



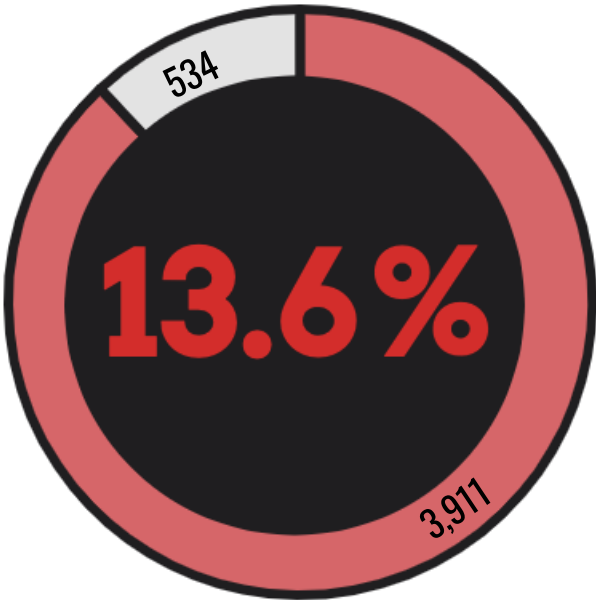
BEDFORD CENTRAL SCHOOL DISTRICT  
NOVEMBER 2019

# SPECIAL EDUCATION UPDATE



Bedford Central School District  
*Inspiring and Challenging our Students*

# Student Demographics



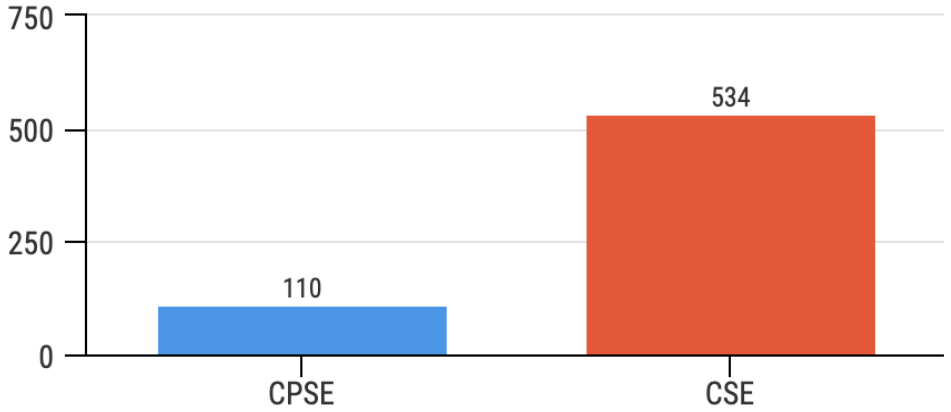
Percentage of Classified Special Education Students 2018-2019

A white circle containing the number '24' in a large, black, serif font. To the right of the circle is a black rectangular box with white text.

