



Special Education and Student Services

District Special Education Plan 2021-23

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Director of Special Education & Student Services

Adopted by the Board Of Education:
Date 5-19-21

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Board of Education Members

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Meredith Moriarty, Vice President

Willow Baer

Christine Beck

Jonathan Fishbein

Chris Myer

Wendy Samson

Central Administration Members

Superintendent: Ms. Jody Monroe

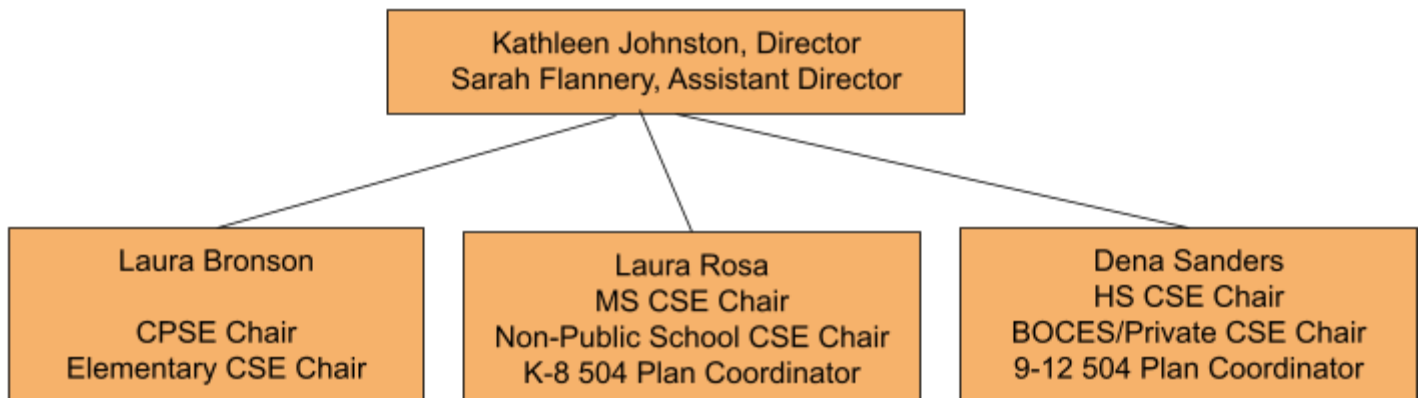
Assistant Superintendent for Educational Programs: Mr. David Hurst

Chief Business and Financial Officer: Mrs. Judith Kehoe

Director of Special Education & Student Services: Mrs. Kathleen Johnston

Chief Technology and Information systems: Mr. Ray Nardelli

BCSD SESS Administrative & Clerical Team



Section 1: Introduction

Section 200.2 of the Commissioner's regulations 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 meets the requirements for the period of 2021-23. Data included in this report is taken from the data submitted to the State Education Department. This plan reflects specific 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.

Bethlehem Central School District Mission Statement

To educate and prepare all students to reach their potential, discover their purpose, and be engaged community members.

Strategic Plan Goals/Core Values

Academics

Instructional and assessment practices that are aligned to a strong and relevant curriculum.

Character

Positive character traits are essential to becoming contributing members of society.

Community

Strengthening family, school and community partnerships through transparent communication.

Wellness

Enhancing social emotional wellness and balance for students and staff by supporting active, healthy lifestyles and promoting positive behavior.

Bethlehem CSD Goals for 2019-2024

Strat egy#	Goal 1 - Academics	Strat egy#	Goal 2 - Character	Strat egy#	Goal 3 - Community	Strat egy#	Goal 4 - Wellness
1	Five-Year Program Reviews	1	Promote Equity & Inclusion	1	Work with Community Partners to Expand Learning Opportunities	1	A Unified Approach to Wellness
	Five-year reviews for Science, Art and Physical Education are underway. Reviews of Music, Health, Special Education and Career and Technical Education (CTE) were recently completed		The Building Equity Committee is meeting four times in 2018-19 to learn, discuss and plan ways to increase cultural responsiveness. The group includes over 35 faculty and administrators, with representation from all buildings.		District leaders are exploring new ideas with the Bethlehem Chamber of Commerce on how to provide students with more hands-on exploration of business and careers.		The District website houses comprehensive information about the Whole School, Whole Community, Whole Child model being followed at BC.
2	Close Achievement Gaps	2	Highlight Unique Student Opportunities	2	Engage Stakeholders on District Priorities	2	Offer a Wide Array of Programs Aimed at Boosing Physical & Emotional Wellness
	The district implemented a Summer Program for at risk-students transitioning from Grade 8 to 9 with information on elective courses and offered team-building activities with counselors, administrators and staff		An Elective Fair was held at the high school last fall to help students learn about diverse learning opportunities. Videos are also being used to engage students in both instructional and co curricular offerings.		The district's Special Education and Student Services (SESS) department surveyed parents in fall 2018 about program priorities and has formed a parent advisory group to ensure consistent engagement and feedback.		Art teachers hosted "Getting Crafty with the Art Department" a pre-holiday stress reliever for faculty and staff members who got to explore mixed media painting and learn Adobe Photoshop.

3	Implement Rtl Programs	3	Support Age-Appropriate Character Education	3	Expand Outreach & Advocacy for All Families	3	Implement K-12 Social Emotional Learning Curriculum
	Response to Intervention (Rtl) for Behavior training for Special Area Teachers, Rtl/Service Providers and all support staff at the elementary level was completed in fall 2018.		Building leaders, counseling staff and teachers are working together to make character education a seamless part of the school culture at the elementary, middle and high school levels.		Faculty, staff and students collaborated to offer free on-site dinner and childcare during the middle and high school open house events in September.		Elementary counselors are continuing to use kid-friendly "Zones of Regulation" to help students readily identify how they are feeling and find appropriate problem-solving responses.
4	Integrate Instructional Technology	4	Expand and Promote Ways for Stars to Get Involved in Extracurriculars and School Activities	4	Offer Assistance to Families Facing Hardships	4	Expand Professional Development on Issues of Health, Wellness and Safety
	BC employs a full-time Instructional Technologist and eight Teacher Tech Coaches who provide curricular technology support. Partnerships are formed with teachers on 1-on-1 and group instruction basis		Middle School Student Leadership committees such as No Place for Hate, Student Court, Peer Tutoring, Garden Club and Peer Helpers have equaled attendance and participation rates from last year and continue to grow.		The annual Holiday Caring and Sharing Drive provided food and gift cards to nearly 100 district families. The Weekend Backpack Program reduces food insecurity for dozens of students K-5 on a weekly basis.		The district introduced the Raptor Visitor Management System in February 2019. Visitors are required to show government-issued ID. The system will expand to all schools before the end of the 2018-19 school year.

