



BEDFORD CENTRAL SCHOOL DISTRICT SPECIAL EDUCATION ACTION PLAN

Implementation Levels

The following scale is used to assess the status of each priority area or action step in BCSD’s action plan. It is important to note that meaningful systems change takes time. This plan is designed to guide **sustained implementation over a 3–5 year period**.

While some areas have been identified as initial priorities, all focus areas included in this action plan are part of BCSD’s long-term efforts to strengthen systems, improve service delivery, build staff capacity, and support improved outcomes for all students.

Each PCG recommendation and action step should be interpreted within the unique context of BCSD—recognizing that **strategies may evolve** based on emerging needs, new initiatives, and lessons learned along the way. As we build capacity and momentum, additional focus areas can be phased in over time. This flexible, phased approach reflects best practices in implementation science and honors the complexity of systems change.

BCSD’s commitment to this work over a **3–5 year horizon** reflects both the urgency and the intentionality required to support sustainable, meaningful progress.

	Not yet started
	In Progress
	Complete

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Immediate Priorities and Phase 1 Actions

⇒ Multi-Tiered Systems of Support MTSS

Recommendation 1.1: Standardize the expectations for MTSS practices in one guiding document differentiated by grade band.

Action Step	Key Performance Indicator (KPI)	Target Timeline	Person(s) Responsible	Report Rec #	Status
Create an MTSS Handbook Version 1.0	Version 1.0 MTSS Handbook is completed, approved by district leadership, and disseminated to all school sites with 100% of schools confirming receipt.	June 2026	MTSS Core Leadership Team	1.1	
Refine MTSS organizational structures	All MTSS team structures (district, steering, site, problem-solving) are defined in the MTSS Handbook with documented meeting protocols, and 100% of schools identify active team members	June 2026	MTSS Core Leadership Team	1.1	
Assess UDL implementation across classrooms	UDL implementation inventory completed with participation from 100% of schools; findings synthesized in a report that includes next-step recommendations.	April 2026	MTSS Core Leadership Team	1.1	

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Recommendation 1.2: Prioritize the implementation of social-emotional and behavioral practices within the MTSS framework.

Action Step	Key Performance Indicator (KPI)	Target Timeline	Person(s) Responsible	Report Rec #	Status
Provide Tier 1 SEL/behavior guidance	Districtwide Tier 1 SEL/behavioral expectations are defined and published with professional development delivered to at least 80% of school leaders and a mechanism for staff feedback established.	November 2025	MTSS Core Leadership Team	1.2	
Develop Tier 2/3 SEL/behavior intervention guidance	Tier 2/3 SEL/behavior intervention menu and guidance are finalized with entry/exit criteria, training modules, and data tracking tools shared across all schools. At least 75% of schools report using the tools.	September 2026	MTSS Core Leadership Team	1.2	

⇒ Integrated Co-Teaching (ICT)

Recommendation 5.1: Develop and pilot an Integrated Co-Teaching (ICT) model at the elementary level to enhance inclusive practices and provide access to grade-level instruction for all students.

Action Step	Key Performance Indicator (KPI)	Target Timeline	Person(s) Responsible	Report Rec #	Status
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Conduct a needs assessment to inform mini-pilot site	Needs assessment completed at Bedford Village ES by Feb 2025; pilot cohort and PD plan finalized by Aug 2025; mini pilot launched Sept 2025.	September 2025	Special Education Leadership	5.1	
Implement and analyze ICT mini pilot	Pilot implementation in grades 3–4 begins Sept 2025; formative data review conducted by Jan 2026; final analysis completed by June 2026 with recommendations for expansion.	June 2026	Special Education Leadership/ Principal	5.1	
Conduct districtwide needs assessment for expansion	Districtwide ICT needs assessment completed by Dec 2026; pilot expansion sites selected by Feb 2027 based on enrollment, staffing, and readiness.	February 2027	Special Education Leadership	5.1	
Develop and disseminate pilot plan & communication strategy	ICT pilot implementation plan (with goals, timeline, and evaluation criteria) finalized by Dec 2025; communication plan disseminated to all staff by March 2027.	March 2027	Special Education Leadership	5.1	
Expand the ICT model districtwide	Cohorts and buildings for ICT expansion identified by Jan 2027; 100% of pilot schools receive orientation and staff training by August 2027.	August 2027	Special Education Leadership	5.1	

