



District Special Education Plan 2009-2011

Prepared by:
Rita D. Levay
Director of Pupil Personnel Services

*Adopted by the Board Of Education:
Date: September 16, 2009*

Table of Contents

| Section | Page |
|---|-------------|
| Section 1 Introduction | 3 |
| Introduction | |
| Special Education Program Principles | 4 |
| Inclusion Initiative | 5 |
| 21 st Century Education and Assistive Technology Pilot | 7 |
| Description of Special Education Programs & Services | 9 |
| Section 2 Data | 13 |
| Special Education Students by Disability (Trend data) | |
| Students with Disability by Type of Placement (Trend data) | |
| Section 3 Program Evaluations | 15 |
| Participation and Results of Students with Disabilities in State Assessments | |
| Program Evaluation - Parent Survey | 22 |
| Section 4 Policies and Procedures Related to the Allocation Of Space for Special Education Programs in-District& BOCES | 23 |
| Section 5 Instructional Materials | 24 |
| Section 6 Budget to Support District Plan for Special Education | 25 |

Appendices

- Appendix A: Inclusion Advisory Team
- Appendix B: Special Education Program Descriptions 2009-10

Section 1: Introduction

Commissioner's regulations 200.2 (c) require that each board of education shall prepare satisfactory plans every two years as required by subdivision 10 of section 3602 of Education Law. Each plan shall include, but not be limited to, the following:

- A description of the nature and scope of special education programs and services currently available to students and preschool students residing in the district;
- Identification of the number and age span of students and preschool students to be served by type of disability and recommended setting;
- Method to be used to evaluate the extent to which the objectives of the program have been achieved;
- Description of the policies and practices of the board of education to ensure the continual allocation of appropriate space within the district for special education programs that meet the needs of students and preschool students with disabilities;
- Description of the policies and practices of the board of education to ensure that appropriate space will be continually available to meet the needs of resident students and preschool students with disabilities who attend special education programs provided by boards of cooperative education services;
- Description of how the district intends to ensure that all instructional materials to be used in the schools of the district will be made available in a usable alternative format;
- Estimated budget to support such plan; and
- The date on which such plan was adopted by the board of education.

A new plan must be approved by the board of education every two years. Therefore, this plan will meet the requirements indicated above for the period of 2009-2011. A requirement of this plan is that the data included must be from the State submitted data report. Therefore, the data cited is point in time data submission each year and the latest data available is December 1, 2008. This plan, therefore, is intended to reflect certain data and programmatic requirements to meet this obligation. It does not represent all of the data or program information on the district's comprehensive special education services and supports.

District Special Education Plan for 2009-2011

In 2004 the district drafted a set of principles to guide the development, implementation and evaluation of special education programs and services in the district. In 2009, the District Inclusion Advisory Team, comprised of parents, administrators,

teachers and paraprofessionals, reviewed and recommended the addition of two principles to reflect the district's vision and principles of inclusion. These principles are based on the nationally recognized CASSP (Child and Adolescent Service System Program) principles. The CASSP principles are nationally validated and used as a basis for mental health services for children and adolescents. Services delivered according to the CASSP principles are child-centered, family-focused, community-based, multi-system, culturally competent and least restrictive.

These principles have subsequently driven the development and delivery of all special education services in the district. Each new program initiative, district special education service and program evaluation are assessed against the principles described below.

Bethlehem Central School District Special Education Program Principles

- We provide special education services that meet the individual needs of the child, are developmentally appropriate and strength-based. These services are planned in collaboration with all the child-serving systems involved in the child's life and are provided in a supportive learning environment.
- We recognize that the child's family is the primary support system for the child and participates in all stages of the decision-making and planning process.
- We recognize and respect the behavior, ideas, attitudes, values, beliefs, customs, language, rituals, ceremonies and practices characteristic of the child's and family's ethnic group.
- We will bring special education expertise to the student in the general education learning environment to the greatest extent possible.
- All instructional staff (administrators, general education teachers, special education teachers, and paraprofessional staff) is supported in developing the knowledge, skills, and attitudes to design learning environments and instruction to meet the needs of diverse learners, including those with significant disabilities.
- All special education instruction will be based on the New York State learning standards.
- Student data will be used to inform and improve instruction.
- Related services provided to special education students will be educationally relevant, evidence-based and will support the student's learning. These services will be provided to the student in a manner that is least disruptive to the child's learning.
- Special education services and supports will be based on peer-reviewed research and will be evaluated regularly to ensure that they continuously improve.

- Learning is continuous in the life span of a child and all children can learn.¹
- Self advocacy and self determination are foundation skills needed by all children.²

Inclusion Initiative

In the spring of 2008 Dr. Tebbano, Superintendent of Schools, and Rita Levay, Director of Pupil Personnel Services, met with the district's leadership team and a group of parents to discuss the issues and barriers relating to the inclusion of students with significant disabilities in general education settings. As a result of that meeting, a District Inclusion Advisory Team of administrators, parents, teachers, related service providers and paraprofessionals was convened.

The group has met quarterly since 2008 to:

- review the research related to inclusive education practices,
- explore inclusive education best practices,
- visit model programs in the State and contact nationally recognized programs,
- review the district's inclusive education practices and existing barriers, and
- provide recommendations to the administration and board of education on inclusive education practices in Bethlehem Schools.

A list of the members of the Inclusion Advisory Team and their work plan can be found in Appendix B.

The principles of inclusive education were articulated and summarized in the *White Paper 6: Special Needs Education: Building an inclusive education and training system*³ acknowledging that all children and youth can learn and that all children and youth need support. They include:

- Accepting and respecting that all learners are different in some way and have different learning needs which are equally valued and an ordinary part of our human experience.
- Enabling education structures, systems and learning methodologies to meet the needs of all learners.
- Acknowledging and respecting differences in learners whether due to age, gender, ethnicity, language, class, or disability.
- Changing attitudes, behavior, teaching methodologies, curricula and the environment to meet the needs of all learners.
- Maximizing the participation of all learners in the culture and the curricula of educational institutions and uncovering and minimizing barriers to learning.

¹ Bethlehem Central School District Inclusion Advisory Team 2009

² Bethlehem Central School District Inclusion Advisory Team 2009

³ Wolfe, Pamela and Tracey Hall, *Making Inclusion a Reality for Students with Severe Disabilities*, Council for Exceptional Children, Vol 35, No 4, 2003)

- Empowering learners by developing their individual strengths and enabling them to participate critically in the process of learning.
- Acknowledging that learning also occurs in the home and community, and within formal and informal modes and structures.

Why Inclusive Education Practices?

The majority of students with disabilities in the district are in general education environments for the majority of the school day. The primary strategy for this change has been the introduction and significant support for Co-Teaching teams. The number of integrated general education classrooms that are co-taught by a special education teacher with a general education teacher or team of teachers has increased from less than 5 in 2003 to more than 40 in the upcoming year (2009/10). The development of the integrated classrooms is one of the driving forces behind the improved State assessments results for our students. The performance of both general education and special education students on State tests has increased at the same time that the inclusion was increasing.

