

# **Bethlehem Central School District**

## **Special Education Plan 2025-2028**



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700 Delaware Avenue,  
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**Adopted by the Board of Education:  
July 1, 2025**

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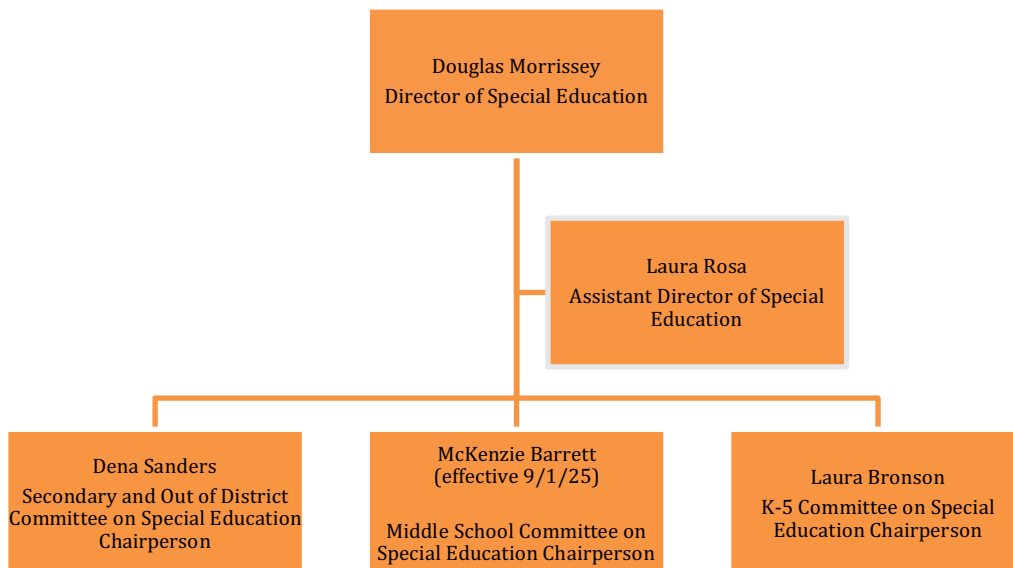
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# Introduction

Boards of Education are required by both the regulations of the New York State Education Department (8 NYCRR § 200.2 (c)) and section 3602 of New York State Education law to create and maintain a plan for the provision of special education services to children in the school district. Such plans must include, but need not be limited to<sup>1</sup>:

- a description of the nature and scope of special education programs and services currently available to students and preschool students residing in the district, including but not limited to descriptions of the district's resource room programs and each special class program provided by the district in terms of group size and composition;
- identification of the number and age span of students and preschool students to be served by type of disability, and recommended setting;
- the method to be used to evaluate the extent to which the objectives of the program have been achieved;
- a 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;
- a 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;
- the estimated budget to support such plan;
- the date on which such plan was adopted by the board of education.

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<sup>1</sup> 8 NYCRR § 200.2 (c)(2)(i-viii), <https://www.nysed.gov/special-education/section-2001-definitions>, Accessed April 7, 2025.

# Nature and Scope of Special Education

## *Definition of Special Education*

Special Education is defined as “specially designed individualized or group instruction or special services or programs and special transportation, provided at no cost to the parent, to meet the unique needs of students with disabilities.”<sup>2</sup>

Specially designed instructions will ensure access to the general education curriculum in order for the student to meet the educational standards that apply to all students. The special education services the student receives will support the student’s successful participation in the general education curriculum. Special education is not considered a separate program from the school district’s general education programs. Rather, special education is integrated into the larger school district community to the greatest extent possible.

## *Nature of Special Education*

The Committee of Special Education (CSE) and the Committee on Preschool Special Education (CPSE) are charged with ensuring that each student with a disability is educated to the maximum extent possible with their non-disabled peers in appropriate classes and programs. The CSE must consider the supports, services and program modifications necessary for the school-age student with a disability to participate in general education classes, as well as extracurricular and nonacademic activities. The CPSE must consider how the student’s disability affects his or her involvement in developmentally appropriate activities.

The Special Education Department of the Bethlehem Central School District is responsible for overseeing special education services and ensuring access to the general education curriculum through a service delivery model that prioritizes inclusion. Access is provided to all students to participate in as many academic and nonacademic component areas as possible. The department is committed to expanding this access to the general education curriculum and expanding opportunities for students with disabilities to be educated with their non-disabled peers.

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<sup>2</sup> New York State Education Department. (n.d.). *Continuum of special education services for school-age students with disabilities*. New York State Education Department. <https://www.nysed.gov/special-education/continuum-special-education-services-school-age-students-disabilities>, April 7, 2025.

## *Definition of Disability Classifications<sup>3</sup>*

1. **Autism** means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a student's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a student's educational performance is adversely affected primarily because the student has an emotional disability as defined in paragraph (4) of this subdivision. A student who manifests the characteristics of autism after age 3 could be diagnosed as having autism if the criteria in this paragraph are otherwise satisfied.
2. **Deafness** means a hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a student's educational performance.
3. **Deaf-blindness** means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for students with deafness or students with blindness.
4. **Emotional disability** means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a student's educational performance:
  - a) an inability to learn that cannot be explained by intellectual, sensory, or health factors;
  - b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
  - c) inappropriate types of behavior or feelings under normal circumstances;
  - d) a generally pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms or fears associated with personal or school problems.

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<sup>3</sup> 8NYCRR Part 200.1 (zz), <https://www.nysed.gov/book/export/html/39851>, April 1, 2025.

The term includes schizophrenia. The term does not apply to students who are socially maladjusted, unless it is determined that they have an emotional disturbance.

5. **Hearing impairment** means an impairment in hearing, whether permanent or fluctuating, that adversely affects the child's educational performance but that is not included under the definition of deafness in this section.
6. **Learning disability** means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, as determined in accordance with section 200.4(j) of this Part. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing or motor disabilities, of an intellectual disability, of emotional disability, or of environmental, cultural or economic disadvantage.
7. **Intellectual disability** means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a student's educational performance.
8. **Multiple disabilities** means concomitant impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairment, etc.), the combination of which cause such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness.
9. **Orthopedic impairment** means a severe orthopedic impairment that adversely affects a student's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputation, and fractures or burns which cause contractures).
10. **Other health-impairment** means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems, including but not limited to a

heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, attention deficit disorder or attention deficit hyperactivity disorder or tourette syndrome, which adversely affects a student's educational performance.

11. **Speech or language impairment** means a communication disorder, such as stuttering, impaired articulation, a language impairment or a voice impairment, that adversely affects a student's educational performance.
12. **Traumatic brain injury** means an acquired injury to the brain caused by an external physical force or by certain medical conditions such as stroke, encephalitis, aneurysm, anoxia or brain tumors with resulting impairments that adversely affect educational performance. The term includes open or closed head injuries or brain injuries from certain medical conditions resulting in mild, moderate or severe impairments in one or more areas, including cognition, language, memory, attention, reasoning, abstract thinking, judgement, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, and speech. The term does not include injuries that are congenital or caused by birth trauma.
13. **Visual impairment** including blindness means an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness.



