



# **Biennial Special Education Plan**

**2006-2008**

NISKAYUNA CENTRAL SCHOOL DISTRICT

## TABLE OF CONTENTS

I.	Introduction.....	3
II.	Academic Intervention and Educationally Support Services.....	4
III.	The Committee on Preschool Special Education.....	7
IV.	The Committee on Special Education.....	9
V.	The Section 504 Committee.....	15
VI.	Description of Students with Disabilities.....	17
VII.	K-12 Special Education.....	20
VIII.	Program Evaluation.....	31
IX.	Staff Training.....	32
X.	Special Education Classroom Space.....	33
XI.	Provision of Alternative Materials.....	34
XII.	Budget for Special Education and Psychological Services.....	34
XIII.	Student Support Services Core Team.....	34
XIV.	Future Trends.....	35
XV.	Appendices.....	36
	A. Definitions of Disability Classifications.....	37
	B. Budget for Special Education and Psychological Services.....	39
	C. District IEP Form.....	41
	D. Criteria/Speech/Language Services.....	44
	E. Criteria/Physical Therapy Services.....	46
	F. Criteria/Occupational Therapy Services.....	47

## **I. Introduction**

Part 200. 2(c) of the Regulations of the New York State Commissioner of Education require that each school district board of education shall prepare biennial special education plans. The plan must describe:

- The District's special education programs and services.
- The numbers of special education students by type of disability and by recommended settings.
- The methods used to evaluate the extent to which program objectives have been achieved.
- 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 in BOCES special education programs.
- The estimated budget to support such a plan and the date on which such plan was adopted by the board of education.

We will also include a description of our Academic Intervention Services, Educationally Related Support Services and the activities and practices of our Committee on Special Education, space allocated to District special education programs, staff training, and future trends.

In the process of developing this plan, the District has a great opportunity to review our special education programs and services and make plans to update and improve them. We especially needed to do this so our plan reflects changes in special education law since the Federal Individual with Disabilities Educational Improvement Act (IDEIA) went into effect in July 2005.

The Committee on Special Education, the special education teachers, related service providers and district administrators reviewed this plan and contributed to it. The plan will help us to deliver excellent services to our students with disabilities.

John D. Connolly,  
Administrator for Student Support Services  
August 2006

## **II. Academic Intervention Services (AIS) and Educationally Related Support Services**

### **A. Academic Intervention Services**

#### **1. Description of Services**

Academic Intervention Services (AIS) are instructional interventions and student support services offered to help students at risk of not meeting the State Standards. AIS instructional interventions such as 1:1 and small group reading support in the early grades can help students to overcome academic difficulties so that they will not need special education services in the intermediate or upper elementary school grades. AIS services are sometimes described as *pre-referral services*, because students at risk of needing special education typically receive these services prior to referral to the Committee on Special Education. AIS include student support services such as counseling, social work services for students experiencing personal or behavioral issues, and peer mediation if students are having interpersonal conflicts.

The District provides a variety of Academic Intervention Services at the elementary, middle, and high school levels. What follows is a list of the services offered at each level:

#### Elementary:

- Reading Support - one-to-one and small group
- Writing Support – small group
- Math Support – small group
- General Education-Special Education Collaboration for math or English Language Arts
- Extended Day Kindergarten
- Summer Literacy Program
- Counseling
- Primary Mental Health Program
- Monitoring-Classroom Teacher Support

### Middle School:

- AIS Reading and Math
- Consultant Teacher Services
- Summer AIS Reading and Mathematics Program
- Peer Mediation (Student-student conflict resolution process)
- Counseling
- Social Work Services
- Monitoring-Classroom Teacher Support for English Language Arts, Math, Social Studies and Science

### High School

- AIS\_for English, Math, and Social Studies (small remedial classes, 2 days/4 day cycle)
- High School Assistance Team (HSAT)– grades 9 and 10 (15 students in each grade taught by a team of English, math, science and social studies teachers. Students receive teaching assistant support in class.)
- Integrated Regents Program – grades 9,10, and 11 (Classes co-taught by special education and general education teachers)
- Monitoring/Classroom Teacher Support for English, Math, Science, and Social Studies
- Summer School
- Peer Mediation (Student-student conflict resolution process)
- Counseling
- Social Work Services
- Academic Support Lab (ASL) (study skills support provided by a paraprofessional)
- **New** Individualized Success Plans for students who receive quarterly grades with four or more Ds and Fs who are not receiving support from special education, HSAT or ASL. These students will receive more intensive support from a school counselor who will help them with motivation, social-emotional and study skills issues. This program is also considered to be a pre-referral service.