⇒ **Workload Analysis**

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Recommendation 7.1: Conduct a workload analysis to gain a deeper understanding of staff responsibilities by examining the tasks and time commitments beyond student caseload numbers. This approach will help address concerns about perceived understaffing and provide equitable resource allocation to meet student needs.

Action Step	Key Performance Indicator (KPI)	Target Timeline	Person(s) Responsible	Report Rec #	Status
Engagement and data collection for analysis	At least 70% of special education teachers and related service providers participate in the districtwide workload survey and/or focus groups to share insight into time-on-task responsibilities.	November 2025	Special Education Leadership	7.1	
Conduct analysis and develop report	Districtwide workload analysis completed and shared with leadership	February 2026	Special Education Leadership	7.1	
Apply to current staffing needs	Staffing allocations for 2026–27 reflect workload analysis findings, with resource shifts documented and rationale shared with site leaders.	March 2026	Special Education Leadership	7.1	
Develop sustainability for workload analyses and framework	Workload analysis framework and data collection plan for repeat use adopted and scheduled to repeat every 2 years.	September 2027 *updated	Special Education Leadership	7.1	

⇒ **Special Education/General Education Collaboration**

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Recommendation 8.1: Develop stronger collaborative structures between general and special education to monitor inclusive educational services and high-quality instruction for all students. By promoting shared ownership of student outcomes, BCSD can advance the work already started for MTSS and special education programming.

Action Step	Key Performance Indicator (KPI)	Target Timeline	Person(s) Responsible	Report Rec #	Status
Establish bi-monthly cross-departmental meetings (central office, SPED, C&I, ESOL)	Bi-monthly cross-departmental curriculum meetings are held beginning Fall 2025, with at least 80% attendance from each represented department and meeting notes documenting joint decisions and follow-up actions.	September 2025	Asst. Supt. of C & I Special Education Leadership	8.1	
Restructure monthly C&I meetings with elementary coordinators and instructional coaches, including Special Education representation	Monthly elementary C&I meetings launched by Fall 2025 with participation from elementary and special education coordinators; agendas include at least one standing item related to inclusive practices or special education considerations.	September 2025	Asst. Supt. of C & I Special Education Leadership	8.1	
Establish a secondary curriculum cabinet with special education representation	Secondary Curriculum Cabinet structure is finalized and launched by January 2026, with regular monthly meetings that include at least one special education secondary coordinator and a clear charter outlining purpose, roles, and communication protocols.	January 2026	Asst. Supt. of C & I Special Education Leadership	8.1	

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Communicate joint curriculum efforts via newsletter and Board updates	At least two joint communication efforts (e.g., newsletter, Board update) are shared publicly by June 2026 to highlight cross-departmental collaboration on curriculum planning.	June 2027 *updated	Asst. Supt. of C & I Special Education Leadership	8.1	
Assess needs and roles for sustaining secondary curriculum collaboration	A documented needs assessment is completed by June 2027, outlining required roles, capacity, and cross-departmental input to sustain the secondary curriculum cabinet beyond its launch year.	June 2027 *updated	Asst. Supt. of C & I Special Education Leadership	8.1	

Sustained Action Areas and Next Phase Recommendations

⇒ IEP Development and Transition Planning					
Recommendation 2.1: Improve the quality and consistency of IEP writing across the District.					
Action Step	Key Performance Indicator (KPI)	Target Timeline	Person(s) Responsible	Report Rec #	Status
Develop a rubric for quality IEP writing, focusing on measurable goals, appropriate	70% of IEPs meet rubric criteria for quality, including measurable goals, appropriate accommodations, and alignment with individual student needs, as verified through	June 2029	Special Education Leadership	2.1	