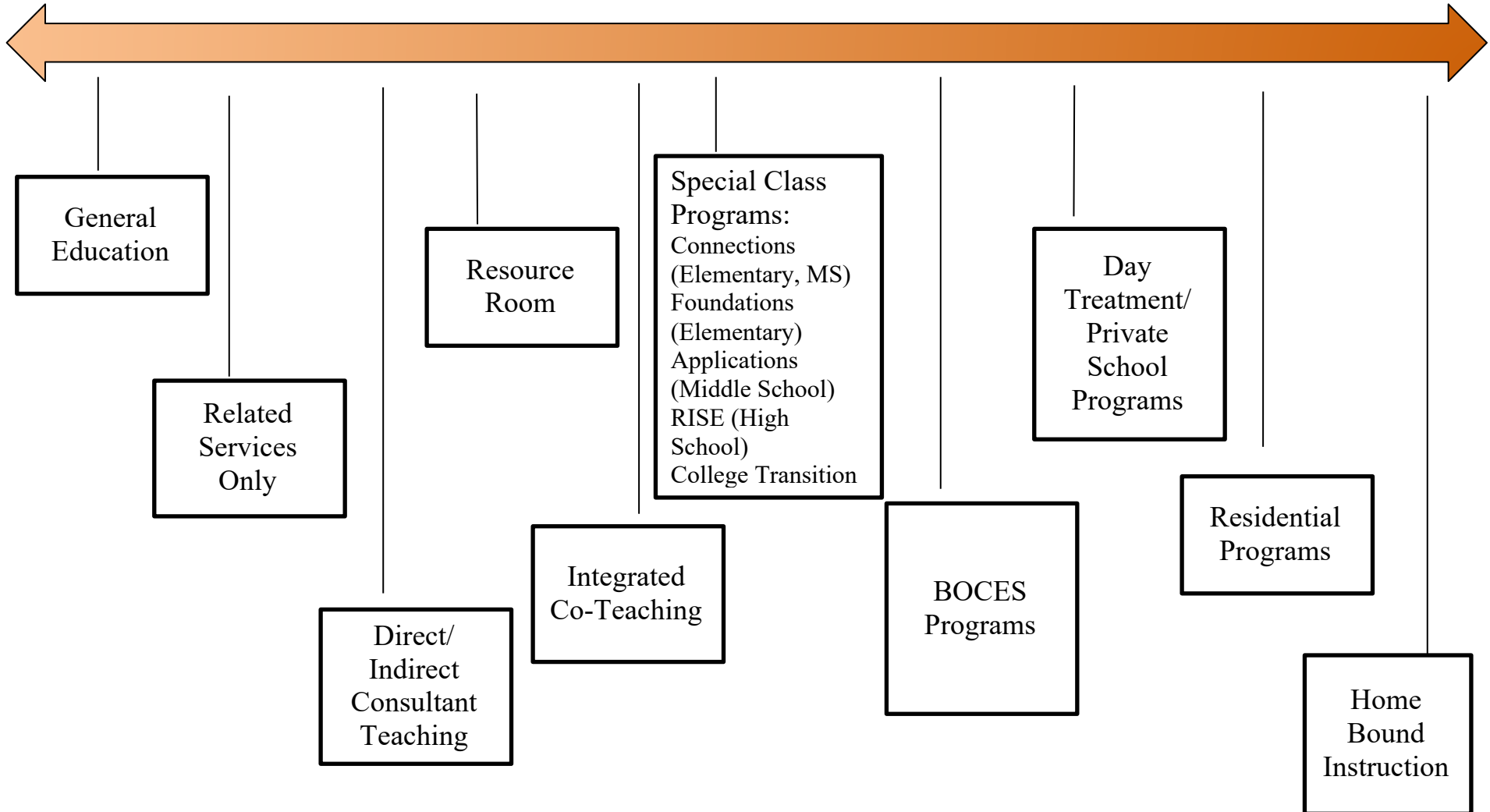


# Bethlehem Central School District

## Continuum of Special Education Services

Less Restrictive

More Restrictive



## ***School Aged Special Education Services***

**Related services** include services such as Psychological Counseling Services, Speech/Language Therapy, Occupational Therapy, and Physical Therapy. Typically provided as pull-out services, related services can be provided in the classroom when appropriate. When provided as a sole service to a student, related services ensure students' have access to the general education program. More frequently, these services are offered in conjunction with special education programs listed below.

**Indirect and Direct Consultant Teacher services** are provided within the regular education classroom. They are not a pullout service. Students' IEPs must indicate the academic classes/subjects in which they receive Direct Consultant Teacher services or the classes/subjects in which the teacher is receiving Indirect Consultant Teacher services. Consultant teaching can be provided either individually or to a group as long as the students are grouped by ability level. The minimum number of hours for Consultant Teacher services, two hours per week, applies to direct and indirect services, in any combination. However, if the student is also recommended to receive resource room services, the minimum number of hours of the combined resource room and CT services is three hours per week. The IEP must specify for each service (resource room and CT) the frequency, duration and location. In a direct consult situation, the Special Education Teacher is in the room directly providing support to the student. In an indirect consult situation, the Special Education Teacher is supporting the general education teacher to suggest modifications and strategies to assist the student.

**Resource Room** 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 supplement the general education or special education classroom instruction of students with disabilities who need such supplemental programs. Instruction is not provided in place of the student's regular academic instruction. Resource room enrollment is limited to 5 students in a class and those students are grouped based on similarity of need. Each student with a disability requiring a resource room program shall receive not less than three hours of instruction per week in such program. However, if the student is also recommended to receive Consultant Teacher services, the minimum number of hours of the combined resource room and consultant teacher services is three hours per week. The IEP must specify the frequency, duration and location for each service. While the teacher may use classroom related assignments, such as homework, as the vehicle to provide specialized supplementary instruction to address the unique needs of a student with a disability, a resource room program for a student with a disability is not treated as a study hall.

**Consultant Teacher and Resource Room** services differ in that Direct Consultant Teacher services are provided simultaneously with general education content area instruction while Resource Room services are small group supplementary instruction that cannot otherwise be provided during the student's regular instructional time.

**Integrated Co-Teaching (ICT)** provides both specially designed instruction and academic instruction to groups of students with and without disabilities, simultaneously. At the elementary level, ICT services are offered in English Language Arts (ELA) and Mathematics. In accordance with state guidelines, no more than 12 students with disabilities may be enrolled in any ICT classroom, regardless of whether they were recommended for the service by the Committee on Special Education (CSE). Notably, Integrated Co-Teaching is the only service on the New York State Education Department's Continuum of Special Education Services that districts are not mandated to provide.

**Integrated Co-teaching and Consultant Teaching** differ in that Direct Consultant Teacher services are specially designed individual or group instruction recommended for an individual student with a disability in his or her general education class. The purpose is to adapt, as appropriate to the needs of the student, the content, methodology, or delivery of instruction to support the student to successfully progress in the general curriculum during regular instruction. The focus of services provided by the Consultant Teacher is to an individual student or small group of students with a disability. In an Integrated Co-teaching class, on the other hand, students are intentionally grouped together based on similarity of need for the purpose of receiving specially designed instruction in a general education class, usually daily for the identified class. In this model, a general education teacher and a special education teacher share responsibility for the delivery of primary instruction, planning and evaluation for all students.

**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. The maximum class size for special classes containing students whose management needs interfere with the instructional process, to the extent that an additional adult is needed within the classroom to assist in the instruction of such students, cannot exceed 15 students, with one or more supplementary school personnel assigned to each class during periods of instruction (12:1+1). The need for special classes will be determined annually by the Director of Special Education based on needs of students recommended for such programs. Students may be recommended for Special Class for only certain academic subjects and

those subjects should be noted on a student's IEP. The chronological difference in age of students in special class may not exceed 36 months, except in classes for students over age 16 in which case there is no age difference requirement.

## ***Bethlehem Special Education Services***

### **Related Services**

**Level:** Elementary, Middle, and High School

**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.

**Occupational Therapy:** Services provided to students demonstrating functional skill acquisition 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 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.

**Psychological 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.

**Specialized Reading Instruction:** Targeted instruction addressing one or more of the foundational processes of reading (phonological awareness, phonics, reading fluency, reading comprehension, vocabulary and/or oral language).

**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 teacher 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 support 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

**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 which includes similar needs and goal areas. Resource room programs are scheduled for a minimum of 180 minutes per week.

### **Integrated Co-Teaching**

**Level:** Elementary

**Integrated Co-Teaching:** 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:** Elementary, Middle and High School

This program is designed for students who require significant modification of the general education curriculum to address deficits within the areas of academics. Students will participate in state and districtwide assessments of student achievement.

### **Indirect Consultant Teacher**

**Level:** Elementary, Middle High School

This program should be considered when a student has minimal need for specialized instruction or when a student is being considered for possible declassification after their next reevaluation. The special education teacher collaborates with the general education teacher to provide support through consultation, helping to adapt instruction, materials, or strategies to meet the student's needs. No direct instruction is provided to the student by the special education teacher.

### **Special Class Programs**

**Level:** Elementary, Middle and High School

**Applications - Middle School (15:1+1):** This program is 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. Students may spend a portion of their day in a general education classroom with support for instruction with non-disabled peers.

**College Transition Program (15:1+1):** The College Transition Program (CTP) offers an alternative special education opportunity for students who have completed 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. This program is hosted on the University at Albany campus.

**Connections- Elementary and Middle School (8:1+1):** This program is designed for students with significant developmental delays who are typically eligible for the 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 their IEP goals in a smaller setting with higher staff to student ratio.

**Foundations - Elementary (15:1+1):** This program is designed for students who have developmental delays and require a structured learning environment. Students are presented 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. Students may spend a portion of their day in a general education classroom for instruction with non-disabled peers.

**Ready for Independence, Success, and Employment- RISE- High School (8:1+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) eligible and/or a Career Development and Occupational Studies Credential. 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.

### *Other Programs*

The Bethlehem Central School District is committed to providing students with disabilities educational programs in the least restrictive environment possible. The district strives to provide programs in district schools that meet all students' needs. However, students may have individual needs that are either too severe to be addressed in district schools or for which district staff do not have the expertise to address. To address these students' needs, the district partners with various consortia and private schools.