While these efforts have been commendable, the success for students with more significant disabilities who can be included has often been dependent on the vision and attitudes of the individual school administrator, the skills and philosophies of the specific general and special education teachers, and the advocacy of the students' parents. For the remaining students who can but do not have access to general education learning environments, systemic issues need to be addressed. The culture and systems for allocation of resources, development of administrators and instructional personnel, reflection of family cultures and needs, and communication and planning need to be evaluated and defined at each level: district, school, staff, student.

Research has clearly shown that students with disabilities learn best when they are included in the same learning environments as typically developing students.⁴ In 50 studies comparing the academic performance of mainstreamed and segregated students with mild handicapping conditions, the mean academic performance of the integrated group was in the 80th percentile, while the segregated students score was in the 50th percentile. Inclusion of students with severe disabilities into general education settings is beneficial for all students (those with and without disabilities) particularly in relation to social acceptance, self-esteem, and social skills. Research has also shown that these benefits are realized without a negative impact on the learning of the typical students. The benefits of including all children in the same learning environments have been demonstrated again and again:

- Students without disabilities benefit from teaching strategies employed for students with disabilities.
- Children without disabilities learn to value differences.
- Special education and general education teachers develop new skills.
- Students with disabilities spend more time on academic tasks.
- Students with disabilities show increased academic achievement as well as social and communication skills.

⁴ Ryndak, DL, Reardon, R, Benner, S, Ward, T (2007) *Transitioning to and Sustaining District-Wide Inclusive Services: a 7-Year Study of a District's Ongoing Journey and Its Accompanying Complexities*. TASH vol.32, no 4, 228-246

- Students with disabilities participate in more school activities and develop relationships with peers.⁵

Schools have learned that to effect real change, the change effort must be planned carefully and must include all stakeholders. The change effort must be system wide. Research shows that systemic change efforts at multiple levels (district, school, education teams) and across constituencies (district and school administrators, parents, instructional and support personnel) results in increases in inclusion of students with significant disabilities while maintaining and increasing student performance.

The Inclusion Advisory Team has developed a White Paper that will be forwarded to the Superintendent and Board of Education for their consideration later this fall. This White Paper includes the Team's recommendations for inclusive education in the District.

In summary, by actively addressing inclusive education practices at the district level and within each school, the district will be helping all our students prepare for the 21st century. Inclusive education practices such as differentiated instruction, universal design for learning, and respect for all learning advance the learning of all students and promote a learning environment that is rich and safe for all students. A system-wide effort for inclusive education practices will help us meet our other district goals such as, developing a supportive learning environments, incorporating 21st century learning, increasing rigor and achievement in all areas for all students, and increasing the use of data to inform instruction. The district has worked diligently to build capacity to meet student needs through the development of rich curriculum in all subject areas, the development of strong academic intervention and English as a second language services, and the development of sophisticated special education services. It is time to combine the resources of each of these endeavors to ensure that all our students have access to rich educational environments in all our schools.

21st Century Education and Assistive Technology Pilot

The District's vision for **21st Century Education**⁶ is both consistent and supported by the Individuals with Disabilities Education Act and the American Recovery and Reinvestment Act (ARRA). The ARRA funds provide districts with the unique opportunity to improve teaching and learning and results for children with disabilities. The specific uses of these funds may be:

- purchase of state of the art assistive technology for students with disabilities and training in their use to enhance these students' access to the general education curriculum
- Provision of district wide professional development for special education and general education teachers that focuses on scaling up outcomes for students with disabilities. Funds will provide for technology equipment, software and training.

⁵ What is Inclusion? Florida Inclusion Network, <http://floridainclusionnetwork.com>

⁶ Bethlehem Central School District Vision for 21st Century Education

Consistent with the use of these funds the District is embarking on a major Assistive Technology and Instruction initiative that is cooperatively managed and funded by the Assistant Superintendent for Instruction and the Director of Pupil Personnel Services. It is integrated within the 21st Century learning initiative of the District, K-12 Literacy activities and coordinated early intervention services. To enable our schools to be 21st century learning institutions we need to prepare learners with varying learning strengths. This requires a shift in the teaching paradigm, a universally designed curriculum and access to tools that allow each student to develop the skills needed for their future. This transformation requires an embedded professional development component that ultimately increases the capacity of the district to provide in-district training and support for all teachers.

For this pilot, teams of general, special education teachers and related service providers will be supported to create and demonstrate instruction that incorporates 21st century teaching within the classroom. The professional development will be comprehensive to help participants develop confidence in implementing new and innovative practices leading to improved performance and access to resources and tools that support student performance. Teachers will develop the technical skills needed to integrate technology into classroom instruction that models the best of teaching practices, universal design for learning and 21st century learning for both special education students and students who are at risk educationally. They will also develop skills to serve as model resources to their colleagues in their individual buildings.

For this pilot, several co-teach teams in the district will be provided technology for all of the students in their classes (special education students and general education students), intensive in-service training monthly within the district on the use of the technology provided to integrate this technology effectively into instruction. The pilot will be evaluated for its effectiveness by measuring student results.

In addition to this pilot, software that has proven effective in helping struggling readers and writers will be available district wide for use by all teachers including Academic Intervention staff, it will also ensure that students with disabilities have access in the general education settings to this technology. Introduction of the use of the software will be made available at faculty meetings and through on-line 30-minute professional development. This is a major step for the District in increasing its capacity to enhance results for students with disabilities and to integrate supports for all students within current district initiatives.

Description of Special Education Programs and Services

The Bethlehem School District is committed to providing all students, including students with disabilities, with a free and appropriate education in the least restrictive environment. The New York State learning standards apply to all students, regardless of their experiential background, capabilities, developmental learning differences, interests or ambitions. All students deserve the opportunity to meet the standards.

To provide an appropriate education for students with disabilities, a variety of programs and supports are essential in order to meet individual student's needs. The district is committed to providing a continuum of services and programs that enable access to the general curriculum with age appropriate peers for all students. The district provides a wide variety of special education program designs based on the learner characteristics of our students.

All programs and services developed by the district are based on peer-reviewed research. Appendix B describes the services and programs that have been developed based on the learner characteristics of our students and are reflective of research-based practices. Staff developed and continues to refine these programs over an ongoing district continuous improvement process with input from families and researchers in the fields of special education. Supports for students, families and staff reflect best practices. Each program description contains the:

- ◆ Learner characteristics of the students that will be placed in the program
- ◆ Supports necessary for students
- ◆ Supports provided to staff
- ◆ Supports provided to families