**DECLASSIFIED**

Number of students that were declassified from Special Education in 2018-2019

Number of Classified Special Education Students CPSE + CSE



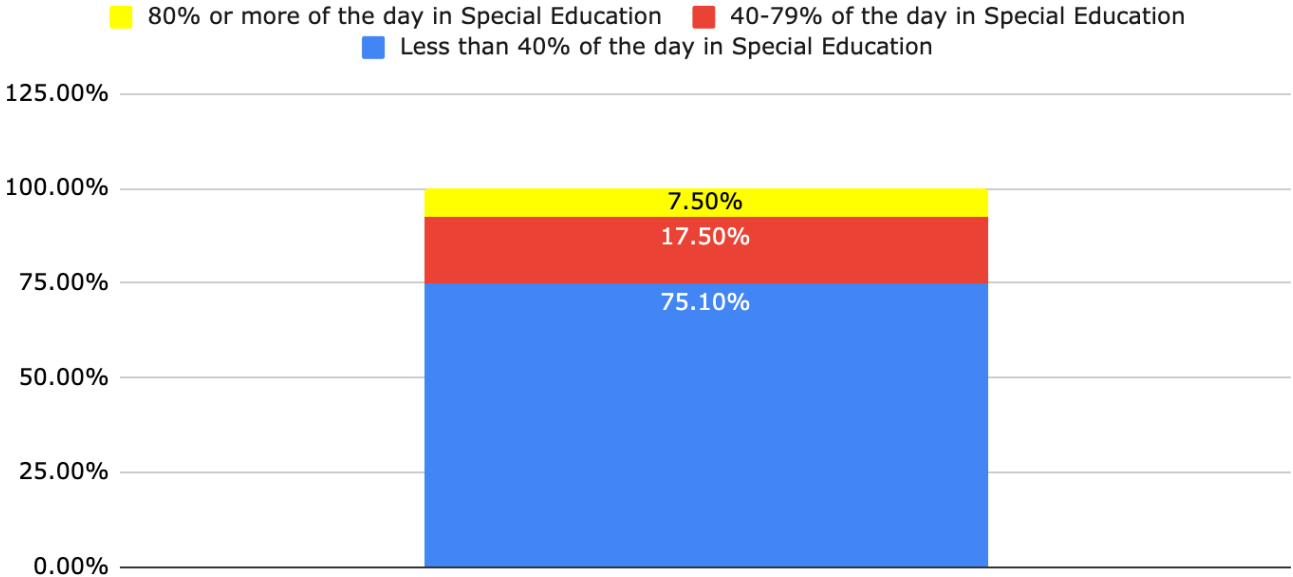
\* Information was generated from BCSD student database as NYS has not released the official 18-19 Data

# Student Demographics



Bedford Central School District  
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Our Students*