### **Special Classes: Capital Region Board of Cooperative Educational Services (BOCES)**

The Bethlehem Central School District is a component district of the Capital Region BOCES system. BOCES offers special class programs for students whose needs may not be met successfully in their home districts due to the severity of their needs or because the component districts have too few students with these particular needs enrolled to offer a program. As of April 2025, Bethlehem Central School District has enrolled students in the following Capital Region BOCES special education programs:

School	Program	Students
Capital Region BOCES: Airline Drive Academy	4:1+2	3
	6:1+2	3
Capital Region BOCES: Maywood Academy	8:1+2	3
Capital Region BOCES: Niskayuna High School	8:1+2	1
Capital Region BOCES: Pinebush Elementary School	8:1+2	1
Capital Region BOCES: PEP II Mohanasen	12:1+2	1
Capital Region BOCES: Westemere Elementary School	8:1+2	1

### **Special Classes: Other BOCES**

Other BOCES provide services to students whose needs cannot be met in district or within Capital Region BOCES programs. In the 2024-2025 school year, students are enrolled with Questar III and WSWHE BOCES programs.

School	Program	Students
Questar III BOCES: George Washington School	6:1+2	1
Questar III BOCES: Paul Puccio School	6:1+1	1
	6:1+2	1
Questar III BOCES: Sackett Educational Center	6:1+1	3
WSWHE BOCES: Donald Meyers Education Center	8:1+2	2

### **Private School Placements**

Students are placed in private schools only when the nature or severity of the disability is such that even with use of supplementary aids and services, education is proven to not be achieved satisfactorily in a public-school setting. Although students are to be educated to the maximum extent appropriate with students who are not disabled, students in these placements do not have access to regular education students or classes. During the 2024-2025 school year, the district enrolled students at the following private schools:



School	Program	Students
Center for Disability Services: The Langan School	8:1+3	1
	12:1+6	3
Center for Discovery	6:1+3.5	1
Hillcrest Center	8:1+7	1
Northern Rivers: Neil Hellman School	8:1+2	1
Oak Hill School	6:1+2	1

### **Residential Placements**

Students are placed in residential placements when the nature or severity of their disabilities require this level of service to meet their individual needs. As of April 2025, the district has one student enrolled in a residential program.

Residential School	Number of Students
Judge Rothenburg Center, Canton Massachusetts	1

### **Students Parentally Placed in Private Schools**

New York State law requires school districts to provide special education services to students attending private schools within the borders of the school district, regardless of the residence of the student. In the 2024-2025 school year, Bethlehem Central School District provided services to students in the following private schools.

School	Number of Students
Bethlehem Children's School	3
Bluebird Montessori School	1
Mt. Moriah School	8
St. Thomas the Apostle School	1

## **Homeschooled and Homebound Students**

Homeschooled students identified as qualifying for special education services can receive those services from the Bethlehem Central School District if the student's family requests such programs by June 1 of the school year prior to the year the student will need those services. In these cases, the CSE will develop an Individualized Education Services Plan (IESP) that identifies necessary services and arranges for those services to be delivered. At the time of this writing, four homeschooled students are receiving special education services for the 2024-2025 school year.

Homeschooling differs from homebound instruction. Homeschooling is a voluntary program in which families design and deliver educational programs on their own. Homebound students are unable to attend school due to serious physical or mental health concerns. In these cases, the CSE recommends a homebound program. During the 2024-2025 school year, no students are receiving homebound instruction through the CSE.

## Current Enrollment, April 2025

Number of Students by Disability Type by School/Program		
School	Disability Classification	Number of Students
Bethlehem Central High School	Autism	16
	Emotional Disability	3
	Hearing Impairment	1
	Intellectual Disability	3
	Learning Disability	28
	Multiple Disability	7
	Other Health Impairment	22
	Speech/Language Impairment	5
	Traumatic Brain Injury	2
Bethlehem Central Middle School	Autism	16
	Emotional Disability	1
	Deafness	1
	Emotional Disability	2
	Intellectual Disability	3
	Learning Disability	44
	Multiple Disability	3
	Other Health Impairment	20
	Speech/language Impairment	8
	Traumatic Brain Injury	1

Committee on Preschool Special Education (all programs)	Preschool Student with a Disability	67
Capital Region BOCES: Airline Drive Academy	Autism	1
	Other Health Impairment	4
Capital Region BOCES: Maywood Academy	Autism	1
	Multiple Disabilities	1
	Other Health Impairment	1
Capital Region BOCES: Niskayuna High School	Autism	1
Capital Region BOCES: Pinebush Elementary School	Other Health Impairment	1
Capital Region BOCES: PEP II Mohanasen	Other Health Impairment	1
Capital Region BOCES: Westemere Elementary School	Other Health Impairment	1
Center for Disability Services: The Langan School	Autism	1
	Multiple Disabilities	3
Center for Discovery	Autism	1
Eagle Elementary School	Autism	3
	Deafness	1
	Learning Disability	8
	Other Heath Impairment	25
	Speech/Language Impairment	9
Elsmere Elementary School	Autism	9
	Learning Disability	8
	Multiple Disability	2

	Other Health Impairment	14
	Speech/Language Impairment	4
Glenmont Elementary School	Autism	9
	Deafness	1
	Learning Disability	8
	Other Health Impairment	19
	Speech/Language Impairment	11
Hamagrael Elementary School	Autism	13
	Intellectual Disability	1
	Learning Disability	6
	Multiple Disability	3
	Other Health Impairment	13
	Speech/Language Impairment	5
	Traumatic Brain Injury	1
	Visual Impairment	1
Hillcrest Educational Center	Autism	1
	Intellectual Disability	1
Judge Rothenburg Educational Center	Autism	1
Northern Rivers: Neil Hellman School	Emotional Disability	1
Oak Hill School	Other Health Impairment	1
Slingerlands Elementary School	Autism	3
	Learning Disability	5
	Other Health Impairment	17
	Speech/Language Impairment	17
Parentally Placed in Non-Public School	Autism	2
	Learning Disability	4

	Orthopedic Impairment	1
	Speech/Language Impairment	12
Questar III BOCES: George Washington School	Other Health Impairment	1
Questar III BOCES: Paul Puccio School	Autism	3
	Autism	2
Questar III BOCES: Sackett Educational Center	Autism	3
Questar III BOCES: Paul Puccio School	Multiple Disabilities	3
WSWHE BOCES: Donald Meyers Education Center	Autism	2

Number of Students by Disability Type by Grade <sup>4</sup>															
Disability Category	Grade														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Ung <sup>5</sup>	Total
Autism	8	12	5	6	6	9	6	8	4	10	4	3	6	2	89
Deafness	1			1				1							3
Deaf-blind															
Emotionally Disability							2			1	1	1	1		6
Hearing Impaired													1		1
Intellectually Disability			1			1	1	1		2	1			1	8
Learning Disability	1	1	3	11	11	10	13	17	15	10	7	9	1	1	110
Multiple Disabilities	1		1	2		1	3	1	1	1	2	1	2	8	24
Other Health Impairment	24	11	22	14	25	15	10	6	5	4	4	8	6	2	156
Orthopedic Impairment								1							1
Speech and Language Impairment	11	13	10	10	7	2	5	2	1	1	1		2		65
Traumatic Brain Injury						1			1		1		1		4
Visual Impairment			1												1
Total	46	37	43	44	49	39	40	37	27	29	21	22	20	14	<b>468</b>

<sup>4</sup> Does not include students parentally placed in private schools

<sup>5</sup> Ung indicates ungraded students, those identified for participation in the New York State Alternate Assessment (NYSAA) program.

## Enrollment History and Projections

Special education enrollment is dependent on several factors, few of which are under the control of any school district. For example, while districts can develop criteria for identification of students in various disability classifications and for inclusion in various programs, a district cannot control for students moving into and out its district boundaries. District special education enrollment rates, as measured on BEDS Day (the first Wednesday in October) of the year noted follow:

Academic Year	Total District Enrollment BEDS Day	Special Education Enrollment BEDS Day	Special Education as percentage of district population
2020-2021	4203	580	13.8%
2021-2022	4151	480	11.6%
2022-2023	4070	442	10.9%
2023-2024	4092	427	10.4%
2024-2025	4112	415	10.0%

Special education enrollment projections, like all enrollment forecasts, are inherently estimates. It is not possible to predict overall school district or special education enrollment with certainty due to the many factors that influence student movement. Families may enter or leave the district at any time based on their individual circumstances. The projections offered below are based on the school district's general enrollment forecasts used for planning purposes<sup>6</sup>. Special education enrollment is estimated by averaging the enrollment rates from the past three years and applying that average to the projected total student enrollment.

Enrollment Projections Including Special Education 2025-2028			
Academic Year	Total District Enrollment	Special Education Enrollment	Special Education Enrollment as Percentage of All Enrollment
2025-2026	4083	425	10.4%
2026-2027	4127	429	10.4%
2027-2028	4131	430	10.4%

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<sup>6</sup> Capital District Regional Planning Commission. (2024). *2024-2025 School Enrollment Projections: Bethlehem Central School District*.