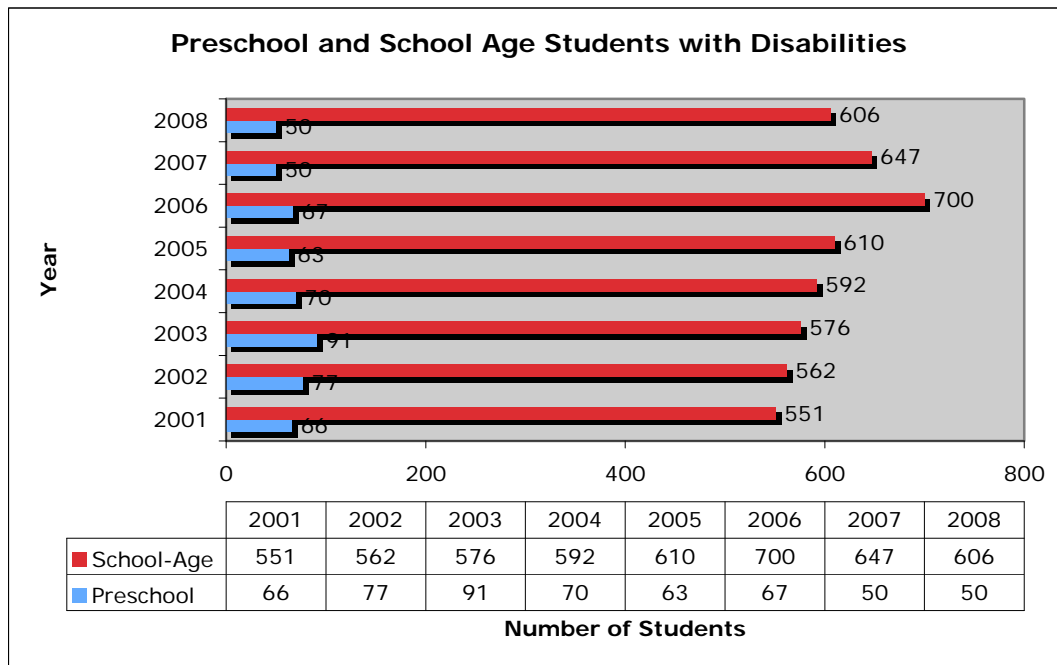
Copies of the descriptions are available to parents, staff and the community on the district's website. Parents are provided a description of their child's special education program at the initial evaluation or program changes.

Section 2: Special Education Data

The tables provided in this section reflect data on school age and preschool students with disabilities as of December 1, 2008. This data is point in time data. The data source is the annual State Education Department (SED) report,⁷ submitted by the district annually. The information in the tables reflects the number and age span of students by type of disability and by recommended setting.

The decrease in the number of students served in the district is a result of the increasing internal capacity to support students in general education rather than relying solely on special education services for students are struggling academically. For example, social work services, behavior specialists, consulting psychiatrists, are all available to students help in general education. IDEIA funds support district literacy initiatives that support research based literacy instruction for students, training on the use of positive behavior set of strategies has been provided to almost 200 staff. This training (Therapeutic Crisis Intervention) is a nationally recognized approach to behavior management that gives staff the skills they need to support students and help them manage escalating behaviors. The results have been reduced behavioral incidents, reduced suspensions and improved results in instruction.

While the number of students the District serves has declined, 700 in 2006 to 606 in 2008, the severity of the students' disabilities has increased, especially in the area of Autism Spectrum Disorders and Mental Health concerns.



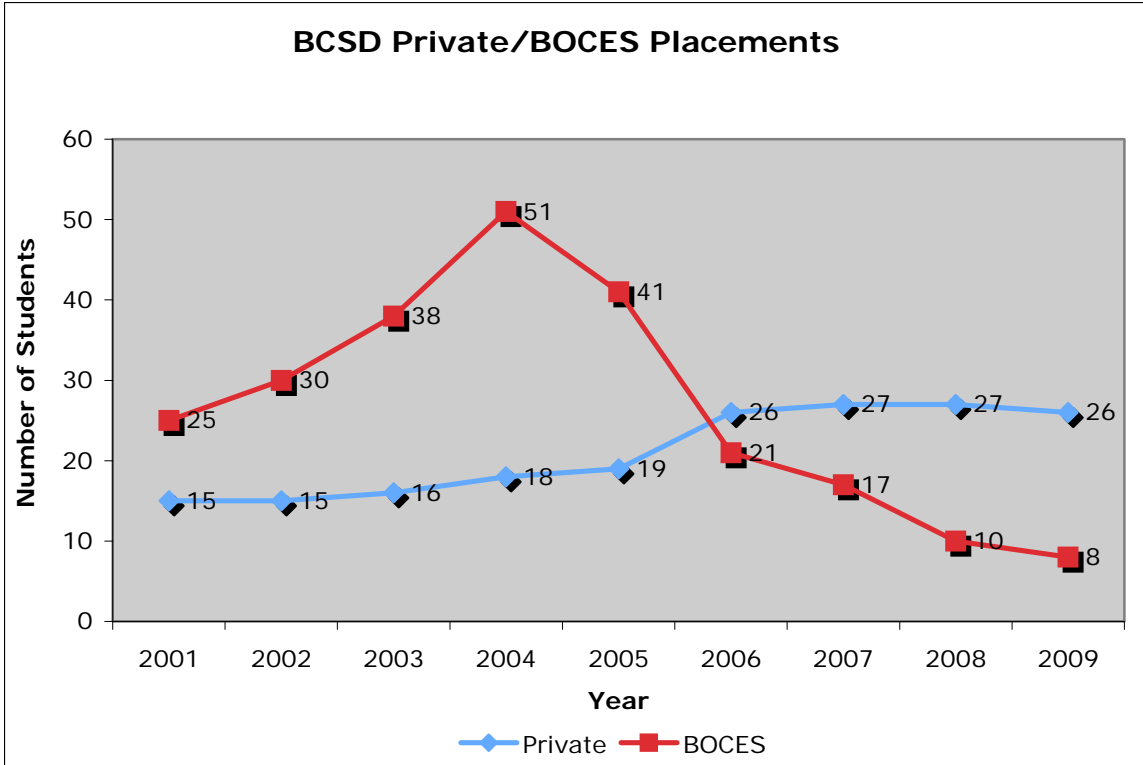
The district is committed to providing special education services within the district for as many of our students as possible. As of December 1, 2005, 8 percent of the district's special education students were receiving services outside the district and 3

⁷ Data Submitted each year to the State Education Department

percent of these students were in separate education settings without access to their general education peers. For these students the appropriate programs were available through the Board of Cooperative Educational Services (BOCES) or at an approved private school. Placement occurred only after an appropriate evaluation was completed, the staff and parents visited the program, the district Committee on Special Education (CSE) made a recommendation to the board of education, and the board of education approved the CSE recommendation. Each year the CSE monitors the progress of students placed in out-of-district programs, visits these programs to assess the student's progress and reviews the student's strengths and needs during the annual review process to determine if the student can appropriately return to district programs. At the same time that the district assesses the student's needs, it also explores the development of new programs to serve students in the district.

In 2004 there were 51 students placed in BOCES program, a 34% increase over the previous year. An additional 26 students were at-risk of placement out of district that year. During the 2004 school year, staff reviewed the learner characteristics of these students and developed programs to meet their needs. Dr. Caroline Magyar, Assistant Professor of Pediatrics at the University of Rochester, conducted a needs assessment of the district's special education programs, staff development needs and instructional practices. Dr. Magyar is the Director of the Autism Spectrum Program at the Strong Center for Developmental Disabilities. This needs assessment and the subsequent recommendations have been the basis for program development and professional development since 2004.

In 2009 the number of students in out-of-district BOCES programs has declined significantly from 51 to 8. It is important to note that the Board of Education committed to developing programs in the district that would support our students in their neighborhood schools to the greatest extent possible. Before students were transitioned back to the district the supports were in place for them and because of this commitment by the board of education no student returning to district has failed in making a successful transition. It should also be noted that while the reduction of students placed out-of-district is significant, it is equally significant that each year tens of students are not at-risk of placement out-of the district. Private school placements have increased from 18 to 26 students in the same period. These placements are reserved for our most severely disabled students who require programs that are intensive beyond the capacity of the district.