### % of Students with Disabilities (Ages 6-21) in Least Restrictive Environment

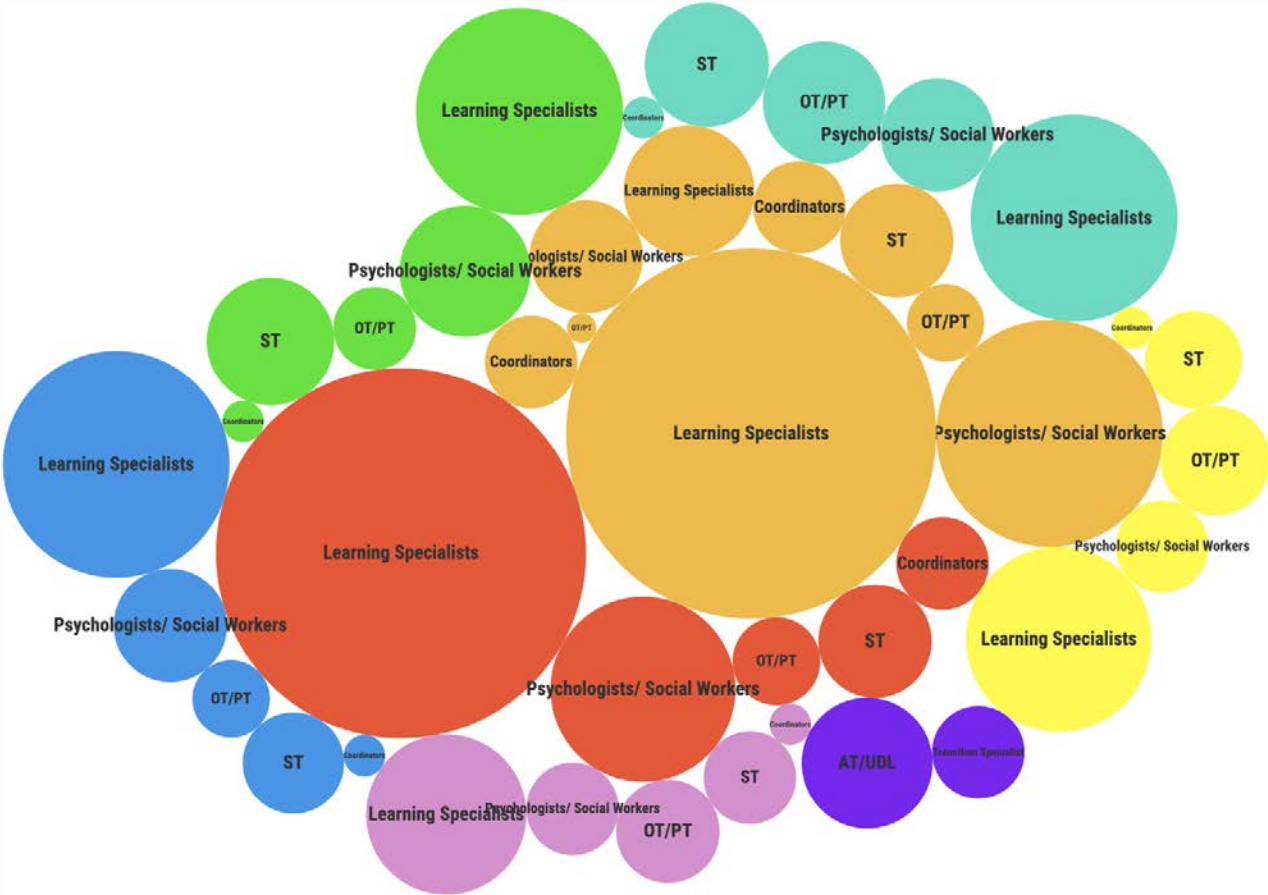


\* Information was generated from BCSD student database as NYS has not released the official 18-19 Data

# Staff Demographics



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- FLHS/Hillside
- FLMS
- BHES
- PRES
- BVES
- WPES
- MKES
- District



# Staff Demographics



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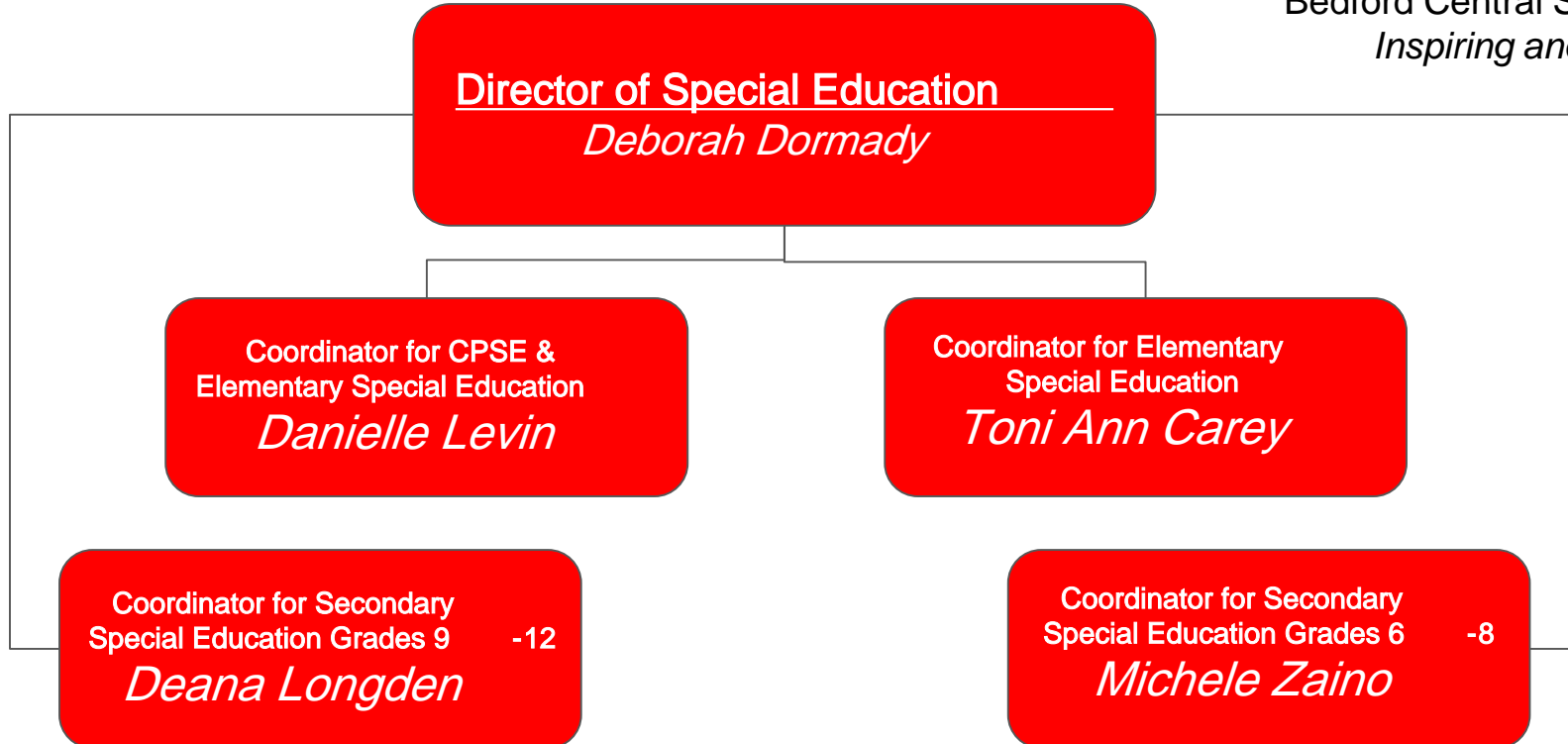
	Learning Specialists	Psychologists/ Social Workers	OT/PT	AT/UDL	ST	Transition Specialist
FLHS	16	6	.7		1.5	
Hillside	2	1.5	.1			
FLMS	16	4	.9		1.5	
BHES	4	1	1.4		1.1	
BVES	5	1.5	1.75		1.8	
MKES	5	2	.8		1.9	
PRES	6	1.5	.7		1.2	
WPES	3	1	1.25		1	
District Wide				2		1