## Program Evaluation

The evaluation of special education programs and services is ongoing and based on the following data and information:

- Student progress and growth towards IEP goals as measured and documented throughout the year and at annual review meetings.
- Student progress on state tests as indicated by the District Report Card
- Student Graduation Rate
- Progress towards special education related district goals and priorities
- The district submits all of the necessary required reporting requirements to the Strategic Evaluation Data Collection, Analysis and Reporting (SEDCAR) unit. The data is gathered to generate reports to determine areas of strength and need. These PD reports are required to be submitted at different times throughout the year and are part of a larger State Performance Plan that must be submitted by New York State to the federal government as a means of ensuring compliance with the Individuals with Disabilities Act (IDEA) and the No Child Left Behind Act (NCLB). A special education school district data profile is generated and is used to assess programs.
- Progress towards State Performance Plan (SPP) Indicators. The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) requires each state to have in place a State Performance Plan (SPP) that evaluates its efforts to implement the requirements and purposes of Part B of IDEA and describes how the state will improve such implementation. The SPP, submitted every six years, includes measurable and rigorous targets for the 20 indicators established under three monitoring priority areas:
  - Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE);
  - Disproportionality;
  - General Supervision Part B, including Child Find, effective transition and effective general supervision.
- School districts are required to submit data to NYSED on 6 of the 20 indicators on a rolling basis. In the time addressed by this plan, Bethlehem Central School District will report on the following:

State Performance Plan (SPP) Indicators			
Indicator Number	Title of Indicator with Brief Description of Indicator		
7	Pre-School Outcomes: measures the % of preschool children aged 3-5 with individualized education programs (IEPs) who demonstrate improved: <ul style="list-style-type: none"><li>• Positive social-emotional skills (including social relationships)</li><li>• Acquisition and use of knowledge and skills (including early language/communication and early literacy)</li><li>• Use of appropriate behaviors to meet their needs</li></ul>		
8	Parental Involvement: measures the % of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.		
11	Child Find: measures the % of children who were evaluated within 60 days of receiving parental consent for initial evaluation.		
12	Early Childhood Transition: measures the % of children referred by Part C prior to age 3, who are found to be eligible for Part B and who have an individualized education program (IEP) developed and implemented by their third birthday.		
13	Secondary Transition: measures the % of youth with IEPs aged 15 and above with an IEP that is in compliance with transitional planning as described by IDEA and state regulations.		
14	Post-School Outcomes: measures the % of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were: <ul style="list-style-type: none"><li>• Enrolled in higher education within one year of leaving high school</li><li>• Enrolled in higher education or competitively employed within one year of leaving high school.</li><li>• Enrolled in higher education or some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school</li></ul>		
School Year Federal Indicator Data must be Submitted			
	2025-2026	2026-2027	2027-2028
Indicator Submission	None	13 and 14	none

## ***New York State Education Department Accountability Status under Part B of the Individuals with Disabilities Education Act (IDEA)***

Title 34 of the Code of Federal Regulations (CFR) §300.600 requires each state to make determinations annually about the performance of each public school district (district) and whether the district meets the requirements and purposes of the IDEA, or needs assistance, needs intervention, or needs substantial intervention in implementing the requirements and purposes of the IDEA.

For the 2025-2026 academic year, the Bethlehem Central School District was identified as a “Needs Assistance” district, having received 76.92% of possible evaluation points. School districts receiving at least 60%, but less than 80% of possible points, are identified as “Needs Assistance.”

This identification was issued based on results in the following measures:

- Graduation Rate

- (Students with Disabilities receiving a local or Regents Diploma with 4 years of entering grade 9, 2022-2023)

- Grade 4 ELA Proficiency

- Grade 4 Math Proficiency

- Grade 8 English Language Arts Proficiency

- Grade 8 Math Proficiency

- (Students with Disabilities scoring 3 or 4 on state assessment, spring 2024)

- School-aged Separate Settings

- (Students with Disabilities placed in educational programs outside the school district)

- Preschool Regular Setting

- (Preschool Students with Disabilities receiving the majority of their support in a regular education preschool setting)

As a consequence of this identification, the school district will identify areas in need of improvement and provide professional development to staff regarding improving these areas.

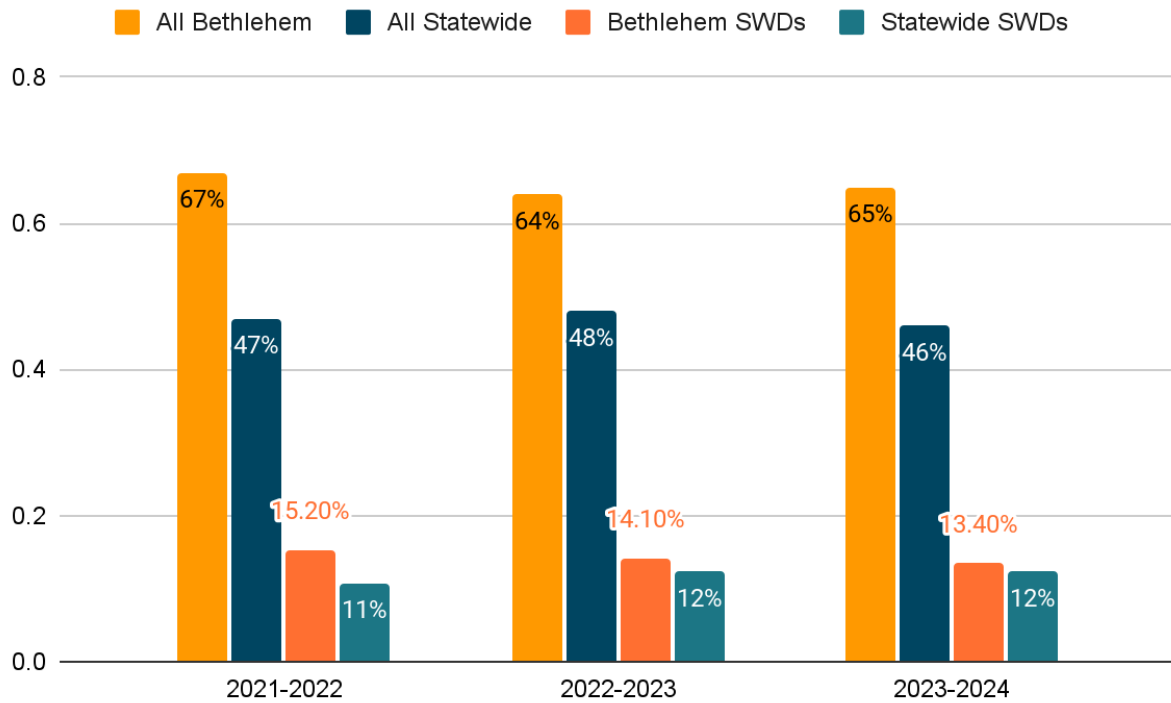
## ***New York State Assessment Results (grades 3-8)***

Except when approved to participate in the New York State Alternate Assessment (NYSAA) program, students with disabilities participate with their general education peers in all required state-wide assessments. English Language Arts (ELA), Math and Science assessments administered in grades 3-8 are used to measure the extent to which individual students achieve the NYS learning standards in particular subjects and to determine whether schools, districts and the State meet the required progress targets specified in the NYS accountability system and in Every Student Succeeds Act (ESSA).