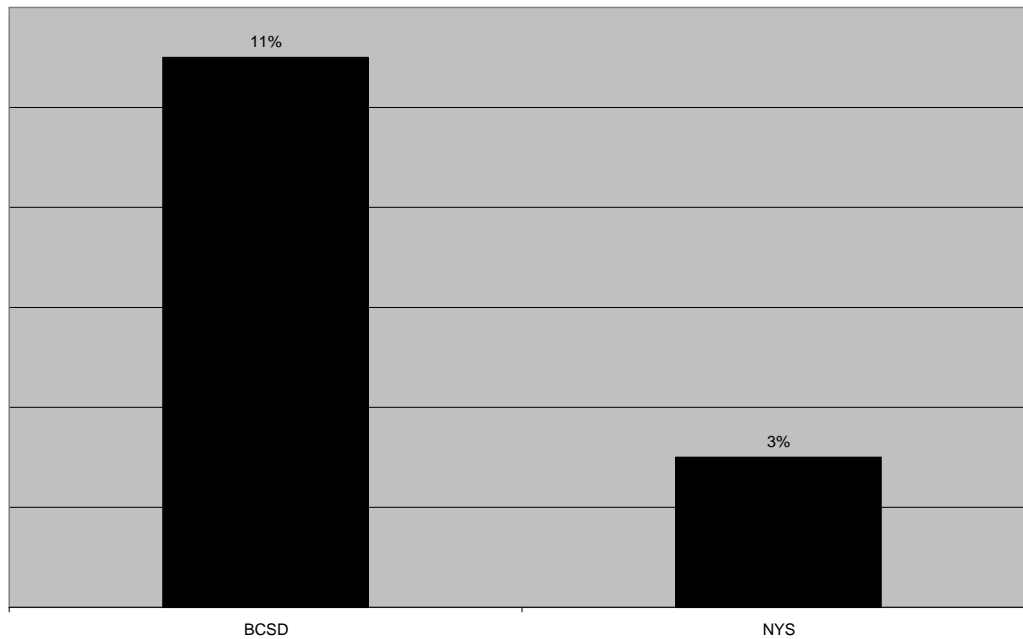
Educational Placement of School-Age Students By Disability and Educational Setting

This plan includes data on the number and age span of students and preschool students to be served by type of disability and recommended setting.

- The majority of preschool students receive services in their homes (61.9%). The next most frequent location of services is in a variety of early childhood settings (34.9%) where they are integrated with their nondisabled peers.
- The district has a significant number of students with autism. Forty students are identified as autistic. However, there are a number of students included in the disability categories of speech and language impaired or other health impaired whose disability is on the autism spectrum. Including these students, we estimate over 100 students on the autism spectrum in the district.
- There is no evidence of a disproportionate placement of minority students in special education or in more restrictive settings.
- The majority of students are receiving services and supports in general education classrooms. (64.4% of special education students spend 20% or less outside of their general education classroom as compared to the statewide average of 51.1%).
- Only 19.7% of students with disabilities spend more than 60% of their day in special education as compared to 27% statewide.
- Less than 1 % receive their educational services in separate educational settings that are attended by students with disabilities only. This is significantly lower than the statewide average of 7.4%. The statewide data is from the 2003 analysis by the State Education Department and is the most recent data available for comparison.

Declassification Rate

Average Rate of Declassification



Every special education student in the district is reevaluated every three years or earlier if needed, to determine whether the student continues to meet the eligibility criteria as a student with a disability and whether the Individual Education Plans (IEP) supports and services are sufficient for the student to make progress in the general education curriculum. When the special education services have been sufficient and the student no longer needs special education support, the student is declassified. In 2008/2009, 11% of students with disabilities were declassified because they had met their IEP goals and no longer required special education support. This is substantially higher than the State average rate of declassification of 3%. These students remain successful in general education.

In summary, students with disabilities are served more likely in the district, in general education settings, with appropriate supports, they do far better academically than the statewide results and are declassified from special education faster and do not return. They have acquired the skills and strategies to be successful in the general education classroom.

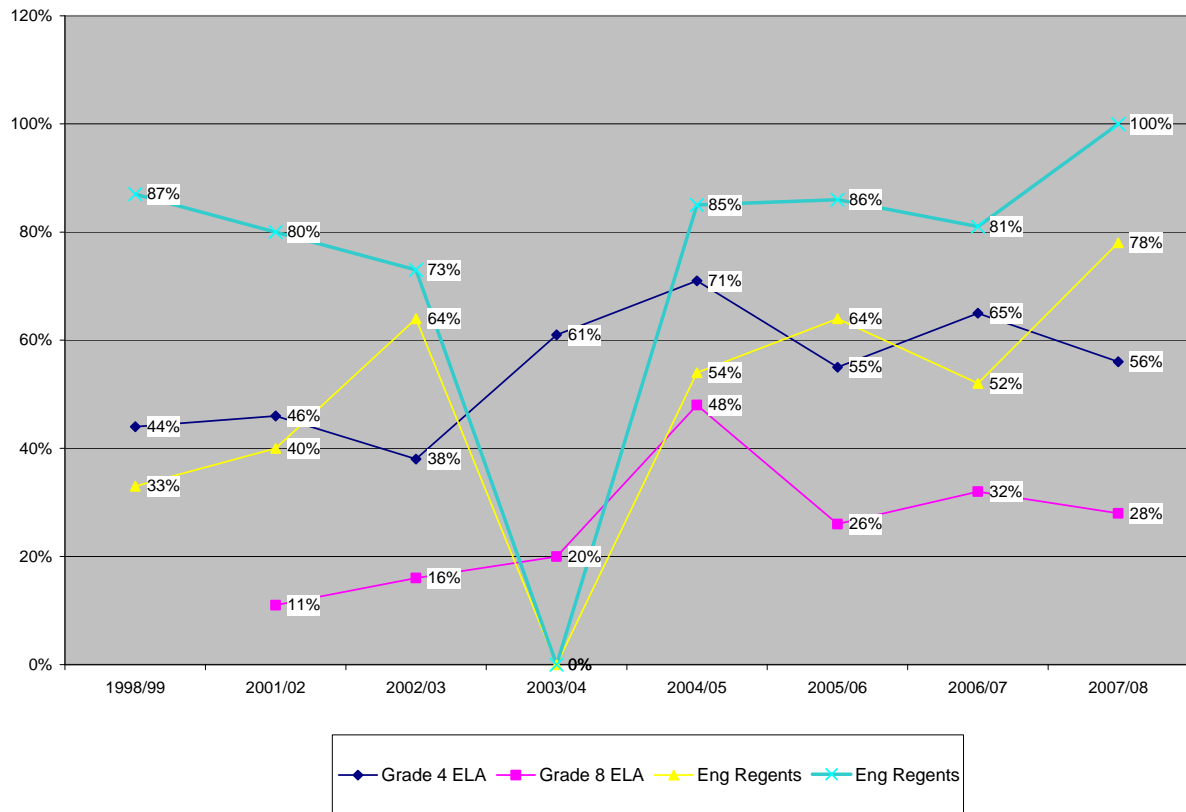
Section 3: Program Evaluation

Every special education student in the district has his/her progress reviewed each year as part of the annual review process. Information in the form of standardized tests, portfolios, etc is presented to document progress that the student has made in his/her goal areas.