# Special Education Leadership



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# What Anchors Special Education

## The Individuals with Disabilities Education Act

Public Law 94 -142

### Education for All Handicapped Children Act

- Law passed in 1975 by President Ford
- Guaranteed Free and Appropriate Education (FAPE) to every child with a disability
- This law had a dramatic, positive impact on millions of children with disabilities in every state and local community across the country



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**I.D.E.A.**



# What Governs Us



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## Free and Appropriate Public Education (FAPE)

“FAPE mandates that school districts provide access to general education and specialized educational services.”  
(National Center for Learning Disabilities, 2014)

FAPE also requires:

- that support is given to children with disabilities free of charge
- “access to general education services for children with disabilities by encouraging that support and related services be provided to the children in their general education setting as much as possible”.  
(National Center for Learning Disabilities, 2014)





# What Governs Us



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## Least Restrictive Environment (LRE)

1. A child should be with students in general education to the “maximum extent appropriate.”
2. Special classes, separate schools or removal from the general education class should only happen when a child’s learning or thinking difference - his ‘disability’ under IDEA- is so severe that supplementary aids and services can’t provide him with an appropriate education.

A key word here is “appropriate.” It refers to what is suitable or right for a child. Sometimes putting a child in the general education classroom is not suitable because a specific service or program cannot be provided there.



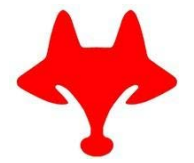
# What Guides Us



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Mission, Vision, & Core Values