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accommodations, and alignment with students needs and include the current staff website for IEP development	internal review by June 2027, 80% by June 2028 and 100% by June 2029				
Provide ongoing training and coaching for case managers and staff responsible for IEP development	≥ 90 % of case managers and related staff complete at least two documented coaching or training sessions on the IEP-quality rubric each semester.	June 2027	Special Education Leadership	2.1	
Strengthen the peer-review process or administrative review to enhance IEP quality and consistency	- Use agreed upon rubric to audit IEPs each June - Convene a committee of psychs and sped teachers from different schools, Pull 25 IEPs at random to review and score with the rubric	June 2027	Special Education Leadership	2.1	
Recommendation 2.2: Align transition-aged student programming with individualized Transition Plans.					
Action Step	Key Performance Indicator (KPI)	Target Timeline	Person(s) Responsible	Report Rec #	Status
Conduct a review of current transition programming and compare it to Transition Plans to identify gaps.	Audit 8th-12th grade IEPs to better understand gaps	June 2026	Special Education Leadership Transition Specialist	2.2	

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Provide training and ongoing coaching for staff on creating meaningful, individualized Transition Plans aligned with student strengths and postsecondary goals.	- 100% of staff responsible for Transition Plans receive training, with at least 80% demonstrating improved proficiency as measured by a rubric assessing alignment with student strengths and postsecondary goals.	June 2027	Special Education Leadership Transition Specialist	2.2	
Implement a peer-review process or administrative review to enhance Transition Plan quality and consistency.	Transition specialist will review/audit 10 IEPs each summer to ensure fidelity	June 2028	Special Education Leadership Transition Specialist	2.2	
 Progress Monitoring					
Recommendation 3.1: Establish clear progress monitoring guidelines for all staff to promote accurate and objective reporting.					
Action Step	Key Performance Indicator (KPI)	Target Timeline	Person(s) Responsible	Report Rec #	Status
Create and disseminate districtwide progress monitoring tools and templates.	Create a Google folder of agreed upon progress monitoring templates including templates specific to programs used.	June 2026	Special Education Leadership	3.1	

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Train staff on collecting and reporting data to track student progress toward annual IEP goals.	Provide PD on writing and monitoring SMART goals	June 2027	Special Education Leadership	3.1	
Conduct periodic audits of progress reports to maintain compliance and uphold data quality.	Randomly audit 25 progress reports, 2 times per year, with 95% of reports reviewed meeting compliance and data quality standards.	June 2027	Special Education Leadership	3.1	

⇒ English Language Learner Services and Dually Identified Students

Recommendation 4.1: Align supports and services for dually identified students with best practices.

Action Step	Key Performance Indicator (KPI)	Target Timeline	Person(s) Responsible	Report Rec #	Status
Offer professional development on best practices for serving dually identified students.	Develop and schedule at least one professional development session on best practices for serving dually identified students by June 2027, to be delivered in the 2027–2028 school year,	June 2027	Special Education Leadership & Director of ESOL, Adrienne Viscardi	4.1	
Develop a districtwide framework to align English Language Learner (ELL) and special education	Complete and share a districtwide framework	September 2027	Special Education Leadership & Director of ESOL, Adrienne Viscardi	4.1	

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services, allowing them to complement each other.					
Monitor and evaluate student outcomes to assess the effectiveness of services.	Conduct quarterly reviews of ELL student outcomes, aiming for at least 85% of students to show progress on established language proficiency and academic benchmarks each year.	June 2027	Special Education Leadership & Director of ESOL, Adrienne Viscardi	4.1	

⇒ Behavioral Supports and Programming

Recommendation 5.2: Expand behavioral programming to meet the needs of students with behavioral challenges at the elementary level.

