all students.

Recommendation 8.1



Meeting Structure

- Establish bi-monthly cross-departmental meetings (CO, SPED, C&I, ESOL)
- Restructure monthly C&I meetings with Elementary coordinators and instructional coaches, including special education representation



Secondary

Establish a secondary curriculum cabinet with special education representation



Communication

Communicate joint curriculum effort by a newsletter and board update



Sustainability

Assess needs and roles for sustaining secondary curriculum collaboration



**Format job descriptions in a manner
whereby they are consistently
written and formatted for internal
and external audiences**

Recommendation 9.1



Consistency

Reformat and, if need be, revise Special Education Department job descriptions so they are consistent and clearly formatted



Create necessary conditions to retain Director and Assistant Director of SPED

Recommendation 9.2



Analyze

Identify and respond to underlying factors contributing to leader turnover; create more supportive working conditions



Standardize communication protocols to foster clarity, timeliness, and effectiveness in interactions among schools, families and District offices

Recommendation 12.1



Protocols

Establish clear, primary communication protocols between schools, families, and district offices



Foster trust and strengthen partnerships with families and the community through transparency, active listening and collaboration

Recommendation 14.1



SEPTO Relationship

Openly recognize past concerns and share the steps being taken to rebuild trust and improve communication



Feedback

Host listening sessions or surveys to hear from families, and use their input to guide decision-making and Improvements

What's Next?



Questions?