5	Project Based Learning	5		5	Expand Parent Resources & Workshops	5	Improve Student and Staff Attendance
	Smithsonian Science for the Classroom nationwide trainers visited the district to provide training on the newly implemented science kits used in grades K-5.				Parents were surveyed in fall 2018 to find out what programs they were most interested in attending. The district has hosted community programs on vaping, managing screen time and will sponsor a digital citizenship workshop in spring 2019.		The district has formed an Attendance Subcommittee to review research based approaches that have been effective in improving attendance. New resources have been developed for families to help reinforce the importance of being at school every day.



BCSD SESS Mission Statement

The mission of the Bethlehem Special Education and Student Services Department is to educate all students in the least restrictive environment so we may prepare them to learn, grow and have a personal connection to their community.

Our goal is to maximize student achievement so each student may reach their fullest potential while fostering an inclusive culture within our school community

SESS Partnership with General Education

The district, with input from the parents, Administrators, teachers and paraprofessionals established the framework to guide the development, implementation and evaluation of special education programs and services for the district.

Prior to any student being referred to the Committee of Special Education, students are brought through Response for Intervention (RTI). RTI is a multi-tier approach to early identification and support of students with learning and behavioral needs. Through RTI, students receive high quality instruction and screening in the general education setting. Struggling learners are provided with interventions at increasing levels of intensity to help accelerate their learning. These services are provided by either a general education teacher or a RTI specialist. Progress is closely monitored. It is only after a student works their way through the three tiers of RTI and continues to need more intense support that a student will be referred to special education.

Response to Intervention

Response to Intervention is the practice of providing high quality instruction and intervention matched to student needs. This process seeks to close achievement gaps for all students. A multi-tier prevention system is established to increase student achievement and support student social, emotional and behavioral needs. Data will be used to identify students at risk, monitor progress, and provide appropriate interventions to increase student success. This multi-tier approach will be utilized to ensure that any diagnosed learning disability is based on extensive and accurate information. (NYS Guidance **Document Response to Intervention**, and National Response to Intervention **Essential Components of RtI**).

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RESPONSE TO INTERVENTION: INSTRUCTION AND TARGETED SUPPORT FOR ALL

Academic Systems

Tier III: Comprehensive and Intensive Interventions - *Few Students* (Students who need individualized interventions)

Tier II: Strategic Interventions *Some Students* (Students who need more support in addition to the core curriculum)

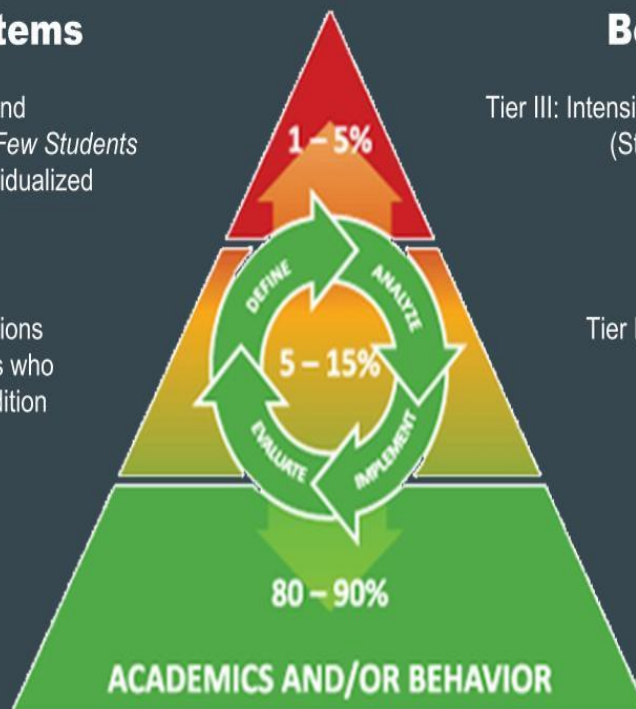
Tier I: Core Curriculum *All students*

Behavioral Systems

Tier III: Intensive Interventions - *Few Students* (Students who need individualized interventions)

Tier II: Targeted Group Interventions *Some Students* (Students who need more support in addition to the core curriculum)

Tier I: Universal Interventions *All students, all settings*



Prior to a referral to CSE...

Academic/Behavior Concern

- Has the student been through the RTI Tiers (Academic or Behavior)?
- Have Tier 3 targeted research based interventions been delivered with fidelity for at least 6-8 weeks?
- If Bx: Has an individualized behavior support plan been developed with the school psychologist? Has it been implemented with fidelity? What does the data say?
- Has the Progress Monitoring data been reviewed by a multidisciplinary team (CST or DTM)?
 - What did the data evidence?
- Have we looked at the "Whole Child"?
 - What other influences could be causing lack of progress?



WHY IS THIS IMPORTANT?

"If the only problem your team ever solves is who to refer to special education then it's not a real Problem Solving Team."

- Chris Montgomery

- We should only be referring a child for an evaluation if we are confident the evaluation process will result in classification.
- District Strategic Plan Metric: Increase the % of referrals that result in classification
 - If we are using the appropriate interventions for RTI and collecting data, most referrals for SPED would result in a service (except parent referrals). This will also reduce unnecessary time spent on evaluations for our school psychologists and related service providers.