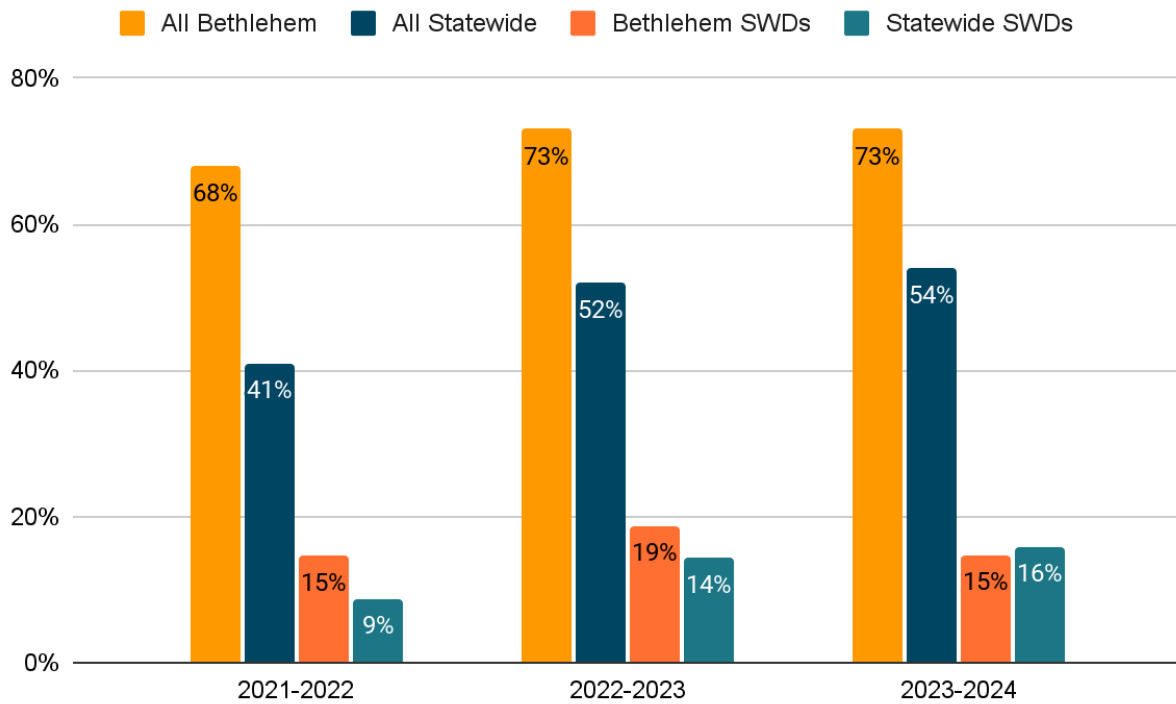
Students with disabilities participate in the same grade-level assessments as their peers, with appropriate testing accommodations as outlined in their Individualized Education Programs (IEPs). The Bethlehem Central School District utilizes these assessment results, in part, to evaluate the effectiveness of its special education programs and guide instructional planning.

The charts below present proficiency rates—defined as the percentage of students scoring at Levels 3 or 4 on the assessment—for students with disabilities in comparison to the overall student population within the Bethlehem Central School District. Additionally, statewide proficiency rates are shown for both all students and students with disabilities across New York State. The data reflects results combined from students in grades 3 through 8.