## **2. Eligibility and Exit Criteria for Academic Intervention Services**

Students are selected for AIS based on their performance on several indicators including classroom work and tests, and local, standardized, and State exams. Parents, teachers, and building child study teams may refer students for AIS.

Students exit AIS when they can succeed in general education classes and meet the State Standards without support.

What follows is a table summarizing eligibility and exit criteria for AIS:

<b>ASSESSMENT</b>	<b>INSTRUMENT</b>	<b>ELIGIBILITY CRITERIA</b>	<b>EXIT CRITERIA</b>
Standardized Assessments	<ul style="list-style-type: none"> <li>Gates-McGinitie grades 3-5</li> </ul>	Scoring on or below the 35 <sup>th</sup> percentile	Achieving at a national percentile of 45 or higher and achieving a second criterion such as teacher recommendation
NYS Assessments	See above	<ul style="list-style-type: none"> <li>Scoring below a level 3 in grades 3-8</li> <li>Not achieving a passing score on Regents Exams</li> </ul>	Scoring a 3 or 4 on state exam, satisfactory performance on teacher developed parallel task, or passing a Regents Exam
Locally Developed Assessments	K,1, and 2 ELA Alternate Assessment	Scores not meeting the locally determined criteria at each grade level	Achieving within the average range for the class
Individual Classroom Assessments	<ul style="list-style-type: none"> <li>Unit Tests</li> <li>Class Work</li> <li>Participation in Class</li> <li>Homework</li> <li>Projects</li> <li>Teacher Observations</li> <li>Performance Based Tasks</li> </ul>	Records of unsatisfactory student performance with the recommendation of the building child study team	Satisfactory student performance with the recommendation of the building child study team

### **B. Educationally Related Support Services**

Educationally Related Support Services are pupil personnel services offered to students on a temporary basis to help them succeed in school. These services include speech improvement (non-special education speech) and counseling services.

### **III. Committee on Preschool Special Education (CPSE)**

The Committee on Preschool Special Education held 201 meetings during the 2005-2006 school year. The meetings included initial referrals, program reviews and annual reviews. Pursuant to the regulations of the State Commissioner of Education,

the CPSE makes recommendations to the Board of Education based on the needs of the students. As of December 1, 2005, the District had 89 preschool students with IEPs.

The criteria and procedures for eligibility, referral, evaluation, recommendations, and program implementation are slightly different for preschool students.

### **A. CPSE Membership**

The required members of the CPSE are:

- The child's parent(s)
- The child's teacher/related service provider
- A parent member
- The school district representative
- The county representative
- For a child transitioning from an early intervention (EI) program (birth to 3 years old), a representative of the agency providing EI services

### **B. CPSE Process**

#### **a. Eligibility Determinations**

Preschool children may be identified as having a disability if they exhibit significant delays in one or more functional areas related to cognition, language and communication, adaptive skills, social emotional development, and sensory or motor development that adversely affects a child's ability to learn. The CPSE considers all evaluations and compares the child's performance to accepted milestones for child development. The criteria for eligibility are:

- A 12 month delay in one or more functional areas; or
- A 33% delay in one functional area, or a 25% delay in each of two functional areas; or
- If appropriate standardized tests are individually administered, a score of two standard deviations below the mean in one functional area, or a score of 1.5 standard deviations below the mean in two functional areas; or
- Meet the criteria for a disability as described in the terms for school aged students.

### **C. Referral**

A preschool child suspected of having a disability shall be referred in writing to the CPSE Chairperson. A referral may be made by the child's parents, a professional staff member of the school district or a preschool, a physician, or a judicial officer.

#### **D. Evaluation**

Upon the consent of the parent and the parent's selection of an approved evaluator, a multidisciplinary evaluation will be conducted. The resulting report will include a detailed description of the child's needs and a recommendation for services.

#### **E. Recommendations**

If the CPSE determines that the child has a disability, the committee shall recommend a program for the child. The committee is required to consider a continuum of services starting from the least restrictive to the most restrictive services (least intensive services to the most intensive). They must first consider placement in a part-time or half-time program in a setting where age-appropriate peers without disabilities are typically found. More restrictive placements may only be considered if education in a less restrictive placement would not succeed even with supplementary aids and services.