Action Step	Key Performance Indicator (KPI)	Target Timeline	Person(s) Responsible	Report Rec #	Status
Develop additional behavioral support programs, such as tiered intervention systems or specialized supports, at	Consistent Tier 1 and Tier 2 behavior systems/interventions, across all elementary schools, will be documented in MTSS	September 2027 *updated	Asst. Supt. of C&I, & MTSS Coordinator	5.2	



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elementary schools that are similar to what is offered at the secondary level.	handbook and in all building-level problem solving team protocols.				
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).	Create a schedule of training for all elementary general education staff to better understand the FBAs/BIPs	June 2027 *updated	BCBA & Special Education Leadership	5.2	
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.	Continue to build staff capacity by providing TCI certification trainings 1-2 times each school year for identified teachers and support staff Evaluate the need for an additional districtwide BCBA	June 2027 *updated	BCBA & Special Education Leadership	5.2	

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⇒ Support and Skills Class (SAS)

Recommendation 5.3: Enhance consistency in instruction and effective practices in SAS classes.

Action Step	Key Performance Indicator (KPI)	Target Timeline	Person(s) Responsible	Report Rec #	Status
Develop districtwide guidance and priorities for SAS classes.	Develop guidance document for SAS expectations and priorities	January 2026	Special Education Leadership	5.3	
Provide targeted professional development and coaching for SAS teachers on guidance and priorities.	Use department meeting time to ensure those teaching SAS are clear on expectations	March 2026	Special Education Leadership	5.3	
Conduct regular observations and feedback sessions to maintain fidelity of implementation.	Set up observation schedule to ensure SAS fidelity	September 2027	Special Education Leadership	5.3	

⇒ Specially Designed Instruction, Accommodations, and Modifications

Recommendation 5.4: Equip all staff to consistently implement Specially Designed Instruction (SDI), accommodations, and modifications across all settings in the LRE continuum.



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Action Step	Key Performance Indicator (KPI)	Target Timeline	Person(s) Responsible	Report Rec #	Status
Provide targeted PD for general and special education staff on effective SDI, accommodations, and modifications.	Create a PD plan for Superintendent Conference Days for 25-26	September 2025	Special Education Leadership Asst. Supt. of C & I	5.4	
Provide ongoing training for general and special education staff to build shared understanding and skills..	70% of general and special education staff will participate in at least two targeted professional development sessions focused on implementing UDL-aligned instructional practices, accommodations, and modifications by June 2026, 80% by June 2027, 100% by June 2028.	June 2028	Special Education Leadership Asst. Supt. of C & I	5.4	
Develop easy-to-use guides and tools for staff to reference in classrooms on SDI, accommodations, and modifications	Develop and distribute at least 3 classroom-ready tools or guides for educators focused on UDL and integrate these tools into at least one PD or coaching cycle	June 2027	Special Education Leadership Asst. Supt. of C & I	5.4	
Have leadership teams and coaches conduct classroom observations to promote the consistent	Schedule learning walks to include all district stakeholders	June 2027	Special Education Leadership Asst. Supt. of C & I	5.4	



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use of SDI and supports. Offer staff actionable feedback and coaching to refine practices.					
⇒ Flexible Support Model and Master Scheduling					
Recommendation 6.1: Evaluate the effectiveness of the Flexible Support Model (FSM) and Master Scheduling across the District to promote consistent scheduling practices across BCSD.					
Action Step	Key Performance Indicator (KPI)	Target Timeline	Person(s) Responsible	Report Rec #	Status
Conduct a workload analysis of related service providers to evaluate appropriate use of FSM.	Review workload analysis to determine next steps.	September 2026	Superintendent & Special Education Leadership	6.1	
Observe Flex Week implementation to identify inconsistencies, barriers, and promising practices.	TBD	TBD	TBD	6.1	
Develop clear guidelines for Flex Week use and promote accountability.	TBD	TBD	TBD	6.1	