The results of the required State assessment are analyzed each year to compare our students with disabilities with the regular education population in the district and statewide results. In addition, special education staff review student results and assist in the development of special education programs and services to improve results through continuous improvement activities. In 2008-09, this continuous improvement work resulted in the redesign of the continuum of special education services in the district, as described in Appendix B. Annually this process is repeated to ensure that our programs and services provide high quality services to the changing population of students with disabilities in the District.

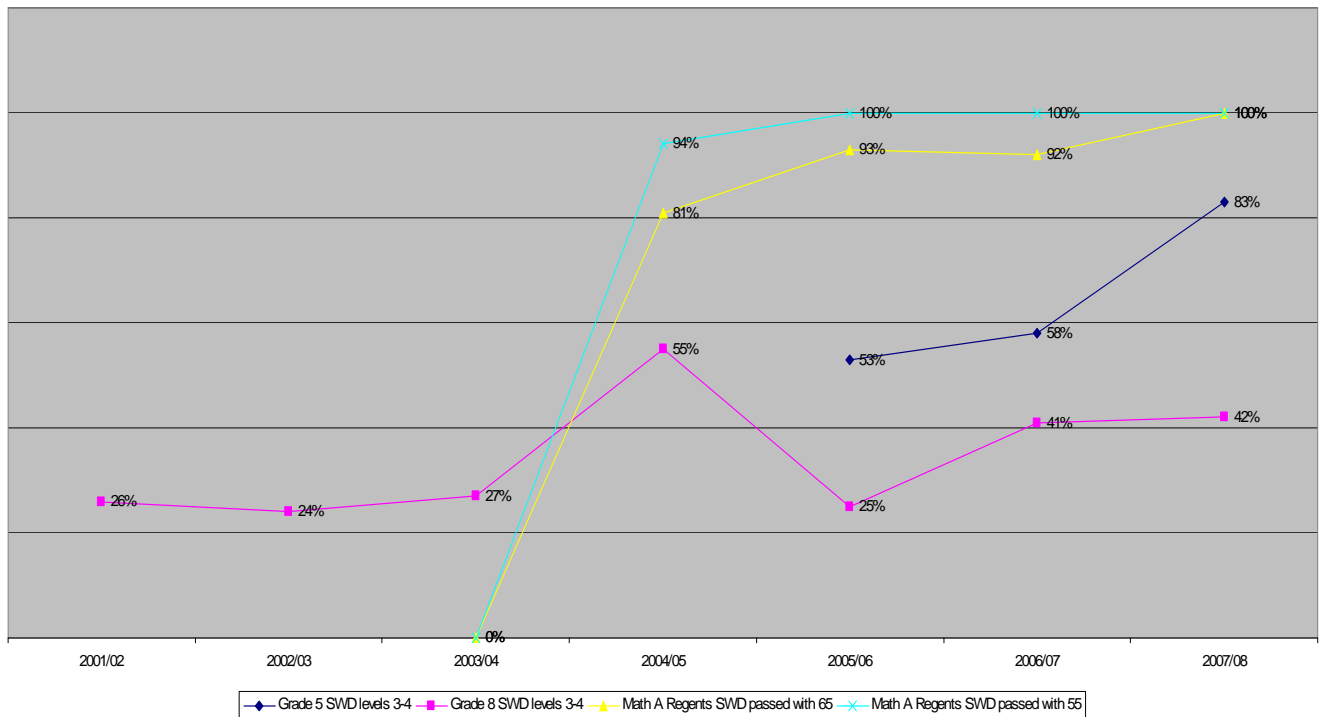
The following charts provide a trend analysis of student participation and results in the State assessments from the 1998 to 2008 school years. The data sources are the New York State District Report Cards for Bethlehem Central School District. The district has met the participation rate and achievement rate for No Child Left Behind in each of these years.

Performance of Students with Disabilities on State Examinations of English Language Arts



- Performance on English Language Arts State tests has improved and exceeds State expectation.
- Performance of students with disabilities meeting standards on the grade 4 ELA assessment has improved from 44% to 56%.
- Performance on the grade 8 ELA assessment has improved from 11% to 26% meeting standards.
- 100% of students with disabilities taking the English Regents passed with a score of 55 or better.

Performance of Students with Disabilities on State Math Examinations

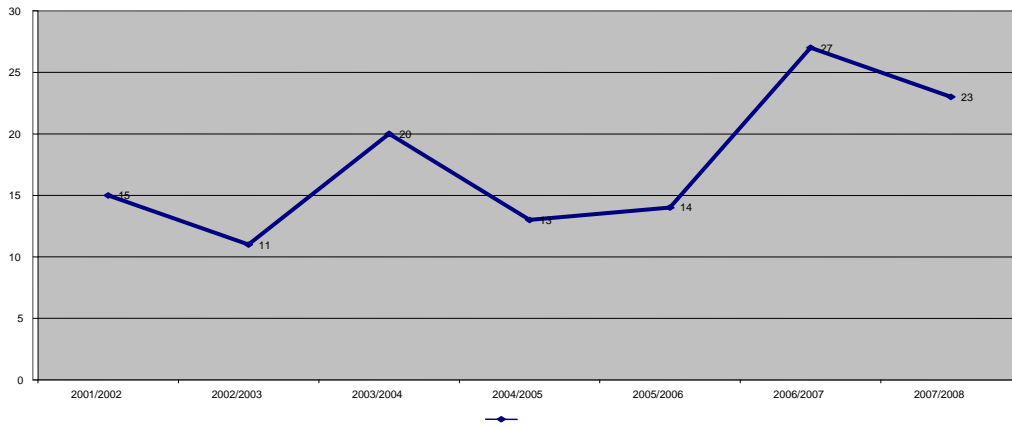


- Student performance on the secondary math examinations is exemplary and exceeds State expectations.
- Performance of students with disabilities on the grade 5 math assessment has increased from 53% to 83% of students meeting standards in only 3 years.
- 100% of students with disabilities taking the Math A regents passed with a 65 or better.

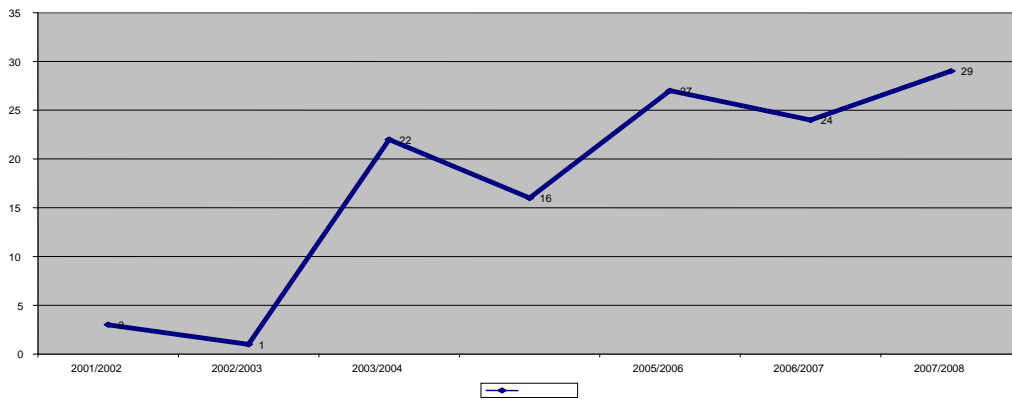
Participation of Students with Disabilities on State Regents Examinations

The tables on the following pages show the increase in participation of students with disabilities in secondary State Regents examinations from 2001 to 2008. Not only is the performance on examinations improving, the number of students with disabilities taking the Regents examinations required for graduation is increasing also.