Roles at CSE or 504 committee meeting

- CSE Chairperson - Facilitates discussion
- Parent - Provides perspective (input and collaboration for focus of goals)
- School Psychologist - Explains evaluation and relevant information
- Special Education Teacher - Assists with decisions including supports, curriculum, goals, services
- General Education Teacher - Participant
- Student - Invited at age 15
- Other Participants - (service providers/parent member, nurse)

Reminders:

- ★ Preparation is key for all participants
- ★ Notify case manager/chairperson of any updates or changes PRIOR to the CSE meeting
- ★ Be mindful of due dates/timelines
- ★ Meetings are held 12 months a year


IEP vs. 504

- | | |
|--|--|
| <ul style="list-style-type: none">- A plan for how individualized special education programs and services will meet a student's unique needs- The child requires specialized instruction to make progress in school as a student with a disability under IDEA.- The IEP includes present levels of performance, accommodations, modifications, services and goals. | <ul style="list-style-type: none">- A plan for how a school will provide support to remove barriers for a student with a disability.- The child has an identified disability that significantly impacts a life activity to include learning.- The 504 Accommodation Plan includes accommodations, supports, and services, but no specific goals. |
|--|--|

Special Education Parent Advisory Committee (PAC)


In the 2011-12 school year SESS created a Parent Advisory Committee. This was a direct result of parent questions and concerns. The group ran for three years then discontinued due to limited participation.

In the 2018-19 school year, parents and the team resurfaced and began a dialogue. In response, the SESS Department did a survey and re-instated the committee with a focus/consideration on: how to best support families, determining best communication systems, creating informational evenings and forming focus groups on specific topics. Topics such as reading, communication, out of district placements and graduation pathways.



Parent Advisory Group's Purpose

The Parent Advisory Group is a partnership between parents and the district for the purpose of improving the school experience for Students with Disabilities.



Section 2: Students with Disabilities

Special Education Programs Descriptions

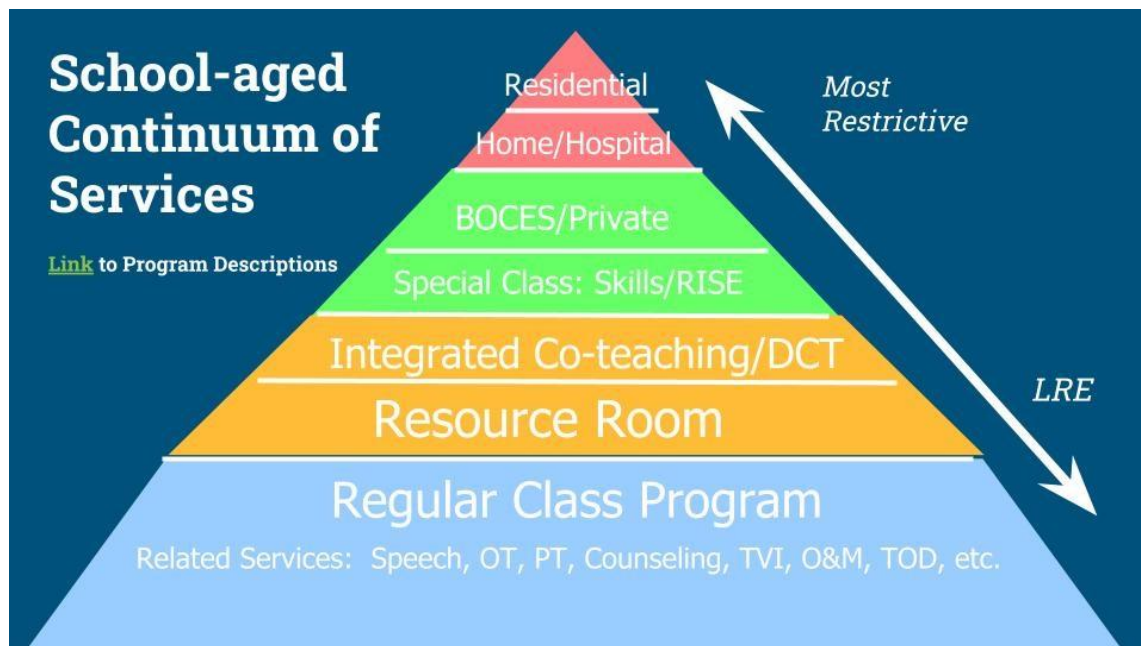
The Bethlehem School district is committed to providing all students, including students with disabilities, a free and appropriate education in the least restrictive environment.

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 full 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 and services based on the similar individual learning needs of the students.

2021-2022 BC Continuum of Services

(Appendix A)

Elementary					
Related Services	Resource Room	Integrated Co-Teaching Services		Primary & Intermediate Skills Special Classes	Primary and Intermediate Intensive Skills Special Class
Middle School					
Related Services	Resource Room	Consultant Teacher Services (Direct/Indirect) DCT		Secondary Skills	Secondary Intensive Skills
High School					
Related Services	Resource Room	Consultant Teacher Services (Direct/Indirect) DCT			RISE



Section 3: Program Evaluation

In August 2016 the Bethlehem Central School District, Special Education and Student Services (SESS) Department began a NYSED Special Education Quality Assurance Special Education Programs and Services Review. In February 2018, NYSED notified SESS that we had completed all corrective action plans in the Compliance Assurance Plan.

Bethlehem CSD performed an internal review at the elementary, middle, and high school level. Changes and updates continue to be made. In February 2018 utilizing Capital Region BOCES, SESS entered into a final review to further look at all aspects of programming and ways to expand our mental health and high school graduation requirements. SESS is continually working to provide best practices and services to our students with disabilities.

[NYSED SEQA Review Completed Final Letter](#)

During the 2016-17 school year, SESS participated in a NYSED Special Education Quality Assurance Special Education Programs and Service Review. During this review the Regional Associate reviewed the list of all identified students with disabilities and a list of special education staff (along with their certifications and licenses). The Regional Associate reviewed a subset of files, observed special education classes at the Middle and High Schools as well as CSE meetings. The goal of the review was to look at compliance of procedures, methods and documentation.

Overall the review found our programs, procedures and practices to be in good standing. We were cited on a few items, which were corrected. Example: all IEP meetings should occur within one year of the previous meeting date. A system was put in place to allow for this and is currently utilized.

Section 4: Policies and Procedures Related to the Allocation of Space for Special Education Programs in-District and BOCES

[BCSD Policy Manual](#)

- 4321. Provision of Appropriate Special Education Services to Enable Involvement in and Foster Progress in the General Education Curriculum
- 4321.1 Appropriate Space for Special Education Programs
- 4321.2 Preschool Students with Disabilities

Annual Review Planning Process

The districts special education programs partner or coexist with our general education programs. All students are general education students first. Students with disabilities may also be provided specially designed instruction and supplemental services in regular education classes, including providing one or more of the following; related services, resource room, co-teach programs within a general education setting and where appropriate special education classes.