Transportation needs must also be considered.

The CPSE must develop an Individualized Education Program as described on page 11.

#### **F. Implementation**

A similar timeline for implementation of services must be followed as for K-12 students referred to the CSE.

#### **G. Annual Review**

The IEP of each preschool student must be reviewed at least annually.

#### **H. Mediation and Impartial Review Process**

Due process for preschool students with disabilities closely matches the due process for school-aged students. See page 12.

### **IV. The Committee on Special Education**

The Committee on Special Education held 908 meetings during the 2005-2006 school year. The meetings included initial referrals, program reviews, annual reviews, and reevaluations (required at least every 3 years). Pursuant to the regulations of the State Commissioner of Education, the CSE makes recommendations to the Board of Education

on the needs of those students referred to the CSE. Based upon those recommendations the District had 505 K-12 students with IEPs as of December 1, 2005.

## **A. CSE Membership**

The required members of the CSE are:

- The child's parent(s)
- The child's general education teacher
- A special education teacher
- A school psychologist
- A district representative (CSE Chairperson)
- A parent member,
- The school physician, as needed (with at least three days notice).

Sometimes the CSE meets as a subcommittee. The CSE Subcommittee includes the child's parent(s), his/her general education teacher and the special education teacher. The subcommittee meets for routine case reviews and annual reviews. If the CSE plans on declassifying a student or placing the student in a more restrictive setting, e.g. from resource room to a special class placement, they meet as a full committee. The student support services office makes every effort to obtain a quorum for CSE meetings. If a quorum cannot be obtained, the CSE meeting is cancelled.

## **B. CSE Process**

### **1. Pre-referral Interventions**

Generally when a student is experiencing academic or social difficulties in school, the student's teacher will refer him to search for strategies to help him. If these strategies are not sufficient, then the teacher will refer him for academic intervention services (AIS). These services include support for reading, mathematics, science, and social studies (See the AIS section on pages 4-7). The first level of AIS takes place in the student's classroom. Students at risk of failing to meet the State Standards are monitored closely by their classroom teacher and given extra help as needed. The second level of AIS is provided by an AIS teacher. Small groups of students meet two or more times per week with an AIS teacher who helps the children to improve their achievement. Some students may experience short-term personal or social problems that impede their progress in school. The District provides counseling or social work service on a temporary basis to assist these students.

Students with mild speech and language problems are provided speech improvement services. These students generally do not qualify as disabled.

At the high school, small groups of general education students at risk of school failure are seen by the study skills coach in the academic support lab. She keeps in close contact with their teachers and parents and helps them to

organize their work and study for tests. Other interventions include the high school assistance team (HSAT), which provides close teacher monitoring and Teaching Assistant support for a small group of ninth and tenth grade students. And a new intervention for students who receive four or more Ds and Fs is planned to begin in September 2006. Each of these students will develop an individual success plan with guidance from a school counselor. The plan calls for intensive monitoring of these students by a school counselor who will provide the student with counseling related to motivation and study skills.

### **Child Study Team**

The child study team (CST) in each building typically consisting of the principal, school psychologist, special education teacher, related service providers, the reading specialist, and general education teachers discusses students who are having problems in school. They develop practical responses to help the students overcome any obstacles to learning. Most students who eventually are referred to the Committee on Special Education first receive help from the CST. The CST is also responsible for planning scientifically based instructional interventions for students suspected of having a learning disability. The process of evaluating students, planning scientifically based interventions, implementing them and re-evaluating the student is referred to as *Response to Intervention (RTI)*.

### **2. Referral**

A student suspected of having a disability should be referred in writing to the CSE chairperson or a school principal. The referral may be made by the student's parents, teacher or other professional staff member, a judicial officer, or the student him or herself if over 18 years of age.

The referral should state the reasons why the student is suspected of having a disability. Test results, records, and reports should be cited. Attempts to remediate the student's problems including RTI, should also be stated.

### **3. Evaluation**

An individual evaluation shall be commenced by the CSE. The evaluation must include a variety of evaluations including a psychological evaluation, achievement testing, RTI trials for students evaluated for learning disabilities, a social history, a medical examination, and an observation of the student in his/her current educational placement. The initial evaluation and determination of eligibility must be completed by the CSE within 60 calendar days from the date when the CSE receives written parental consent to evaluate.