Strategic Plan



# Bedford Central School District

## Mission Statement

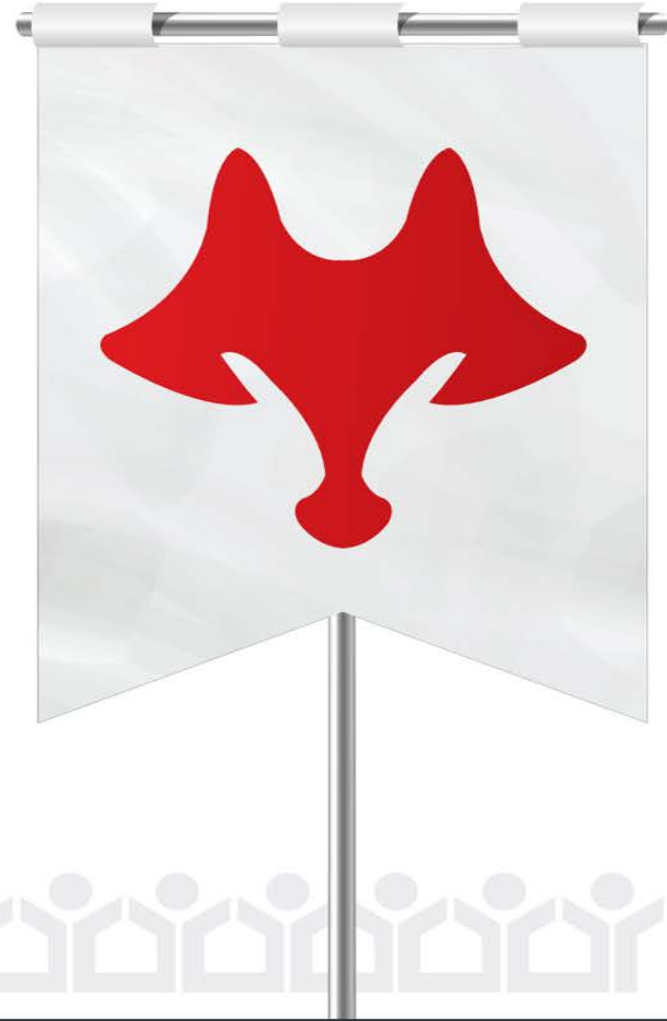
*The Bedford Central School District shall cultivate curiosity and a passion for learning by providing challenging educational opportunities for all students so they may achieve their full potential as productive and contributing members of society.*

## Vision Statement

*Inspiring and Challenging Our Students*

## Core Values

- *Students First*
- *Passion for Learning & Engagement*
- *Curiosity & Creativity*
- *Rigor & Critical Thinking*
- *Safety & Support*
- *Relationships, Respect & Membership*
- *Self-Awareness & Independence*
- *Transparency*





# Bedford

CENTRAL SCHOOL DISTRICT

## Core Values

Students First

Passion for Learning & Engagement

Curiosity & Creativity

Rigor & Critical Thinking

Safety & Support Core Values

Relationships, Respect & Membership

Self-Awareness & Independence

Transparency

## Mission

The Bedford Central School District shall cultivate curiosity and a passion for learning by providing challenging educational opportunities for all students so they may achieve their full potential as productive and contributing members of society.

## Vision

Inspiring and Challenging Our Students

# 2021 LONG-RANGE STRATEGIC PLAN

## IMPROVE PROGRAMS FOR STUDENTS

Continuously Improve Curriculum and Programs for All Students

Promote Inclusion for All

Monitor and Assess Student Achievement

Continuously Improve Instructional Technology

Promote Professional Growth and Development

Promote Consistent Best Instructional Practices

Improve Enrichment Programs

## IMPROVE CLIMATE & SAFETY

Continuously Improve Safety, Security, and Supervision

Continuously Refine and Improve Emergency Management Planning

Promote Social and Emotional Wellness for Our Students

Continuously Promote Character Development

Continuously Promote Student Voice and Input

## IMPROVE COMMUNICATIONS & COMMUNITY ENGAGEMENT

Continuously Engage in Consistent and High-Quality Communication

Continuously Communicate Success and Student Progress & Achievements

Continuously Strengthen the District's Relationships with Our Towns

Continuously Seek Out Ways to Capitalize Upon and Leverage the Expertise and Resources Within Our School Community

## IMPROVE FISCAL & OPERATIONAL MANAGEMENT

Continuously support, retain, and attract high quality educators

Evaluate Elementary School Configurations and Execute Recommendations of the 2016-17 Space and Enrollment Advisory Committee

Continuously Engage in Legislative Advocacy Work on Behalf of BCSD

Achieve Negotiated Contracts with All Bargaining Units

Evaluate Residency Procedures and Concerns and Implement Corrective Actions

Address Facilities and Capital Improvement Needs per the Long-Range Facilities Plan.