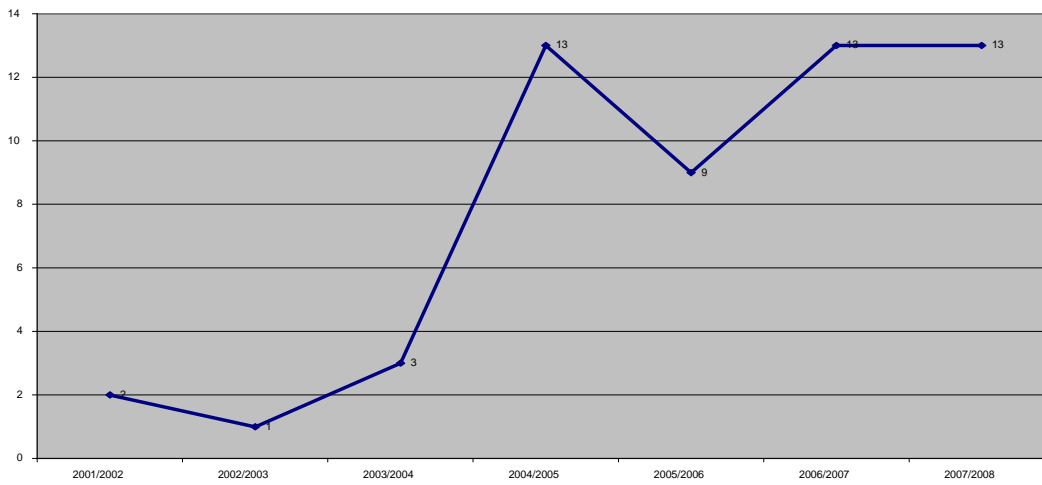
Number of SWD Taking English Regents



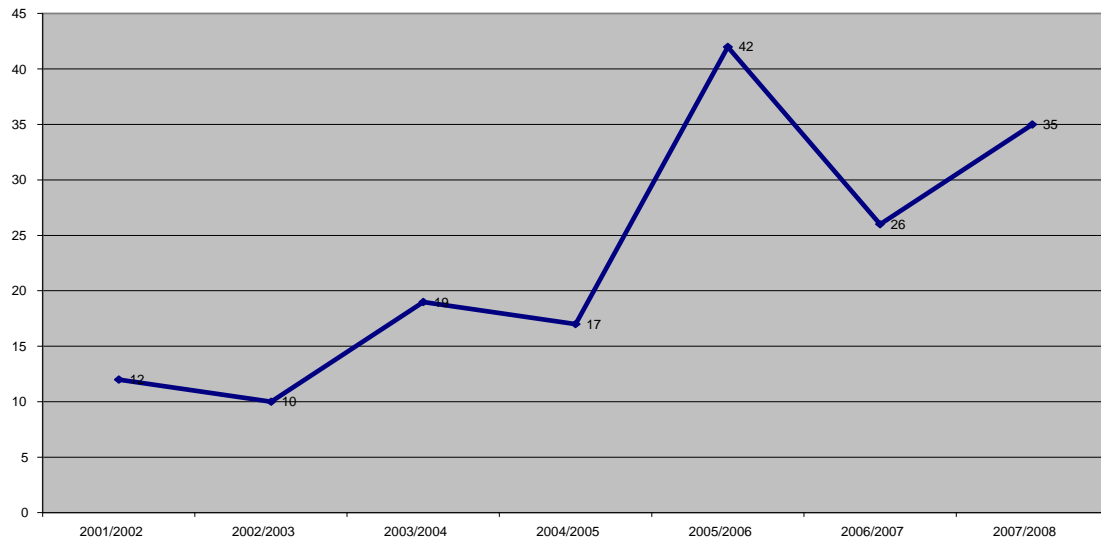
Number of SWD Taking Math A Regents



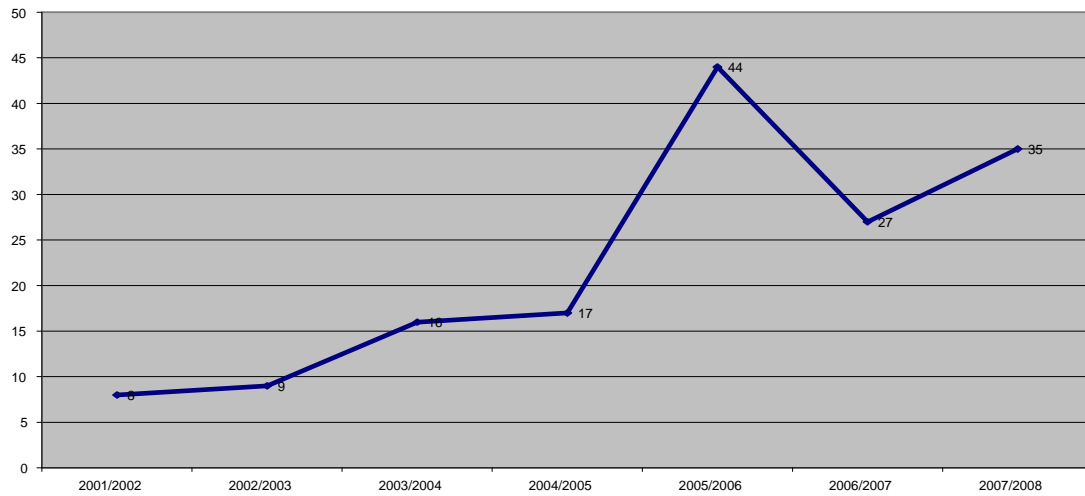
Spanish Proficiency



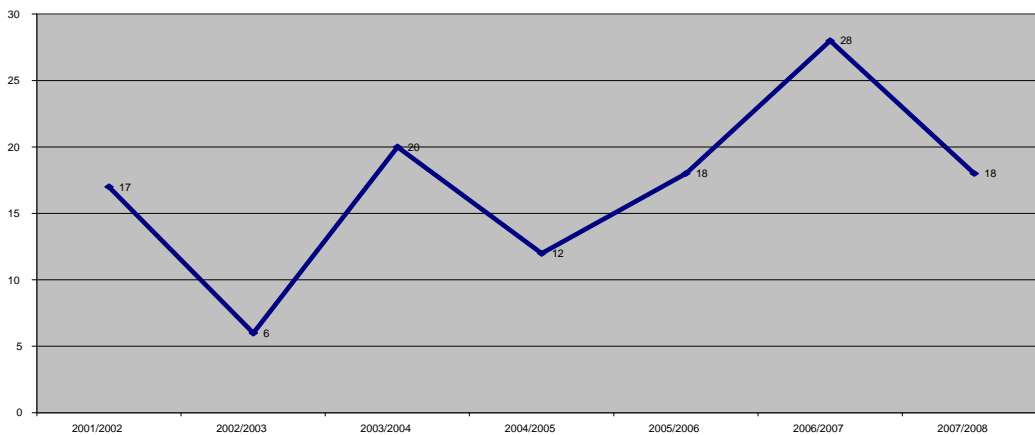
Living Environment



Global

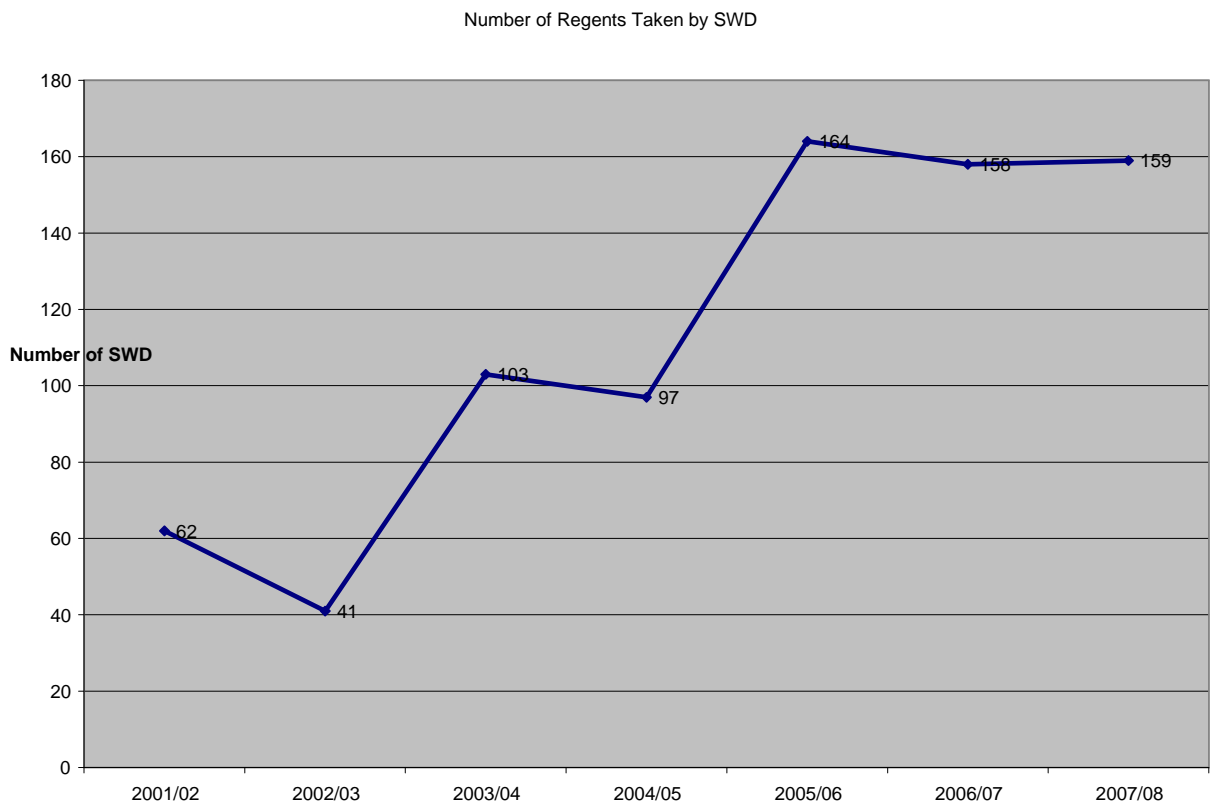


United States History & Government



- The number of students taking graduation Regents has increased in each area:
 - English Regents from 15 in 2002 to 23 in 2008,
 - Math A Regents from 3 to 29,
 - Spanish Proficiency examination from 2 to 13,
 - Living Environments Regents from 12 to 35,