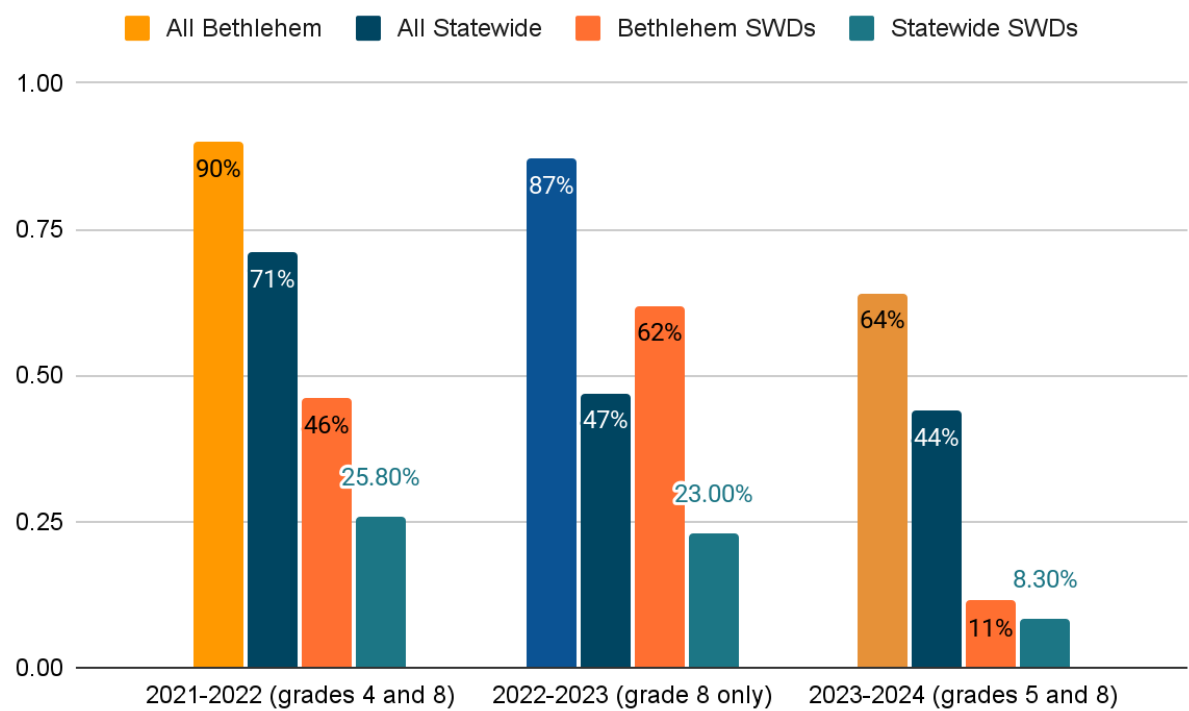
**Figure 1: English Language Arts**



**Figure 2: Mathematics**



**Figure 3: Science**

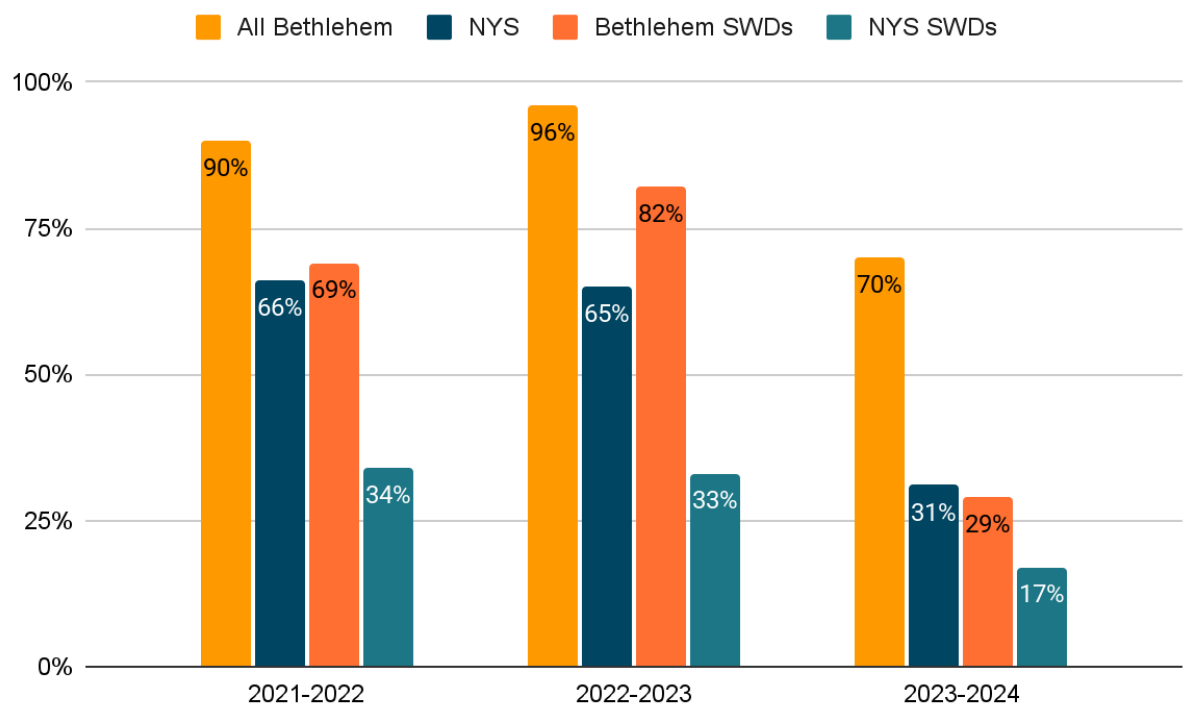


# New York State Assessment Results (grades 9-12)

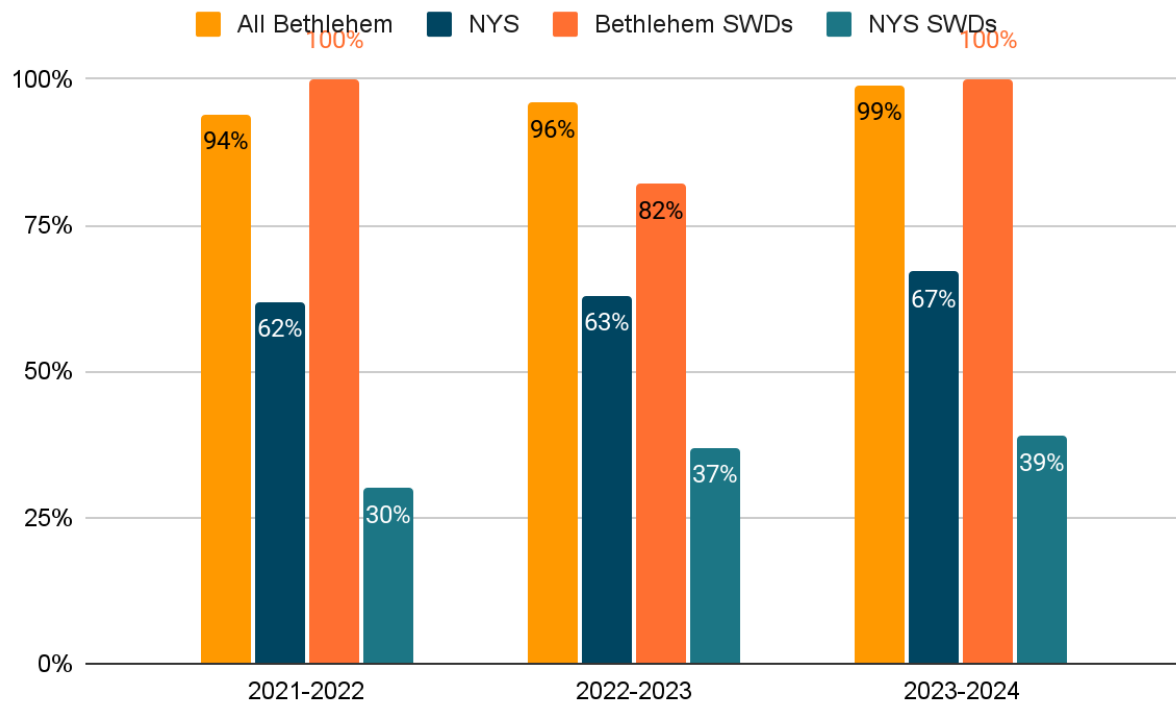
At the secondary level, all students with disabilities, aside from those determined NYSAA-eligible, must pass several Regents Examinations to qualify for a local, Regents, or Regents with Advanced Designation diploma. Regents examinations are used to evaluate student achievement, determine high school graduation requirements, and provide data for school accountability and teacher development.

The charts below display proficiency rates, defined as the percentage of students scoring 65 or higher, for students with disabilities compared to the overall student population within the Bethlehem Central School District. Statewide comparisons are also included, showing results for both all students and students with disabilities across New York State. The data reflects all students who took the exam in the specified year, regardless of grade level. In instances where students took the exam multiple times, only their highest score is reported.

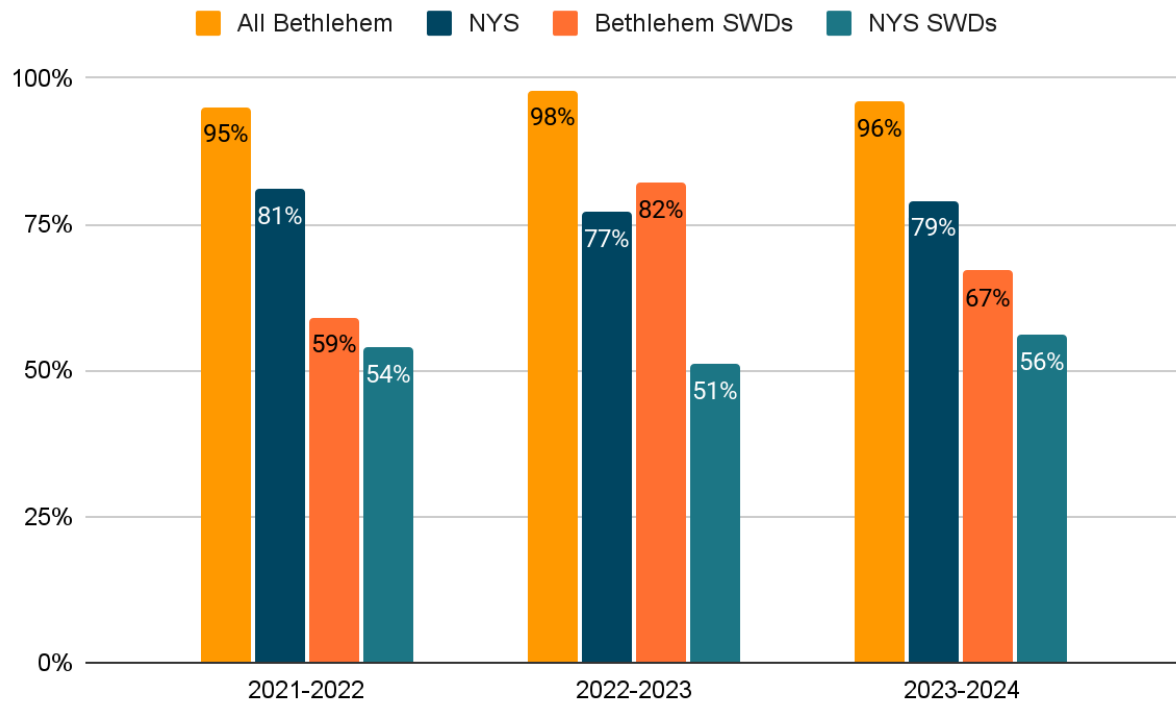
Figure 4: Regents Examination in Algebra I