The full continuum of services provides a progressive level of services and supports that ensures access to the general education program with peers without disabilities while providing them the services they need.

Each year the district looks at its students progress, utilizing state data assessment as well as district and local assessments. This data helps to inform student and program needs.

The district partners with the Response to Intervention Specialists to always begin with appropriate general education supports and services before moving to special education.

The district is continually reflecting on the effectiveness of our initiatives and programs to determine the most appropriate supports and services for our students. In July of each year the SESS Leadership Team meets for a two day planning session. Looking at data from Annual Reviews, parent survey and feedback as well as continuous feedback from staff. This begins the planning and development of trainings, workshops and projects that will occur throughout the year. In addition to the summer planning, in late fall SESS Leadership forms a committee of representatives from the special education department (special education teachers, therapists, counselors, and administrators) to review our program descriptions and that are published and make any necessary changes as we prepare for the Annual Review season, which begins in January each year. The summer planning meeting helps us make changes and create the initiatives that support the SESS department.

See RTI chart on page 12.

[2021-22 BC Continuum of Services](#)
(Appendix A)

Structure for Program Development

Student Variables

- Student learner characteristics: *the learner characteristics of the students to be served in this classroom/program*
- Student behavioral needs: *the behavioral needs of the students to be served in this classroom/program*

Continuous assessment of student learning

- **Initial assessments:** *the assessments that are needed prior to placement in this classroom/program that are used to confirm learner characteristics, identify baseline data, and inform instruction.*
- **Ongoing assessment:** *the assessments that are needed to measure student response to instruction, progress, inform instruction.*

Instructional Context

- **Quality curriculum:** *Curricula should be designed to meet the needs of the students to be served in this classroom. Consider the core curriculum based on NYS learning standards and alternate performance indicators. From the core NYS/BCSD curriculum, identify the essential skills and content that needs to be mastered. Consider the supplemental curricula: social communication skills, safety skills, executive functions, personal self-sufficiency, self-determination, and post-secondary transition skills that students to be served in the program will need. Will these be embedded in core curricular instruction or taught separately?*
- **Evidence-based instruction:** *Instructional methodologies should be researched-based for the population of students to be served in this program. Consider the instructional methods and strategies that have been identified as effective for the students to be served in this program: direct instruction, task analysis with chaining and shaping, discrete trial teaching, skill-streaming, modeling, social stories.*

Positive Behavior Supports

- **Skills training in pro-social skills:** *Most students who require a special classroom require training in pro-social skills.*
- **Classroom routine and classroom management plan:** *All classrooms require a classroom management plan that includes: well-defined routines & schedules, classroom "rules", methods for antecedent control, methods for consequence control, and carefully planned and implemented lessons that are appropriate and well-paced.*
- **Reinforcement systems:** *Consider the positive behavioral supports that are needed for the students to be served in this classroom/program. Consider the environmental changes that are needed for maximum student interaction and learning. Consider supports that emphasize the value and rights of individuals and increase quality of life, emphasize prevention and continuous development of pro-social skills, and applies behavior analysis to social consequences created by aggression, disruption, self injury, defiance, property destruction, etc. The positive behavior supports should be at 3 levels: classroom, group, and individual) Consider how the classroom reinforcement system integrates with individual student behavior plans or contracts and the district code of conduct.*

Personnel Preparation

- **Interdisciplinary team:** *What special education and related services providers are needed to support the students and families to be served in this class/program? What are their roles and functions? Who is the team leader?*
- **Team meeting:** *The team meeting frequency should be determined based on the type and newness of program, the number of students, type of students, and needs of team members. There may be separate meetings for sub groups of the team.*
- **Supports for staff:** *What supports will the team provide to other school staff? What supports are needed for all staff?*
- **Prerequisite training:** *Consider the prerequisite training needed for each team member and all school personnel who will have contact with the students to be served in this class/program: administration, office staff, lunch staff, maintenance, guidance, general education teachers, transportation staff, etc. What skills do staff need before they begin work in the class/program?*
- **Ongoing professional development:** *Consider the ongoing training and coaching needed by team members. How will training needs be assessed and addressed? Are there specific areas of training needed on an ongoing basis?*

Supports for Families

- **Communication:** *Consider the methods and frequency for ongoing communication with families: classroom structure and routines, student progress, classroom events, etc.*
- **Training and support:** *Consider how families will receive training, coaching, support in helping their child carry over and generalize skills learned in school.*
- **Linkages to community supports:** *Consider how the team will help families access community based services and supports for social, medical, funding, recreation, etc.*

Performance of SWD on State Assessments

Grade 3-8 Math

2017-18	Grade 3-8 Math Results			
Grade	# of students with results of Level 2/3/4	# of students that Refused, Opted Out or Absent	Grand Total of students that participated in assessment	% of students with results of Level 2/3/4
3	29	12	48	80.56%
4	30	6	51	66.67%
5	17	10	41	54.84%
6	27	5	47	64.29%
7	18	15	51	50.00%
8	10	27	39	56.52%
Total	134	62	277	62.91%
2018-19	Grade 3-8 Math Results			
Grade	# of students with results of Level 2/3/4	# of students that Refused, Opted Out or Absent	Grand Total of students that participated in assessment	% of students with results of Level 2/3/4
3	31	11	55	70.45%
4	29	10	48	76.32%
5	27	8	51	62.79%
6	19	10	40	63.33%
7	16	14	42	57.14%
8	14	19	52	42.43%
Total	136	72	288	62.96%

Grade 4 and 8 Science

2017-18	Grade 4&8 Science Results			
Grade	# of students with results of Level 2/3/4	# of students that Refused, Opted Out or Absent	Grand Total of students that participated in assessment	% of students with results of Level 2/3/4
4	47	2	50	97.92%
8	19	17	39	86.36%
Total	68	19	91	79.12%
2018-19	Grade 4&8 Science Results			
Grade	# of students with results of Level 2/3/4	# of students that Refused, Opted Out or Absent	Grand Total of students that participated in assessment	% of students with results of Level 2/3/4
4	42	5	48	97.67%
8	35	14	52	92.11%
Total	77	19	100	84.00%