#### **4. Eligibility Determination**

The CSE makes the determination on whether or not the student has a disability after reviewing the assessments, teacher reports, and parental statements. Students being considered for classification as learning disabled must be given RTI trials. If the student fails to make adequate progress despite scientifically based interventions, the student will be classified as learning disabled. If the CSE is evaluating whether or not a student is learning disabled in reading, the student cannot be found learning disabled in reading unless he has been taught reading using a “balanced approach” including instruction in these elements: phonemic awareness, phonics, fluency, vocabulary, and reading comprehension

A student can be identified because of mental, physical, or emotional needs as having one of the following disabilities:

- Autism
- Deafness
- Deaf-Blindness
- Emotional Disturbance
- Hearing Impaired
- Learning Disability
- Mental Retardation
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment

Please refer to the appendix for definitions of these classifications.

## **5. Development of Individualized Education Program (IEP)**

Prior to developing a recommendation to the Board of Education for special education services, the CSE must ensure that the student is receiving general education services including Academic Intervention Services as appropriate.

The CSE must develop an Individualized educational program (IEP) for each student with a disability. The IEP must list a student's academic, physical, social, and management needs and present levels of educational performance (PLEPS) for each major goal area. It must also include:

- The classification of the disability
- Measurable annual goals (and short term objectives and benchmarks for students with significant impairments who participate in the NYS Alternate Assessments)
- Evaluation criteria for each goal
- The recommended special education program and services
- Recommended placement
- The class size
- Supplementary aides and services the student needs
- Program modifications or supports for school personnel
- Beginning with the IEP to be in effect when the student turns 15, a statement of transition goals that will reasonably enable the student to meet measurable post-secondary goals
- A summary of Performance report for students graduating from high school indicating their performance levels in the academic, social, physical, and management area and offering recommendations for future progress and programming
- Assistive technology devices needed

- Curriculum and testing modifications
- Date for initiation of services and end of services

A copy of the district's IEP form is included as Appendix C.

## **6. IEP Implementation**

It is the District's responsibility to implement the IEP within 60 school days of the date that the parent signed consent for CSE evaluation of the student. That means that the services described on the IEP must be delivered within the timeline stated above. Under IDEIA the parents may refuse to allow the school district to implement an IEP. The District may not use due process to force the issue. Each student's parent and teachers must be provided with a copy of the IEP.

## **7. Annual review and Reevaluations**

The CSE must review the IEP of each student with a disability at least annually and make recommendations for an updated IEP. The review will include a consideration of the progress the student has made in general and special education. Then the IEP will be revised to address lack of progress in key areas and to meet the student's needs. Test and instructional modifications will be reviewed and changed as needed.

Students will be reevaluated at least every three years to determine if they continue to be eligible for special education services and if they are eligible, the CSE will review and update the IEP in light of present needs.

If a student is no longer eligible to be classified as a special education student, (s)he may be declassified with no further services or (s)he can receive a year of declassification support. These transitional services typically consist of a reduced amount of consulting teacher support, possibly related services, and continuation of testing modifications. The principal is responsible for seeing that these services are implemented.

## **8. Mediation and Impartial Hearing Processes**

If parents disagree with the recommendations of the CSE they can ask for mediation to resolve their differences with the District or they can request an impartial hearing. Should they request an impartial hearing, the Board of Education appoints an impartial hearing officer to conduct the hearing. Prior to the impartial hearing, parents and the District are now required by IDEIA 2004 to meet for a resolution session with the hope they can reach an acceptable agreement and avoid the time and expense of a hearing.

Hearings are generally held in the Board room. Usually the parents are represented by an attorney at the hearing as is the District. The decision of the

impartial hearing officer is final unless it is appealed to the State Review Officer.

### C. Committee on Special Education Statistics

<b>Year</b>	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>	<b>2002-03</b>	<b>2001-02</b>
<b># of meetings</b>	908	899	837	807	N/A
<b># students classified</b>	56	57	75	69	89
<b># students declassified</b>	32	21	32	22	15
<b># new referrals</b>	71	86	93	85	101
<b># of transfers in</b>	23	18	34	15	24
<b># transfers out</b>	19	13	19	18	28
<b># IEP students in private schools receiving support services</b>	18	20	21	14	15
<b>Total # of IEP students</b>	505	509	499	466	444

\* NA = Not Available

#### Trends

- The numbers of CSE meetings continues to increase.
- We are receiving fewer new referrals and we are classifying fewer students than in the past.
- Over the past five years more students with disabilities have transferred in than transferred out.