**Figure 5: Regents Examination in Earth Science/ Earth and Space Sciences**

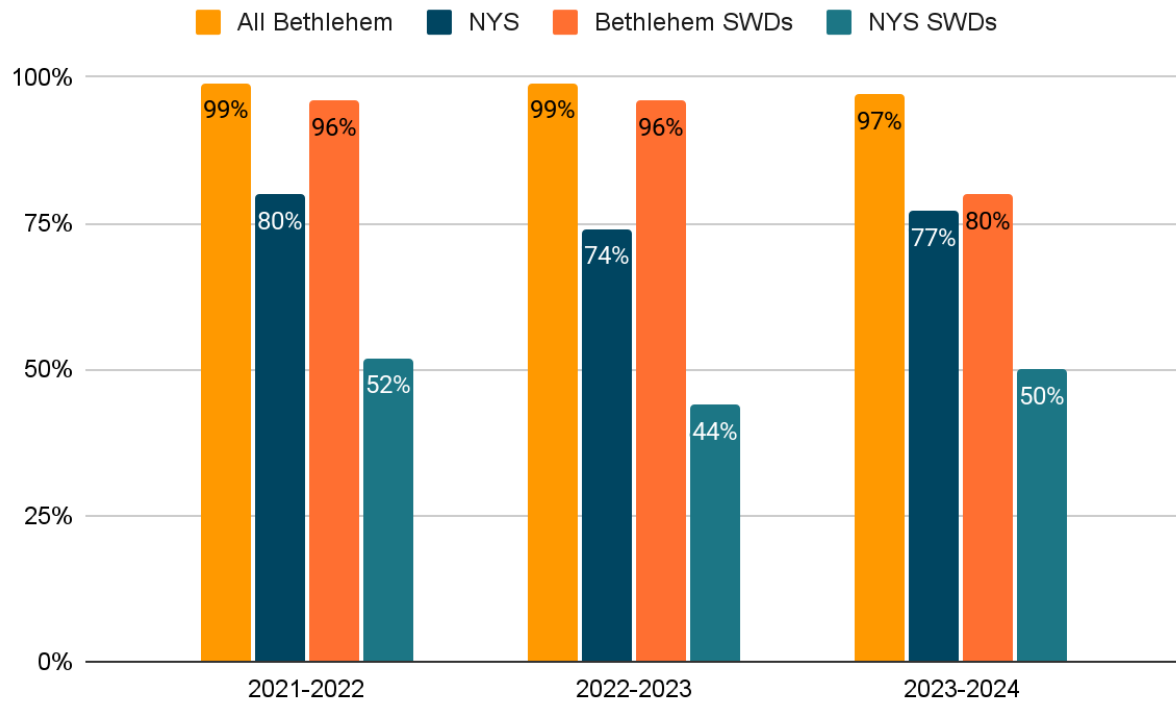


**Figure 6: Regents Examination in English Language Arts**

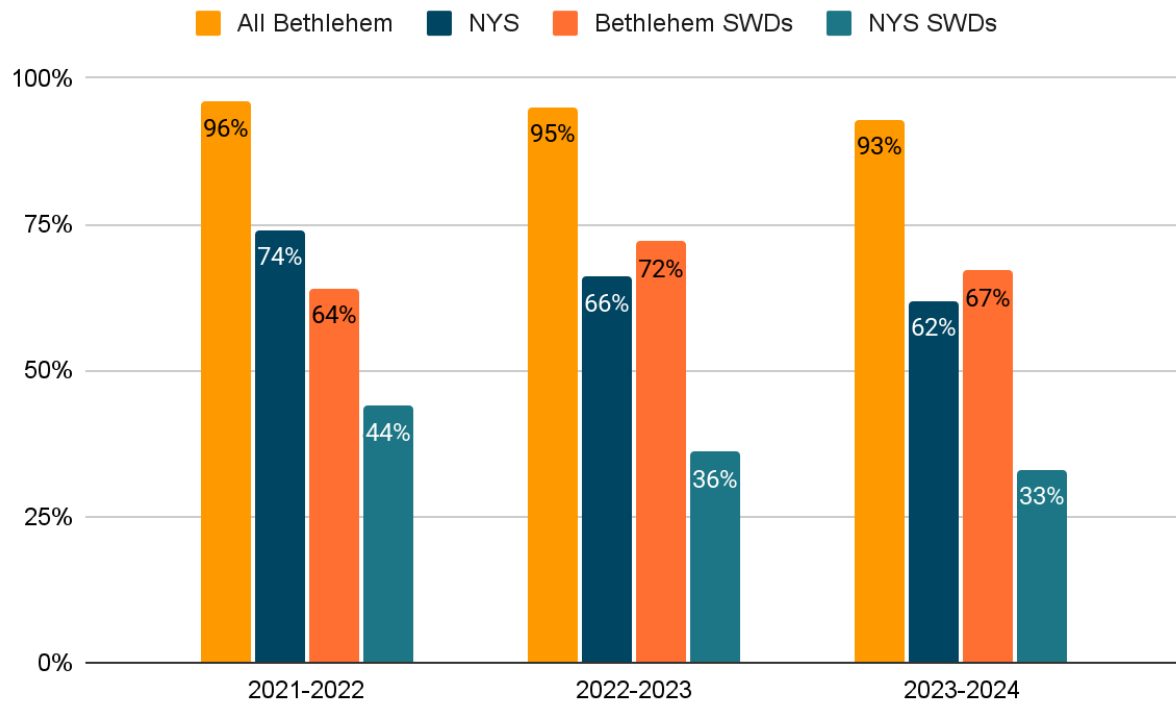




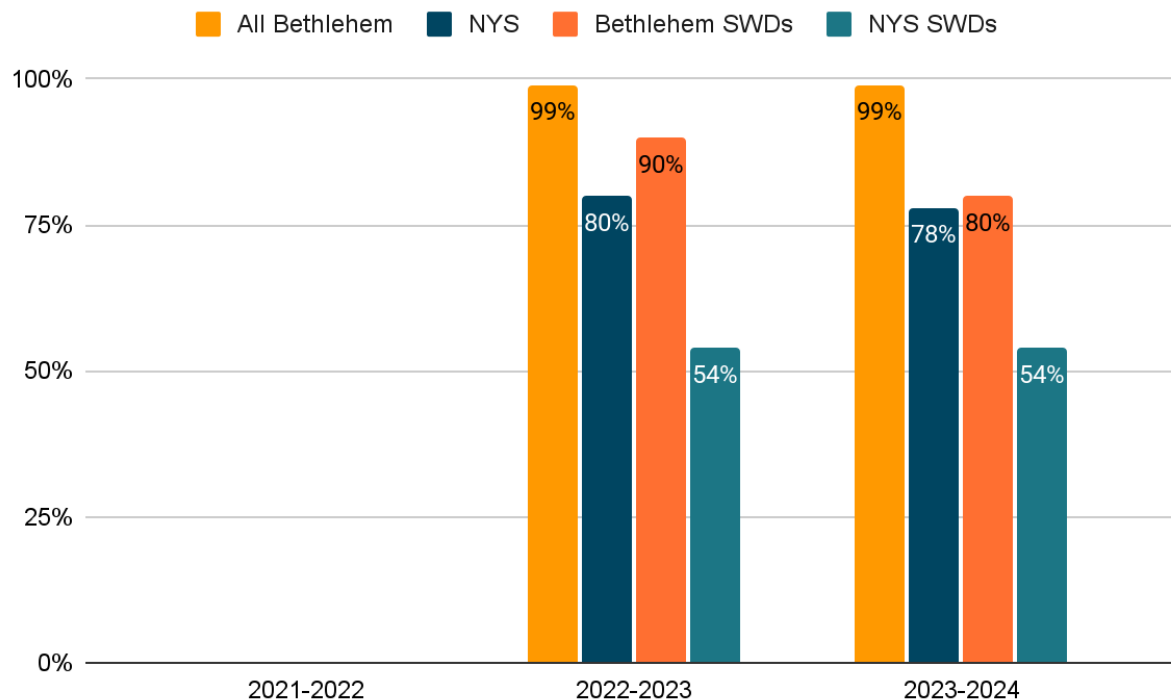
**Figure 7: Regents Examination in Global History and Geography II**



**Figure 8: Regents Examination in Living Environment**



**Figure 9: Regents Examination in United States History and Government**  
(Exam not administered in 2021-2022)



### **Four-year Graduation Rate**

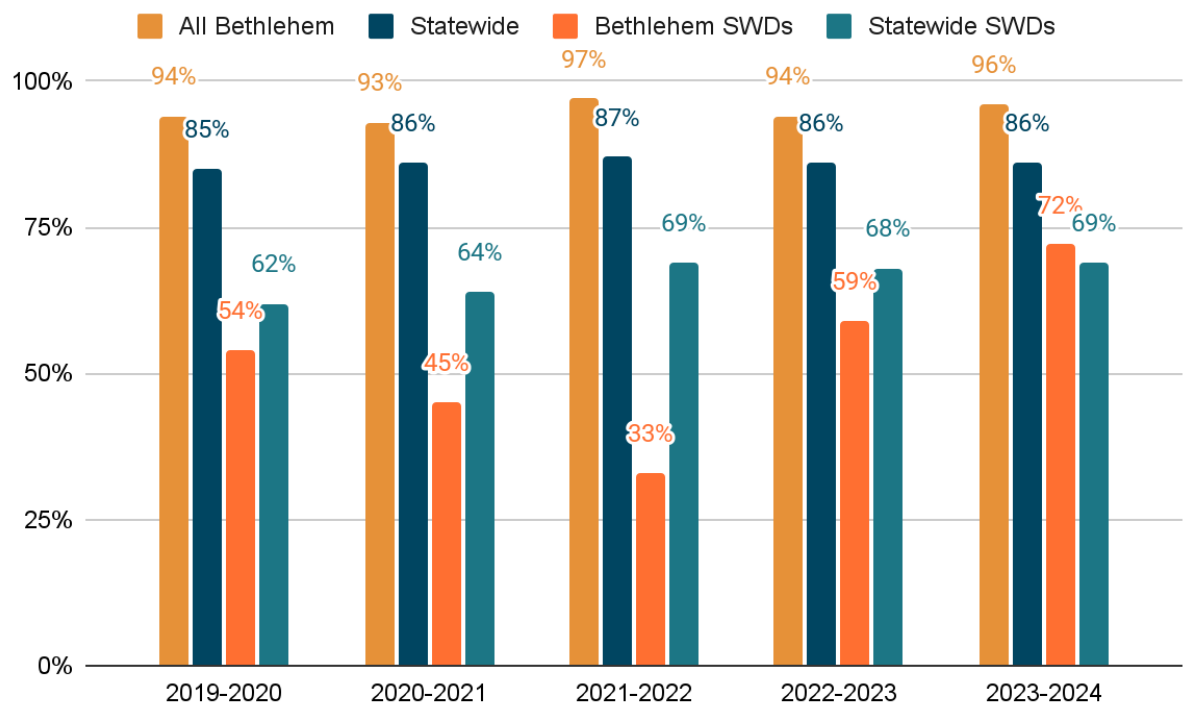
In New York State, high school graduation rates are determined by tracking a group of students who begin ninth grade in the same year—referred to as a graduation cohort—and calculating the percentage who meet all graduation requirements within four, five, or six years.

At Bethlehem Central School District, graduating within four years is the standard expectation for all students. Students who earn a Local, Regents, or Regents with Advanced Designation diploma have demonstrated mastery of the essential knowledge and skills established by the New York State Education Department as necessary for high school completion.

The chart below compares the four-year graduation rates of students with disabilities in Bethlehem Central to the overall district cohort, as well as to statewide averages for all students and for students with disabilities. Rates for the 2019-2020 through 2023-2024 academic years are exhibited.

It is important to note that students who participate in the New York State Alternate Assessment (NYSAA) are included in the graduation cohort. However, because these students do not earn a traditional high school diploma, their inclusion can impact the graduation rate for the cohort.

**Figure 10: Four Year Graduation Rate**



# Space Allocation

The Bethlehem Central School Board of Education is committed to ensuring adequate allocation of space for programs for students with disabilities. Although the school district is committed to providing integrated programs, space has been set aside for use by resource room/consultant teachers, as well as for each special class teacher.