Grade 3-8 ELA

2017-18	Grade 3-8 ELA Results			
Grade	# of students with results of Level 2/3/4	# of students that Refused, Opted Out or Absent	Grand Total of students that participated in assessment	% of students with results of Level 2/3/4
3	31	12	48	86.11%
4	36	6	51	60.00%
5	18	12	41	62.07%
6	20	7	48	48.78%
7	13	17	51	38.24%
8	15	15	39	62.50%
Total	133	69	278	75.17%
2018-19	Grade 3-8 ELA Results			
Grade	# of students with results of Level 2/3/4	# of students that Refused, Opted Out or Absent	Grand Total of students that participated in assessment	% of students with results of Level 2/3/4
3	35	10	55	77.78%
4	28	10	48	73.68%
5	24	6	51	53.33%
6	11	7	40	34.38%
7	10	6	42	28.57%
8	18	14	52	48.65%
Total	126	53	288	80.55%

Section 5: Budget to Support the District Plan for Special Education

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

2020-21 Budget	
Expenditure by Type	Expenditure Amount
Salaries	\$8,744,807.00
Tuition Paid to other Schools	\$1,450,000.00
BOCES Tuition and Services	\$1,800,000.00
Other Operating Costs and Supplies	\$942,386.00
Total Budget	\$12,937,193.00

Section 6: Recommendations

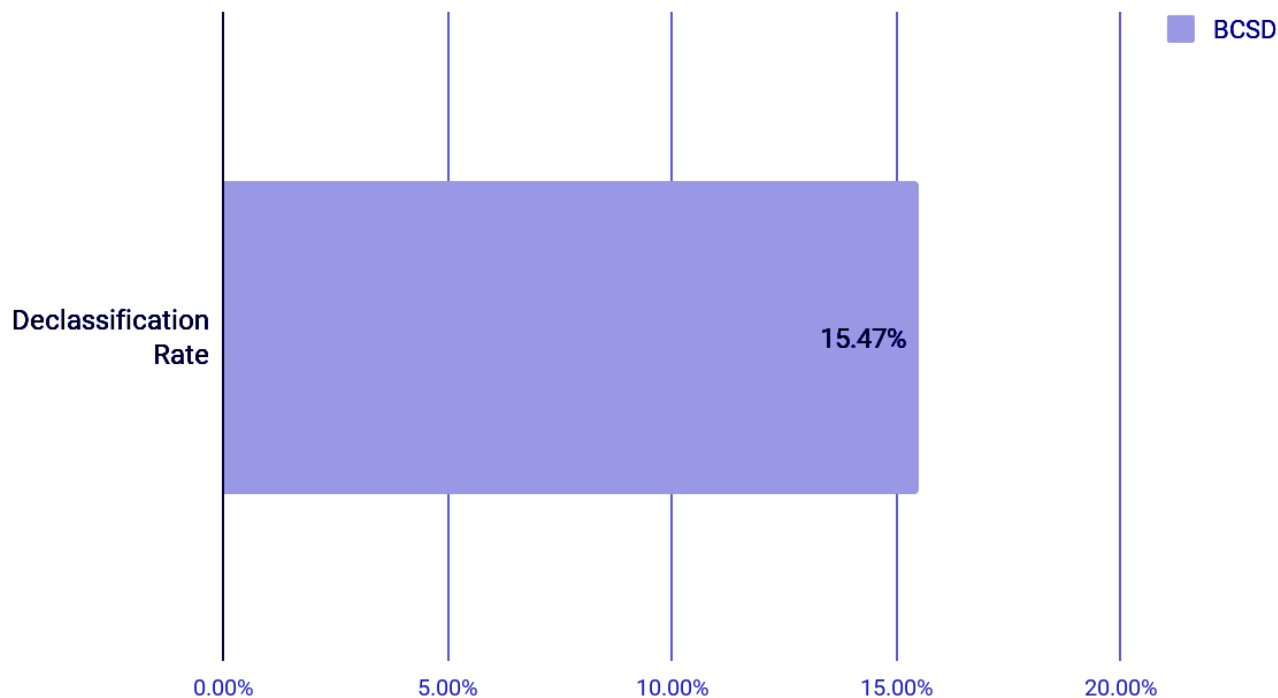
The Special Education & Student Service Office is continuously engaged in improvement activities. Some of the areas to be targeted for improvement during this plan include:

1. Continue to build a community of students, staff, families and community members who work together to create a positive and productive school environment.
2. Broaden our programming k-12, especially in the areas of mental health.
3. Broaden High School program options to include programming to allow students the opportunity to follow all graduation pathways.
4. Provide professional development to teachers, parents, and students on post-secondary transition.
5. Continue to refine programs and services and individual student monitoring of achievement to continue to move students to less restrictive educational settings.
6. Continue to provide teachers with professional development on literacy to differentiate instruction and improve student outcomes in ELA and Math.
7. Continue working with Assistant Superintendent for Curriculum.
8. Broaden our mainstreaming opportunities to help students move to LRE.
9. Continue to utilize progress monitoring to help inform and improve student outcomes.

BCSD SWD by age, disability and recommended setting: Data from PD system
 VR2 report: [BCSD SWD By Disability 2010-2020 Data from PD VR2](#)