## V. Section 504 Committee

Section 504 is a civil rights law guaranteeing equal access for all students with disabilities attending public schools. If a student has a disability that does not require special education, his parent, teacher, or other school professional can refer him to the Section 504 Committee. Such disabilities include hearing loss,

orthopedic disabilities, visual impairments, attention deficit disorder, severe asthma, and other conditions. Section 504 is a portion of the Vocational Rehabilitation Act of 1973. It requires public schools to provide accommodations to students with disabilities.

**A. Description of the Section 504 Committee**

The Section 504 Committee is made up of persons knowledgeable about the student’s disability and needs. In our school district, we use the CSE as our Section 504 Committee.

**B. Section 504 Process**

The CSE acts as the Section 504 Committee in our district. A general education teacher familiar with the students 504 plan attends the annual review meeting. Upon receiving a referral, the Section 504 Committee convenes a meeting at which they decide whether or not the student has a disability significantly affecting a major life activity such as seeing, hearing, walking, breathing, learning, etc. If the Committee finds that the student does have a disability, they develop a written accommodation plan to meet the student’s needs. Typically a plan calls for practical measures to be carried out by general education teachers to ensure that a student with disabilities has full access to school district programs, e.g. for an orthopedically impaired student, ramping to gain access to a room, or preferential seating near the teacher for a hearing impaired student, etc.

Each building principal takes responsibility for the implementation of the 504 plan in their building. At the end of the first semester (January), the Student Support Services Office will send a roster of 504 students to each principal and ask the principal to certify that the 504 plans in his/her building are being properly implemented. The principal will also send a letter to the parents of each student with a 504 plan assuring them that their student’s 504 plan is being fully implemented. All 504 plans are updated in the spring as part of the annual review process.

**C. Section 504 Statistics**

	2005-06	2004-05	2003-04	2002-03	2001-02
Elementary	46	44	41	30	24
Middle School	19	20	21	22	25
High School	25	32	23	25	21
<b>Total</b>	90	96	85	77	70

Trends

The number of students with 504 plans has increased over the past five years. These students have a variety of impairments requiring accommodation plans and sometimes

related services, but they do not need special education instructional/support services. We may be seeing more students provided 504 plans in reaction to the increased pressure to meet the State educational standards.

## **VI. Description of Students with Disabilities**

### **A. Preschool Students**

As of December 1, 2005, the District served 60 three and four year old students as follows:

- 22 Full-time students at integrated preschools (meaning general education students are also instructed at each school).
- 7 Full time students at special education preschools
- 2 Hospital Bound
- 29 Related Services Only

The students are instructed at these preschools:

Beginnings – Niskayuna, Schonowe – Rotterdam, Cloverpatch – Glenville, Crossroads Center for Children – Glenville, Early Childhood Education Center – Schenectady, and Helping Hands Pre-School – Clifton Park.

Typically our preschool students are speech and/or language delayed. Some are also cognitively delayed and may have fine motor needs (dressing, feeding, coloring, cutting, etc.) or gross motor needs (difficulty with walking and /or running).

Students who attend full-time programs have more severe needs: autistic, serious behavior management problems, or multiple disabilities.

Decisions on eligibility, planning, and placement are made by the District’s Committee on Preschool Education (CPSE).

Here is a table showing the placement of Pre-Kindergarten students over the past five years as of December 1 each school year:

<b>Year</b>	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>	<b>2002-03</b>	<b>2001-02</b>
<b>General Ed. Preschool or Nursery School</b>	22	37	27	35	24
<b>Special Education Preschool</b>	7	8	4	0	2
<b>Home</b>	0	0	1	2	2
<b>Hospital</b>	2	1	0	0	0
<b>Part-Time General Ed. Preschool and Part-Time Special Ed. Preschool</b>	29	16	16	10	12
<b>Total</b>	60	62	48	47	40

Trends:

The great majority of our students are placed in general education pre-schools or integrated general education-special education preschools. They generally receive special education itinerant teacher service and related services such as speech, occupational or physical therapy.

We have seen an increase in the population of pre-school students with disabilities which in turn has contributed to an increase in the population of school-aged students with disabilities.