The Board of Education outlines its commitment to space for special education programs by stating the school district:

“... will allocate appropriate space within the Bethlehem Central School District (the District) for special education programs that meet the needs of students with disabilities. The Board will also assure that appropriate space will be available to meet the needs of resident students with disabilities who attend special education programs provided by Board of Cooperative Educational Services.<sup>7</sup>”

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<sup>7</sup> Bethlehem Central School District Board of Education. (2022). *Appropriate Space for Special Education Programs*. (Policy Number 4321.1).

# Instructional Materials

The Bethlehem Central School District Board of Education is committed to providing appropriate materials to students with disabilities. Board policy states:

“The Board of Education (the Board) recognizes its responsibility to ensure that all the instructional materials used in the Bethlehem Central School District (the District) are made available in a usable alternative format for students with disabilities in accordance with their individual educational needs and course selection at the same time as those materials are available to non-disabled students. In accordance with applicable law and regulations, any such alternative format procured by the district will meet the National Instructional Materials Accessibility Standard.<sup>8</sup>”

Further, the Board ensures equivalence in the assignment of staff and issuance of materials:

“In accordance with federal regulations, the Board of Education (the Board) will ensure equivalence among Bethlehem Central School District (the District) schools in teachers, administrators, and auxiliary personnel, and in the provision of curricular materials and instructional supplies. The superintendent shall follow the State Education Department guidelines in determining such equivalence on an annual basis, and report to the Board on the status of District schools with regard to equivalence.<sup>9</sup>”

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<sup>8</sup> Bethlehem Central School District Board of Education. (2022). *Instructional Materials in Alternate Formats for Students with Disabilities*. (Policy Number 4321.6).

<sup>9</sup> Bethlehem Central School District Board of Education. (2022). *Equivalence in Instructional Staff and Materials* (Policy Number 4010).

# Special Education Budget

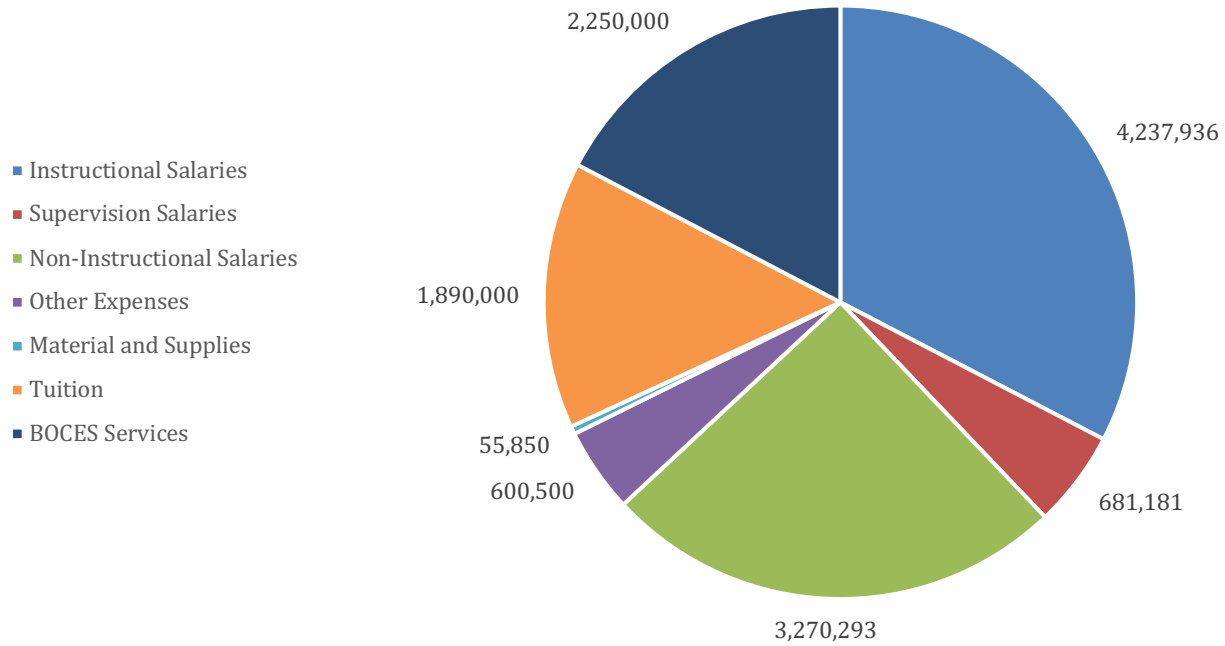
The Bethlehem Central School District provides significant financial support for educating students with disabilities through both its general fund and the use of federal funds issued to the school district under the Individuals with Disabilities Education Act (IDEA).

The history of local fund support is illustrated below:

	2022-2023	2023-2024	2024-2025	2025-2026 (proposed)
Instructional Salaries	3,906,922.70	3,994,386.70	4,327,268.00	4,237,936.00
Supervision Salaries	477,578.98	503,570.61	643,358.00	681,181.00
Non-Instructional Salaries	3,064,199.14	3,167,192.36	2,927,734.00	3,270,293.00
Other Expenses	489,350.00	484,100.00	600,500.00	600,500.00
Material and Supplies	58,950.00	56,850.00	65,900.00	55,850.00
Tuition	1,359,000.00	1,450,000.00	1,700,000.00	1,890,000.00
BOCES Services	1,550,000.00	1,650,000.00	1,800,000.00	2,250,000.00
<b>Total</b>	10,906,000.82	11,306,099.67	12,064,760.00	12,893,760.00
Total District Budget	102,698,000.00	106,640,303.00	114,037,534.00	116,623,936.00
Percentage of Special Education Budget in total budget	10.62%	10.60%	10.58%	11.06%

In May 2025, district voters approved a proposed budget for the 2025-2026 school year, including support for students with disabilities as described below:

## 2025-2026 Special Education Budget



Future budget projections are determined by calculating the three-year average percentage change for each budget category and adjusting the budget for each category by that percentage in each of the next three years.

	2025-2026 (proposed)	3-year average % change	2026-2027 (anticipated)	2027-2028 (Anticipated)
Instructional Salaries	4,237,936.00	4.21	4,416,453.11	4,602,381.58
Supervision Salaries	681,181.00	13.03	769,938.88	870,261.92
Non-Instructional Salaries	3,270,293.00	2.5	3,352,050.32	3,435,851.58
Other Expenses	600,500.00	7.66	646,498.30	696,020.07
Material and Supplies	55,850.00	0	55,850.00	55,850.00
Tuition	1,890,000.00	11.7	2,111,130.00	2,358,132.21
BOCES Services	2,250,000.00	13.52	2,548,125.00	2,885,751.56
<b>Total</b>	12,893,760.00		13,900,045.60	14,904,248.90
<b>% change year over year</b>			7.80%	7.22%

The school district also receives funding to support the education of students with disabilities from the United States Department of Education under the direction of the Individuals with Disabilities Education Act (IDEA, 2004).

IDEA Section 611 provides financial grants to states to support educating school aged children with disabilities. Section 619 provides similar grants to support provision of preschool special education services. New York State allocates these grants to school districts based primarily on the number of students with disabilities enrolled in the school district.

The school utilizes these funds differently depending on the grant type. Section 611 funds are used to provide additional staffing in a variety of special education specialty areas. Additionally, funds are used for providing assistive technology and instructional materials and providing staff with professional development. Section 619 funds are primarily allocated by the school to preschool programs providing special education support to resident students. Funds not utilized in one year may be carried over to the next use for use.

Recent federal allocations are reflected below:

	Section 611	Section 619
2022-2023	\$950,283	\$36,262
2023-2024	\$1,035,655	\$37,022
2024-2025	\$1,041,204	\$36,955
2025-2026	\$1,022,438	\$37,012

Given the evolving federal political landscape, accurately predicting future funding levels for local special education initiatives is challenging. Nonetheless, if federal funding continues to be distributed through state channels to local school districts, Bethlehem Central School District will remain committed to using these resources to strengthen local support for educating students with disabilities.



## Conclusion

The Bethlehem Central School District's Special Education Plan for 2025–2028 serves as a comprehensive blueprint for delivering high-quality, inclusive educational services to students with disabilities. Rooted in both state and federal mandates, this plan articulates the district's unwavering commitment to meeting the diverse learning needs of all students through evidence-based practices, thoughtful program design, and collaboration with families and community partners.

This plan outlines the full continuum of special education programs and related services available within the district and through external partnerships. It includes detailed descriptions of instructional models, staffing structures, program eligibility criteria, and placement options. It also presents demographic data, current enrollment trends, budgetary projections, program evaluation methods, and compliance metrics tied to New York State's Performance Plan indicators.

By prioritizing inclusion, early intervention, and individualized support, the Bethlehem Central School District continues to foster an educational environment where students with disabilities can thrive alongside their peers. The district remains committed to continuous improvement, informed by data and driven by the belief that every student deserves access to an equitable, supportive, and empowering education.