# What Guides Us

“

EVERY STUDENT CAN LEARN  
*just not on the same day*  
OR IN THE SAME WAY

-george evans

”

# Continuum of Academic Services



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*Decisions are made by the Committee on Special Education*

*Most Restrictive*

*Least Restrictive*

Special  
Classes

Integrated  
Classes

Resource  
Room

Consultant  
Teacher  
Services

## Additional Supports:

Speech/Language, OT, PT, Counseling, Social Skills,  
Assistive Technology, UDL, Transition Services



**SPECIAL EDUCATION  
IS NOT A PLACE.**

**IT IS SUPPORTS & SERVICES  
BROUGHT TO STUDENTS  
THROUGH AN IEP.**

**Inclusive Practices in Bedford**

support

valued

community

differentiation

accommodations

acceptance

diversity

ability

inclusion



# Defining Inclusion



In Principle, **Inclusive Education** means:

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...the valuing of diversity within the human community.

When inclusive education is fully embraced, we abandon the idea that children have to become “normal” in order to contribute to the world...We begin to look beyond typical ways of becoming valued members of the community, and in doing so, begin to realize the achievable goal of providing all children with an authentic sense of belonging.

*\*\*Kunc, N. (1992). The Need to Belong. Rediscovering Maslow's Hierarchy of Needs.*



# The Inclusion Quest 2017 -2018

- Engaged Inclusive Schooling to conduct an Inclusion Review
- 2021 Strategic Plan - Promote Inclusion for All
- Success Plan 2017 -2018 - Inclusion for All Action Subcommittee
- Staff Survey on Inclusion - Identified need for common definition and PD
- Inclusive Schooling - Inclusion Review of BCSD
- Outreach to Special Ed and Curriculum/Instruction leaders of neighboring districts
- Inclusive Schooling presentation to SEPTO, parent community, Elementary, Middle and High School staff
- Inclusive Schooling session with Principals and Directors
- 27 BCSD staff members attended Summer Leadership Institute at Syracuse University



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# The Inclusion Quest 2018 -2019



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- Restructuring Curriculum Council/Inclusionary Practices Steering Committee
- Full Time Assistive Technology facilitator
- Full Time UDL facilitator
- Presentations to community stakeholder groups
- Professional Development for all BCSD staff
- Professional Development: Exploring Flexible Support Models for Related Services
- District Assessment of Rtl
- Professional Development on Dyslexia
- Student Schedules