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If Flex Week proves ineffective, consider shifting to an annual service minutes model or other evidence-based alternatives.	TBD	TBD	TBD	6.1	
Recommendation 6.2: Continue to evaluate and refine Master Scheduling practices to establish consistent approaches across BCSD, prioritizing effective and equitable delivery of services.					
Action Step	Key Performance Indicator (KPI)	Target Timeline	Person(s) Responsible	Report Rec #	Status
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	Special education leadership will join district and building level master schedule meetings throughout the school year to solve potential issues (ie: world language access in MS, access to electives in HS etc.)	June 2027 *updated	Assistant Supt. for Curriculum & Instruction Director of Special Education	6.2	



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Incorporate stakeholder feedback by engaging RSPs, administrators, and families to gather insights into challenges and opportunities related to current scheduling practices. Use this feedback to inform revisions to the FSM and master scheduling process.	A survey will be distributed to all stakeholders to gather feedback on the challenges and opportunities related to current master schedules.	February 2027	Assistant Supt. for Curriculum & Instruction Director of Special Education	6.2	
Provide ongoing training and resources for master scheduling to equip school leaders and staff with tools and resources to implement effective scheduling practices that align with District expectations. Focus on aligning schedules to provide students with timely, high-quality services and reduce missed opportunities for support	Each school will implement a scheduling review process that ensures student access to mandated and support services with minimal disruption to instruction.	June 2027	Assistant Supt. for Curriculum & Instruction Director of Special Education	6.2	

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⇒ Special Education Department Job Descriptions and Turnover

Recommendation 9.1: Format job descriptions in a manner whereby they are consistently written and formatted for internal and external audiences.

Action Step	Key Performance Indicator (KPI)	Target Timeline	Person(s) Responsible	Report Rec #	Status
Reformat and, if need be, revise Special Education Department job descriptions so they are consistent and clearly formatted.	100% of job descriptions for Director and Assistant Director and any other special education leaders in the district are reviewed and reformatted to follow a clear, consistent structure aligned with districtwide HR standards	June 2026	Director of Special Education and Assistant Superintendent for Human Resources	9.1	

Recommendation 9.2: Create necessary conditions to retain Director and Assistant Director of Special Education.

Action Step	Key Performance Indicator (KPI)	Target Timeline	Person(s) Responsible	Report Rec #	Status
Identify and respond to underlying factors contributing to leader turnover; create more supportive working conditions.	Conduct structured reflection or exit interviews with retiring staff to capture insights on conditions that support retention At least one specific action is taken to strengthen role satisfaction for the current	June 2026	Assistant Superintendent for Human Resources	9.2	

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	Director (e.g., role clarification, reduced administrative burden, added support)				
Recognize and celebrate the contributions of special education leaders on an ongoing basis.	Special education leadership is formally recognized at least twice per year through district communication or events	June 2027	Superintendent	9.2	
Promote open communication and a supportive team environment between district leadership and school staff.	Regular check-ins (e.g., monthly or biweekly) are held with special education leadership and district teams to foster two-way communication	June 2028	District Leadership Team	9.2	

⇒ Reassess Facilities Review to Align with Current District Needs and Long-Term Planning

Recommendation 10.1: Revisit the facilities review to determine the next steps for long-term planning

Action Step	Key Performance Indicator (KPI)	Target Timeline	Person(s) Responsible	Report Rec #	Status
Reevaluate the findings of the most recent facilities review considering current enrollment, program needs, and resource allocation; identify any	If at some point, the Board of Education decides to address long-term facilities planning, a Board action to commission the work may be adopted and a more detailed series of Action Steps and KPIs may be developed by the administration.	N/A		10.1	