 - Global Regents from 8 to 35.

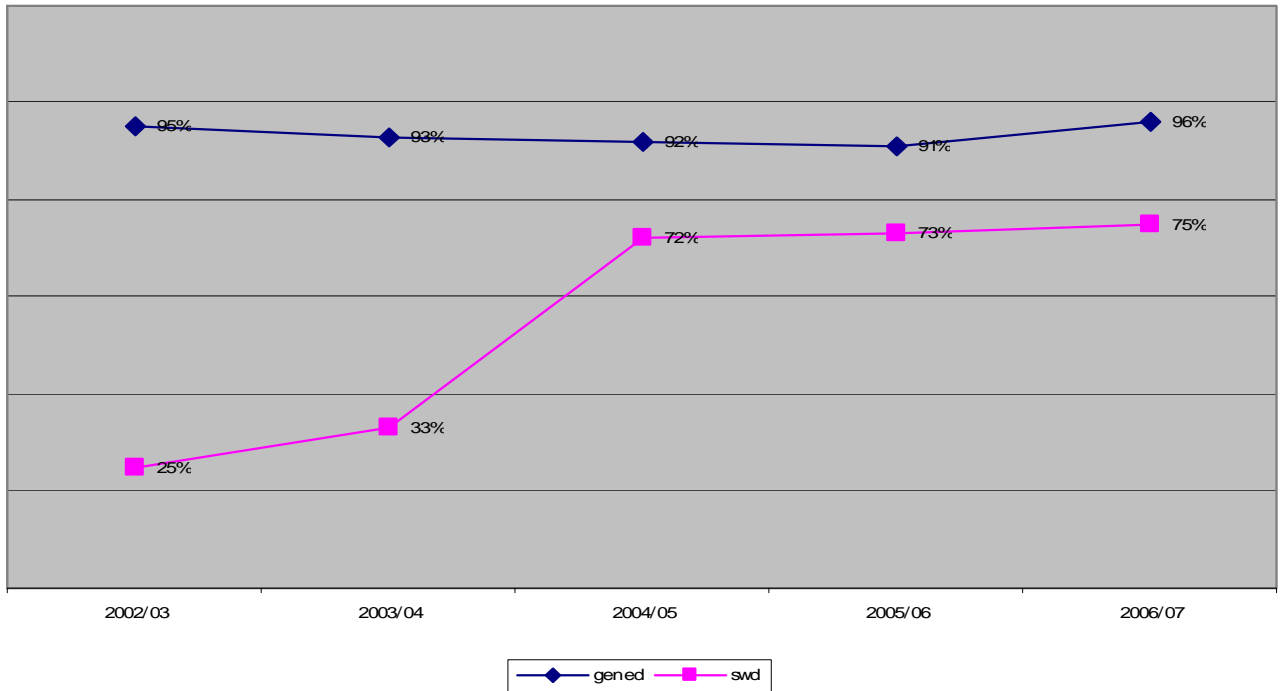
Total Number of Regents Examinations Taken by Students with Disabilities



As indicated in the table above, the total number of Regents examinations taken by students with disabilities increased from 62 in 2002 to 159 in 2008.

Graduation Rate

The improvement in special education programs and services leading to the increase in participation and performance of students with disabilities in State assessments has resulted in an increase in the number of students with disabilities graduating with a high school diploma.