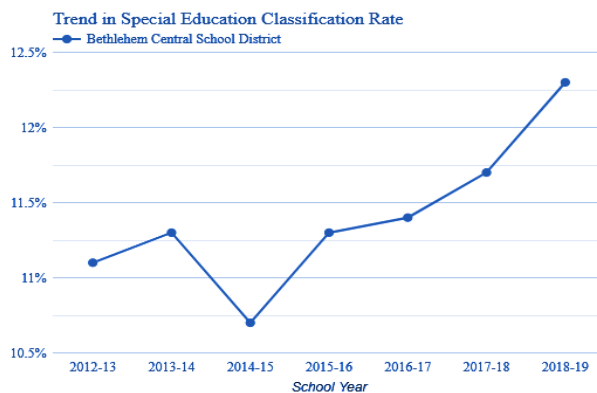
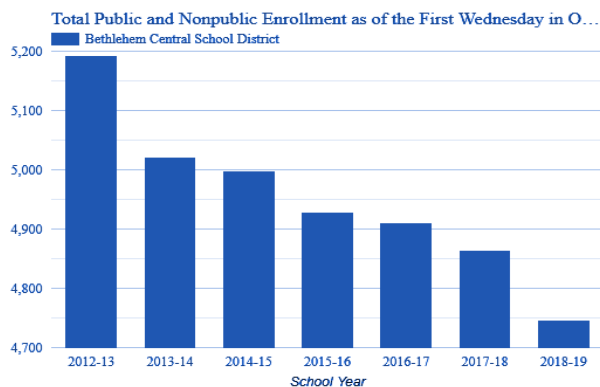
Disability	School Year											
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	
Autism	39	45	46	47	46	53	57	59	62	66	63	
Emotional Disturbance	22	22	24	21	21	24	21	20	21	16	16	2.94%
Learning Disability	101	109	103	112	112	117	120	116	123	115	108	19.82%
Intellectual Disability	8	7	9	6	7	9	7	7	7	7	4	0.73%
Deafness	1	2	3	3	3	2	2	5	4	2	1	0.18%
Hearing Impaired	4	6	6	5	4	4	4	4	5	4	2	0.37%
Speech or Language Impairment	182	167	181	166	147	150	159	156	174	220	165	30.28%
Visual Impairment (Includes Blindness)	4	5	7	6	5	3	3	4	5	3	4	0.73%
Orthopedic Impairment	1	1	1	2	1	1	3	4	4	3	4	0.73%
Other Health Impairment	176	165	157	156	148	155	151	158	142	137	141	25.87%
Multiple Disabilities	33	31	35	37	34	30	28	29	29	34	29	5.32%
Deaf-Blindness	0	0	0	0	0	0	0	0	0	0	0	0.00%
Traumatic Brain Injury	3	3	4	5	6	7	7	7	7	7	8	1.47%
Totals	574	563	576	566	534	555	562	569	583	614	545	

BCSD Special Education Declassification Rate 2019-20



Bethlehem Central School District 2018-19

Enrollment And Classification Rate



District Enrollment: 4,746

SCHOOL-AGE STUDENTS WITH DISABILITIES AND CLASSIFICATION RATE

583

12.3%

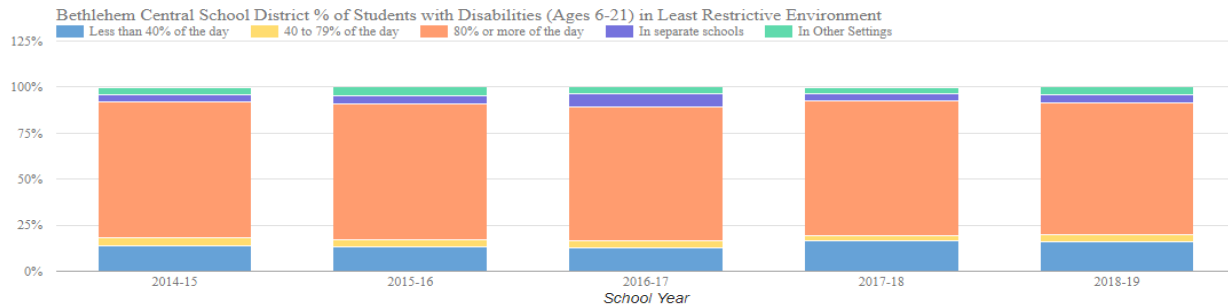
PRESCHOOL STUDENTS WITH DISABILITIES

50

Classification Rate

School Year	Percent of Students Classified
2008-09	11.17%
2009-10	11.20%
2010-11	11.50%
2011-12	10.80%
2012-13	10.70%
2013-14	11.30%
2014-15	10.70%
2015-16	11.30%
2016-17	11.40%
2017-18	11.70%
2018-19	12.30%

Indicator 5: School-age Least Restrictive Environment (LRE)



Total Students with Disabilities ages 6-21: 533

STUDENTS WITH 80% OR MORE OF THE DAY IN A GENERAL EDUCATION PROGRAM

71.7%

State target and does district meet target

Greater than or equal to 60%

Yes, met state target

STUDENTS WITH 40 TO 79% OF THE DAY IN A GENERAL EDUCATION PROGRAM

3.8%

State target and does district meet target

No State Target

Not Applicable

STUDENTS WITH LESS THAN 40% OF THE DAY IN A GENERAL EDUCATION PROGRAM

15.8%

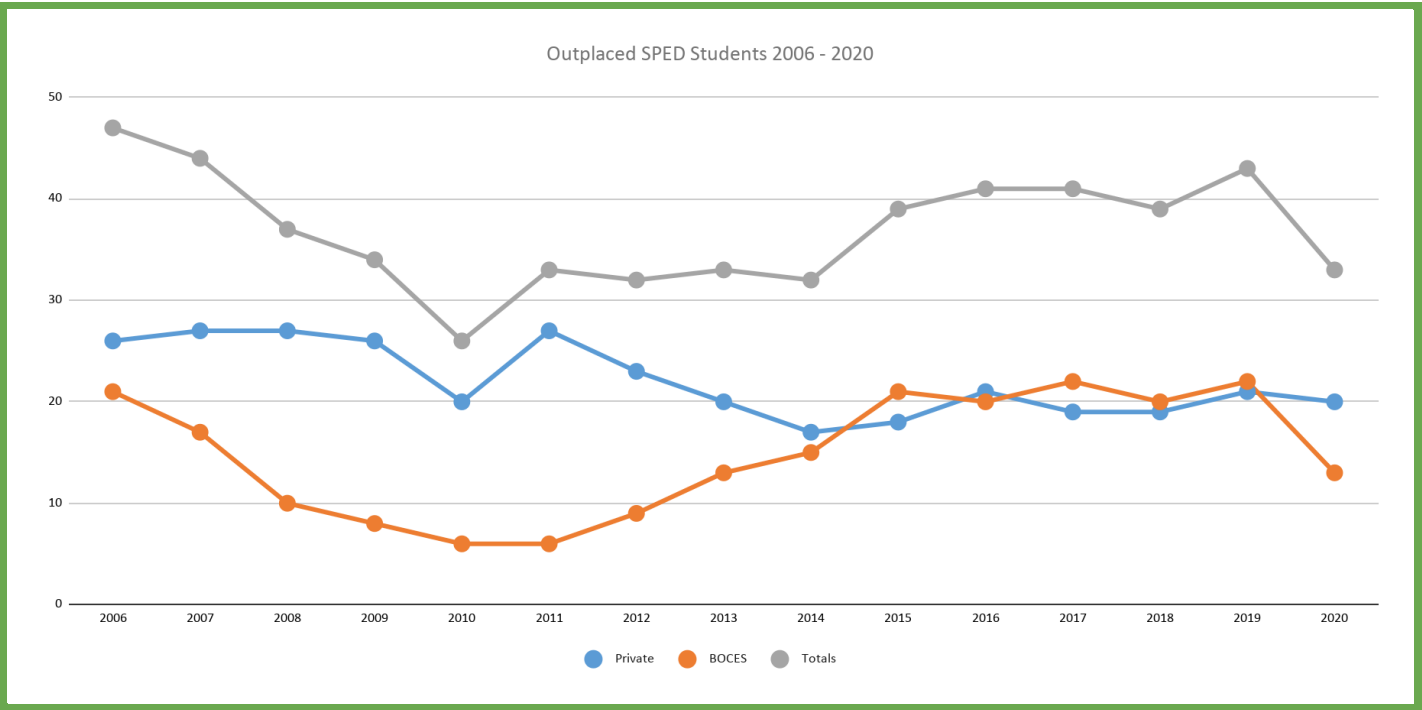
State target and does district meet target