# The Inclusion Quest 2019 -2020

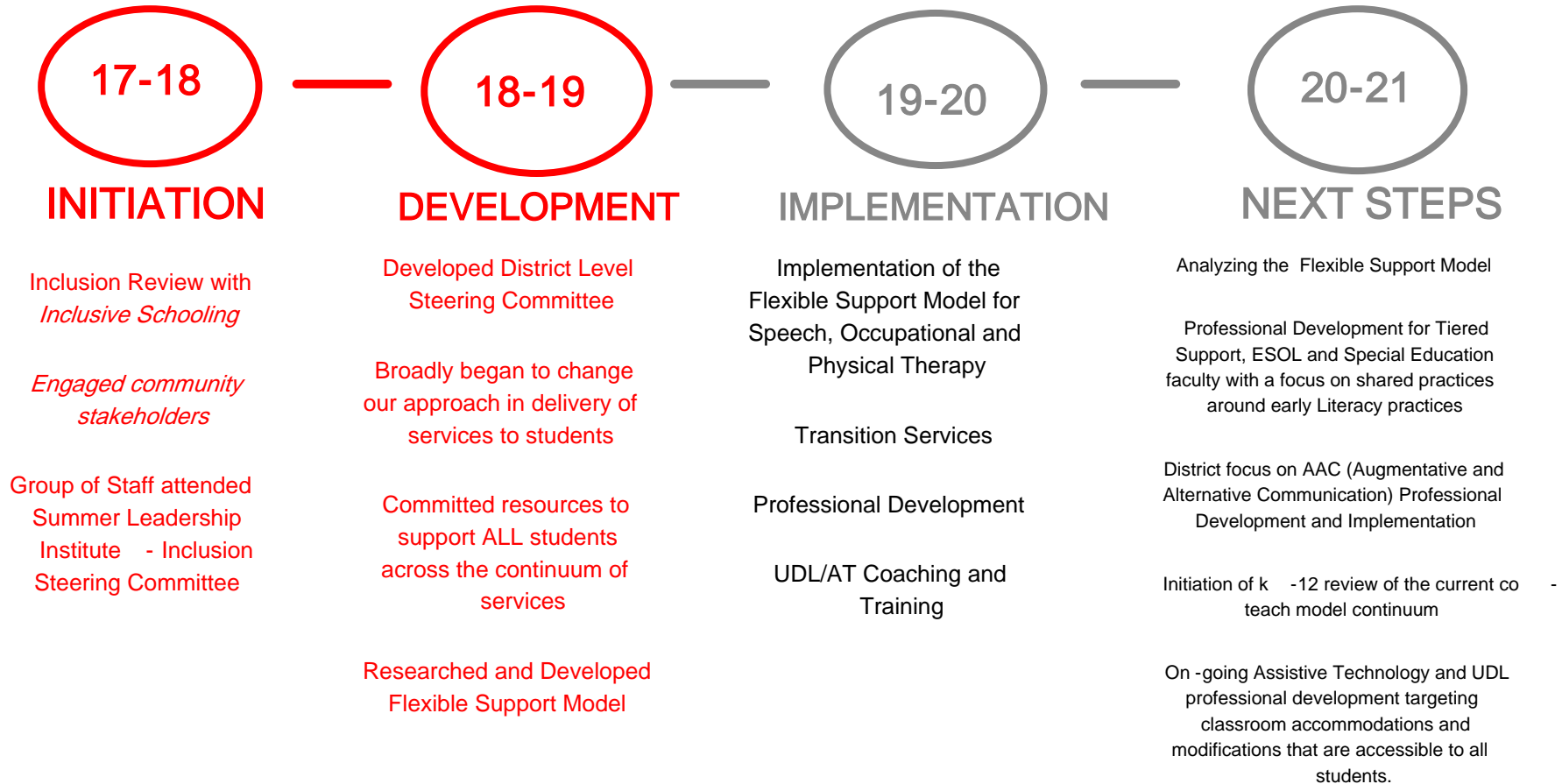


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- Implementation of the Related Service Flexible Support Model
- Increased student access to general education settings
- UDL/AT Implementation:
  - Accessible Curriculum
  - Technology
  - Flexible Seating
- Transition Planning Services
- Secondary Post -High School Planning Options: Regional College Night
- Continued work with Inclusive Schooling
- Inclusive Practices Steering Committee:
  - Development of Inclusive Practices Implementation Plan
- Community Education and Outreach
- Summer Professional Development for support staff
- Summer Professional Development in Reading Interventions



# The Inclusion Quest Overview



# The Journey Continues...

## Special Education Forever Goals



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**Specialized  
Curriculum**

**Assistive Technology &  
Universal Design for  
Learning**

**Professional  
Development**

**Social Emotional  
Learning**

**Transition Services**



# INCLUSION IS NOT A PROGRAM



*inclusion is a mindset*

IT IS THE WAY WE TREAT OTHERS, AND THE WAY THEY TREAT US.  
INCLUSION IS THE OPPORTUNITY TO LEARN TOGETHER AND FROM ONE  
ANOTHER.

*and we do it because it is the right thing to do.*

**PERIOD.**

- LISA FRIEDMAN