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gaps requiring further analysis.					
⇒ Enhance Progress Monitoring and Data Utilization					
Recommendation 11.1: Develop clear and consistent progress monitoring practices to provide actionable insights into student growth and improve educational outcomes, helping parents understand their child's progress toward IEP goals.					
Action Step	Key Performance Indicator (KPI)	Target Timeline	Person(s) Responsible	Report Rec #	Status
Create and share districtwide standards for writing progress reports that are specific, measurable, and actionable.	Create a Google folder of agreed upon progress monitoring templates including templates specific to programs used.	June 2026	Special Education Leadership	11.1	
Provide PD on goal setting, progress monitoring, and effective communication of student outcomes.	Provide PD on writing and monitoring SMART goals	June 2027	Special Education Leadership	11.1	
Conduct regular reviews of progress reports to support compliance and offer feedback to educators.	Randomly audit 25 progress reports, 2 times per year, with 95% of reports reviewed meeting compliance and data quality standards.	June 2027	Special Education Leadership	11.1	

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⇒ Increase Communication Consistency

Recommendation 12.1: Standardize communication protocols to foster clarity, timeliness, and effectiveness in interactions among schools, families, and District offices

Action Step	Key Performance Indicator (KPI)	Target Timeline	Person(s) Responsible	Report Rec #	Status
Establish clear, timely communication protocols between schools, families, and District offices.	A calendar of communications will be provided to all stakeholders outlining a consistent flow of communications to families throughout the school year (district-wide, building-level, Supt., principal, and dept. communications)	June 2027 *updated	Communications Specialist	12.1	
Create a unified system to manage inquiries, track responses, and support staff follow-through.	Assess the need for a centralized communication platform.	June 2027	Special Education Leadership	12.1	
Share resources (e.g., guides, FAQs) to help families navigate District policies and connect with the right contacts.	The district website will be updated to reflect current protocols, District policies, and communication flowchart for families to know who to communicate with questions or concerns.	June 2028	Superintendent & Communications Specialist	12.1	

⇒ Improve Accessibility

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Recommendation 13.1: Strengthen accessibility for parents whose first language is not English to allow for equitable understanding of special education services and processes.

Action Step	Key Performance Indicator (KPI)	Target Timeline	Person(s) Responsible	Report Rec #	Status
Regularly review translation practices to ensure IEPs and key documents are accurate and accessible in families' home languages.	Conduct biannual audits of the district's translation systems to ensure 100% of IEPs and essential documents are accurately translated and accessible in families' primary languages	January 2027	Special Education Leadership	13.1	
Expand bilingual materials and make them easily accessible online to support parent understanding of the special education process.	Increase the number of bilingual special education materials and guides available on digital platforms	January 2028	Special Education Leadership	13.1	
Use multilingual communication channels—including social media and school-based efforts—to promote training opportunities and engage bilingual families.	Achieve an increase in engagement from bilingual families by the end of the school year through monthly multilingual communications across social media, newsletters, and school outreach, measured by attendance at training sessions and feedback surveys.	January 2028	Special Education Leadership and Building Administrators	13.1	

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⇒ Rebuild Trust with Families and the Community

Recommendation 14.1: Foster trust and strengthen partnerships with families and the community through transparency, active listening, and collaboration.

Action Step	Key Performance Indicator (KPI)	Target Timeline	Person(s) Responsible	Report Rec #	Status
Openly recognize past concerns and share the steps being taken to rebuild trust and improve communication.	Meet monthly with SEPTO provide programmatic updates and plan for future collaborative events	June 2026	Special Education Leadership	14.1	
Host listening sessions or surveys to hear from families, and use their input to guide decision-making and improvements.	Conduct at least four family engagement activities annually—including meet and greets, events, and parent trainings	June 2027 *updated	Special Education Leadership	14.1	
Share stories of successful family collaboration and recognize community members who have contributed to the District's progress.	The District will highlight at least 5 stories of successful family or community partnerships through public channels (e.g., newsletters, social media, website, or events), and formally recognize a minimum of 3 family or community leaders who have contributed to special education improvement efforts.	June 2028	Superintendent	14.1	

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