Less than or equal to 18%

Yes, met state target

Least Restrictive Environment Placements

Years (2009-2017)	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
≥ 80% in general education settings	55.8%	73.5%	72.5%	76.4%	73.7%	73.9%	73.3%	72.2%	73.3%	71.7%
40-79% general education settings	16.2%	9.3%	8.0%	3.8%	6.3%	4.5%	4.2%	3.9%	2.8%	3.8%
<40% general education settings	23.4%	10.9%	12.2%	11.9%	11.9%	13.5%	13.1%	12.8%	16.5%	15.8%
Separate settings	2.9%	3.5%	4.8%	4.7%	4.3%	4.1%	4.8%	7.1%	3.8%	4.4%
Other settings	1.7%	2.8%	2.4%	3.2%	3.9%	3.9%	4.6%	4.0%	3.8%	4.3%



C. Post Secondary Planning and Graduation Rates
 Graduation Rates June 2020, Data@NYSED.gov
[BCSD Graduation Rates June 2020](#)

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	408	383	94%	271	66%	110	27%	2	0%	5	1%	8	2%	0	0%	12	3%
Female	206	196	95%	143	69%	52	25%	1	0%	5	2%	1	0%	0	0%	4	2%
Male	202	187	93%	128	63%	58	29%	1	0%	0	0%	7	3%	0	0%	8	4%
Multiracial	5	4	80%	2	40%	2	40%	0	0%	0	0%	1	20%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	25	25	100%	22	88%	3	12%	0	0%	0	0%	0	0%	0	0%	0	0%
White	345	323	94%	233	68%	88	26%	2	1%	5	1%	7	2%	0	0%	10	3%
Black or African American	13	13	100%	6	46%	7	54%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	20	18	90%	8	40%	10	50%	0	0%	0	0%	0	0%	0	0%	2	10%
General-Education Students	380	368	97%	269	71%	99	26%	0	0%	0	0%	4	1%	0	0%	8	2%
Students with Disabilities	28	15	54%	2	7%	11	39%	2	7%	5	18%	4	14%	0	0%	4	14%
Non-English Language Learners	407	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	359	346	96%	254	71%	90	25%	2	1%	2	1%	5	1%	0	0%	6	2%
Economically Disadvantaged	49	37	76%	17	35%	20	41%	0	0%	3	6%	3	6%	0	0%	6	12%
Not Migrant	408	383	94%	271	66%	110	27%	2	0%	5	1%	8	2%	0	0%	12	3%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parents not in Armed Forces	408	383	94%	271	66%	110	27%	2	0%	5	1%	8	2%	0	0%	12	3%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

Bethlehem Central School District Continuum of Special Education Services 2021 - 2022

(Dated December 4, 2020)

Resources:

<http://www.p12.nysed.gov/specialed/publications/policy/documents/continuum-schoolage-revNov13.pdf>

<http://www.p12.nysed.gov/specialed/lawsregs/documents/regulations-part-200-201-oct-2016.pdf>

BC SESS Mission Statement

*The mission of
the Bethlehem Special Education and Student Services department
is to educate all students in the least restrictive environment
so we may prepare them
to learn, grow and have a personal connection to their community.*

*Our goal is
to maximize student achievement
so each student may reach their fullest potential
while fostering an inclusive culture within our school community.*

Related Services

Level: Elementary, Middle, and High School

Definition

Related services are those that assist a student in benefiting from other special education services or assist the student in accessing the general curriculum. Related services means developmental, corrective, and other supportive services as are required to assist a student with a disability.

BC Related Service Descriptions

Assistive Technology Specialist: Service provides consultation with staff and families on the assistive technology needs of students. Assistive technology specialists also provide training and support to the students and teachers. Assistive technology consists of devices and/or services that help students achieve greater independence and enhance their ability to access the curriculum. Examples of assistive technology include communication devices, modified or alternative keyboards, and/or specialized software that allow students with disabilities to use a computer.

Counseling: Services may be provided to an individual student or a group of students using a variety of therapeutic techniques to assist the student in overcoming behavioral and emotional difficulties.

Music Therapy: Service provided to students in which music is used within a therapeutic relationship to address physical, emotional, cognitive, and social needs of students. It also provides an avenue for communication that can be helpful to those who find it difficult to express themselves in words.

Occupational Therapy: Services provided to students demonstrating functional skill acquisitions delays in the areas of fine motor, visual motor, perceptual, sensory processing, muscle strength and coordination, graphomotor, adaptive, and life skills. Through implementation of purposeful and meaningful strategies, occupational therapists assist students in gaining skills to support their active engagement and academic success within the school context.

Orientation and Mobility: Services provided to teach students with visual impairments to travel safely, confidently and independently in their environment.

Physical Therapy: Services provided to students demonstrating functional skill acquisition delays in the areas of gross motor, ambulation, strength and agility, balance and coordination, postural control and proprioception, motor planning, sensory processing, muscle strength and coordination, and life skills. Through implementation of purposeful and meaningful treatment strategies, physical therapists assist students in gaining independence as it relates to navigation and physical performance required within the academic context.