The graduation rate for students with disabilities has increased substantially from 25% in 2003 to 75% in 2007.

Parent Survey

Several of the Special Education Principles form the basis for positive relationships between the families of students with a disability and the district. They include:

- “We provide special education services that meet the individual needs of the child, are developmentally appropriate and strength-based. These services are planned in collaboration with all the child-serving systems involved in the child's life and are provided in a supportive learning environment.”
- “We recognize that the child’s family is the primary support system for the child and participates in all stages of the decision-making and planning process.”
- “We recognize and respect the behavior, ideas, attitudes, values, beliefs, customs, language, rituals, ceremonies and practices characteristic of the child's and family's ethnic group.”

In the spring of 2009 we completed our third survey (2005, 2007, and 2009) of parents who attended CSE or CPSE meetings to determine their level of satisfaction with the IEP process in our district. The questions were based on the special education principles that were adopted in 2004.

The questions asked were:

1. Was your child’s (CSE) meeting scheduled at a time and placement convenient to you?
2. Were your child’s strength’s discussed at the meeting?
3. Did you leave with a clear understanding of how special education services will support your child’s continued learning?
4. Even if you disagree with the recommendations (of the CSE), were you treated with respect during the meeting?
5. Did you participate in the development of your child’s IEP?

These anonymous surveys were given to the parents at the end of each Annual Review, CSE or CPSE meeting during the months of March, April, May and June. The response rate was 48% with a total of 1529 positive responses and 26 negative. The overall satisfaction rate was 98.3%. Survey results demonstrate that staff has a commitment to involving parents in the development of their child’s IEP and in treating families with respect. The survey will be repeated in 2011.

Section 4: Policies and Procedures Related to the Allocation of Space for Special Education Programs, In-district & BOCES

Section 4321.1 of the district's Policies ensures that adequate and appropriate space is made available for special education classes by the district as well as in programs provided by the Board of Cooperative Educational Services (BOCES). The allocation of space is part of the biennial district plan for the provision of special education programs and services as mandated by the Commissioner. Annually, the need for additional programs and space is reviewed.

Currently, one BOCES classroom is located in the district at the High School. BOCES personnel staff these programs. The bond issue passed on December 2, 2003 will enable additional space for anticipated district needs and BOCES classes in accordance with district policy for special education services and programs.

Sections 5: Instructional Materials

The district ensures that all instructional materials used in the schools of the district are available in a usable alternative format for each student with a disability at the same time as such instructional materials are available to non-disabled students.

Section 6: Budget to Support the District Plan for Special Education

The following page summarizes the budget lines that support the special education services and programs for student with disabilities in our district.

09/10/09

APPROPRIATION STATUS REPORT - BY FUNCTION: FOR PERIOD 07/01/09 - 09/10/09 (Detail)

| ACCOUNT | DESCRIPTION | ORIGINAL BUDGET |
|---|--------------------------------------|------------------------|
| A 2250.150-03-0000 | INST SALARIES/PUPIL SVC - Do Not use | \$0.00 |
| A 2250.160-03-0000 | HNDCP AIDES-Do Not Use | \$0.00 |
| A 2250.405-03-0000 | TRAVEL/SPEC EDUCATION | \$2,350.00 |
| A 2250.409-03-0000 | SPECIAL EDUCATION-OTHER MISC | \$400.00 |
| A 2250.449-03-0000 | SPECIAL EDUCATION-OTHER PROF SVC | \$285,000.00 |
| A 2250.453-03-0000 | SPECIAL EDUCATION-EQUIP REPAIR | \$200.00 |
| A 2250.461-03-0000 | SOFTWARE/PUPIL SVC/DISABILITIES | \$0.00 |
| A 2250.470-03-0000 | SPECIAL EDUCATION-PRIVATE TUITION | \$909,786.00 |
| A 2250.470-03-IESP | SPECIAL ED TUITION / IESP | \$125,000.00 |
| A 2250.480-03-0000 | TEXTBOOKS/PUPIL SVC | \$2,975.00 |
| A 2250.501-03-0000 | SUPPLIES/PUPIL SVC | \$1,865.00 |
| A 2250.502-03-0000 | WORKBOOKS/PUPIL SVC | \$1,075.00 |
| A 2250.512-03-0000 | STANDARDIZED TESTS/PUPIL SVC | \$1,287.00 |
| A 2250.521-03-0000 | LIBRARY BOOKS/PUPIL SERVICES | \$121.00 |
| A 2250.614-03-0000 | SOFTWARE/PUPIL SVC | \$808.00 |
| A 2250....STUDENTS W/ DISABILITIES | | \$1,360,867.00 |
| A 2250.150-01-0000 | INST SALARIES | \$4,273,250.00 |
| A 2250.150-01-TOOT | INST - EVAL - OCC THERAPY | \$600.00 |
| A 2250.150-01-TOSP | INST - EVAL - SPEECH | \$800.00 |
| A 2250.152-01-0000 | INST. EXTRA HELP | \$0.00 |
| A 2250.160-01-0000 | NON-INST SALARIES | \$2,430,687.00 |
| A 2250.161-01-0000 | EXTRA HELP & O.T/ AIDES | \$23,000.00 |
| A 2250.182-01-0000 | NON INSTR/OCC THERAPIST ASST. | \$11,388.00 |
| A 2250.490-01-0000 | BOCES SVC-STUDENTS W/DISABILITIES | \$769,027.00 |
| A 2250....STUDENTS W/ DISABILITIES | | \$7,478,752.00 |
| SPECIAL ED BUDGET FOR 09/10 | | \$8,839,619.00 |

**BETHLEHEM CENTRAL SCHOOL DISTRICT
INCLUSION ADVISORY TEAM**

Rita Levay, Director of Pupil Personnel Services
Jody Monroe, Assistant Superintendent for Curriculum & Instruction
Anne Kuppinger, parent of student at middle school level
Christine Hettie, parent of student at high school level
Mary Francis Ford, parent of student at high school level
Anne Marie Aussicker, parent of student at post graduate level
Lisa Fortin, parent of student at elementary level
Robin Batista, parent of student at elementary level
Robert Futterman, parent of student at middle school level
Peg Warner, special education teacher
Sue Rowan, special education teacher
Donna Bailey, special education teacher
Joan Link, special education teacher
Michelle DePace, special education teacher
Mary Jane Brown, special education teacher
Mary Landry, speech language pathologist
Cathy Cusato, speech language pathologist
Mary Jane Roach, speech language pathologist
Sonja Christopher, social worker
Michael Klugman, Science Supervisor (general education curriculum supervisor)
Dianna Reagan, elementary principal
Andy Baker, middle school assistant principal
Kathy Johnston, special education supervisor
Eileen Pasquini, assistive technology specialist
Jen Steil, reading teacher
Jane Capiello, MS science teacher
Andrew Court, elementary general education teacher
Diane McNiven, elementary general education teacher
Lisa Kniffen, HS science teacher
Kristy Brothers, elementary behavior specialist
Rose Pugliese, HS behavior specialist
Donna Falkenhainer, elem paraprofessional
Kandy Bradley, MS paraprofessional
Jen McCartin, HS paraprofessional
Elaine Hickey and Maureen Bastian, physical therapist