Specialized Reading Instruction: Instruction (SRI) as targeted instruction addressing one or more of the foundational processes of reading (phonological awareness, phonics, reading fluency, reading comprehension, vocabulary and/or oral language). Criteria for this service is under development as of 12/8/2020.

Speech and Language Therapy: Services provided to students demonstrating functional communication delays in the areas of receptive language, expressive language, articulation, swallowing, pragmatics, and fluency. Students receive individual and/or small group therapy to facilitate their ability to access the educational program.

Teacher of the Blind and Visually Impaired: Service provided to students with significant visual impairment and/or vision loss to assist in acquiring compensatory strategies, use of technology, and Braille and Nemeth Code instruction. Through both direct instruction and consultation with interdisciplinary team members, the TVI effectively assists students in acquiring academic skills and increasing independence within the context.

Teacher of the Deaf and Hard of Hearing: Service provided to students who require educational services due to a hearing loss. The Deaf/Hard of Hearing teacher addresses the unique educational, communication, and social/emotional needs of the student with hearing loss and provides guidance to the student's family and school personnel.

Resource Room

Level: Elementary, Middle, and High School

Definition

Resource room program is a special education program for a student with a disability registered in either a special class or general education class who is in need of specialized supplementary instruction in an individual or small group setting

for a portion of the school day. Resource room programs are for the purpose of supplementing the general education or special education classroom instruction of students with disabilities who are in need of such supplemental programs. This means that instruction is not provided in place of the student's regular academic instruction.

BC Program Description

Resource Room (5:1): These programs are designed for students who have needs that impact their performance in the general education setting. Supplementary instruction is aligned to student needs. Students in a Resource Room will receive direct instruction to address their individual goals in the areas of reading, writing, math, executive functioning, and/or social-emotional skills. Students will receive instruction in a resource room setting alongside peers with common learner characteristics including similar needs and goal areas.

Integrated Co-Teach

Level: Elementary

Definition

Integrated co-teaching services, as defined in regulation, means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled students.

BC Program Description

Integrated Co-Teach: This program is designed for students who are performing below grade level in reading, writing, and/or mathematics. These students require significant modification of the general education curriculum and targeted instruction by a special education teacher, while they participate in the general education setting.

Direct Consultant Teacher (DCT)

Level: Middle and High School

Definition

Direct Consultant Teacher services mean specially designed instruction provided to an individual student with a disability or to a group of students with disabilities by a certified special education teacher to aid the student(s) to benefit from the general education class instruction.

BC Program Description

DCT: This program is designed for students who require significant modification of the general education curriculum to address deficits within the areas of academics. Within the special class/resource room, students will receive pre-teaching and re-teaching of curriculum content. Students will participate in state and districtwide assessments of student achievement.

Special Class - Skills

Level: Elementary and Middle School

Definition

Special class means a class consisting of students with disabilities who have been grouped together because of similarity of individual needs for the purpose of receiving specially designed instruction in a self-contained setting, meaning that such students are receiving their primary instruction separate from their nondisabled peers.

BC Program Description

Primary - (12:1+1) & (15:1+1): This program is designed for students who have developmental delays and require a structured learning environment. Students are presented a modified grade-level curriculum in a separate setting with a higher staff to student ratio. Ongoing assessment is done to determine readiness for inclusion into general education classrooms.

Intermediate - Grades 4-5 (15:1+1) & Secondary - Grades 6-8 (15:1+1): These programs are designed for students who have mild to moderate developmental delays and require a structured learning environment. Students are presented a significantly modified curriculum in a separate setting with a higher staff to student ratio. Ongoing assessment is done to determine readiness for inclusion into general education classrooms.

Special Class - Intensive Skills

Level: Elementary and Middle School

Definition

Special class means a class consisting of students with disabilities who have been grouped together because of similarity of individual needs for the purpose of receiving specially designed instruction in a self-contained setting, meaning that such students are receiving their primary instruction separate from their nondisabled peers.

BC Program Description

Primary - Grades K-2, Intermediate - Grades 3-5 & Secondary - Grade 6-8 (9:1+4):

This program is designed for students with significant developmental delays who are most often designated New York State Alternative Assessment (NYSAA). Students require a supportive learning environment that includes a high level of adult direction and support for skill acquisition, functional communication, activities of daily living, and to meet the identified IEP goals in a smaller setting with higher staff to student ratio.

Special Class - Ready for Independence, Success, and Employment (RISE)

Level

High School

Definition

Special class means a class consisting of students with disabilities who have been grouped together because of similarity of individual needs for the purpose of receiving specially designed instruction in a self-contained setting, meaning that such students are receiving their primary instruction separate from their nondisabled peers.

BC Program Description

RISE (15:1+1): This program is designed for students who are working toward a Skills and Achievement Commencement Credential (SACC) and are designated New York State Alternative Assessment (NYSAA) and/or a Career Development and Occupational Studies Credential whereby students participate in approved Regents

courses. The program offers a curriculum with a focus on key concepts and skills students will need for maximum independence in work, home, and community after high school. Job Coach Services are provided beginning in the student's junior year.

College Transition Program (College of St. Rose) *(pending approval)*

Level

Post Graduate (ages 18 - 21)

BC Program Description

College Transition Program (15:1+1): The College-Based Transition Program (CTP) offers an alternative special education opportunity for students who have graduated from high school with their Skills and Achievement Commencement Credential (SACC) or Career Development Occupational Standards Credential (CDOS). Students learn functional academics, audit college courses, and volunteer at a variety of employment sites on and near the college campus. Students work on increasing independence by improving social, communication, employability and self-advocacy skills.

Extended School Year (ESY)

Related Services: Related services (OT, PT, Speech, and Counseling) are provided for students who require these services due to documented substantial regression. The ratio and frequency will be determined by the student's IEP. The frequency will most likely not be the same as during the school year since ESY is meant to maintain skills only.

Specialized Instruction: Specialized instruction means instruction in English Language Arts or Mathematics for students with demonstrated substantial regression in one or both areas. Specialized instruction will be 45 minutes for each subject area and ratio is 15:1. Specialized instruction will be scheduled on Tuesday, Wednesday, and Thursday.

Special Class: Special classes will be recommended for students with demonstrated substantial regression. All programs will be 3 hours long and all ratios are the same as school year.

- Skills classes - primary, intermediate, & secondary
- Intensive Skills classes - primary, intermediate, & secondary
- RISE