## B. K-12 IEP Students

As of December 1, 2005, most of our students with disabilities (69%) received resource room, consulting teacher or related services 20% or less of the school day. Eighteen percent received a moderate amount of special education participating in resource room and related services or part-time special education for 21 to 60% of the school day. About 7% of students of the special education students were placed in district special classes, 2% were in BOCES classes, 4% in private special education day schools, and less than 1% in private residential schools.

### Students with Individualized Education Programs (IEPs) Numbers by Disability Category

Here is a table showing the numbers of students with IEPs in each disability category over the past five years.

<b>Disability</b>	<b>2005-2006</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>
	<b># of Students</b>	<b># of Students</b>	<b># of Students</b>	<b># of Students</b>	<b># of Students</b>
Learning Disabled	145	143	156	163	157
Other Health Impaired	160	153	138	129	133
Speech/Language Impaired	83	90	83	55	62
Multiply Disabled	44	44	47	48	38
Emotionally Disturbed	20	27	28	28	20
Autistic	34	30	27	22	16
Traumatic-Brain Injured	3	5	4	3	2
Orthopedically Impaired	6	7	5	4	4
Hard of Hearing	3	4	4	5	4
Deaf	1	1	1	1	1
Deaf-Blind	0	0	0	0	0
Visually Impaired	2	2	3	4	3
Mentally Retarded	4	3	3	4	4
<b>Total</b>	505	509	499	466	444
<b>% of Total Pop. with</b>	505/4470=	509/4459=	499/4396=	466/4385=	444/4179=

<b>IEPs</b>	11.3%	11.4%	11.4%	10.6%	10.6%
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#### Trends

- The growth of the special education population as a percentage of the general education population has leveled off.
- The number of students classified as OHI continues to increase. CSE needs to examine whether some of these students might be more accurately classified as learning disabled or emotionally disturbed.
- The number of students classified as autistic also continues to increase.

## **VII. K- 12 Special Education Programs and Services**

In compliance with the federal Individuals with Disabilities Education Improvement Act 2004 (IDEIA) and the Part 200 Regulations of the New York State Commissioner of Education, the Niskayuna Central School District provides the following continuum of services for our students with disabilities. The services are listed from least restrictive to most restrictive (least intensive to most intensive). Services are offered on a K-12 basis in all buildings unless otherwise specified. In this section we describe the District's programs and services, and we offer guidelines for entering and exiting the programs and services.

## **A. Related Services**

Related Services are specialized instruction offered to students with needs in the areas of speech/language, occupational therapy, physical therapy, counseling, hearing impairments and visual impairments. Service providers include speech language pathologists, occupational and physical therapists, teachers of the deaf/hearing impaired, and teachers of the blind/visually impaired. Students are served one-to-one or in small groups.

### **1. Speech/Language Services**

#### **Description of Speech/Language Services**

The speech/language pathologists provide services to students who need help with articulation, fluency (stuttering), voice (hoarseness, nasality) or language (expressive and receptive language, limited vocabulary, abbreviated sentences, improper syntax, weak pre-literacy and literacy skills), pragmatics conventions of social language conversations, etc.) and related disabilities.

They also work with students needing help with auditory processing (ability to focus on critical information with competing noise in the background), cognitive aspects of communication (i.e. attention, memory, problem solving, planning and organizing), augmentative communication methods/devices (special communication methods or devices used by people with sensory or developmental disabilities), and with students who have hearing impairments.

Speech/Language therapists provide:

- Prevention Services
- Therapy
- Screening
- Consultation to parents, teachers and students
- Assessment and Diagnosis
- Follow-up, Management, and Monitoring
- IEP/504 plan development and implementation.

#### **Entrance Criteria for Speech/Language Services**

The following entrance and exit criteria are tempered by the clinical judgment of the speech/language pathologists on how well the student is able to function academically and socially given his/her communications ability.

Students whose problems can be corrected in a relatively short period of time receive *speech improvement* services (speech for non-disabled students). Students whose problems are long term in nature and but only have a mild impact on classroom performance receive speech therapy as part of a 504 accommodation

plan. e.g. a student undergoing cleft palate repair who needs careful monitoring and some help with speech. Students whose problems are long term in nature and whose communications functioning is judged by the CSE to have an adverse impact on their educational progress are classified as *speech impaired* and receive services for students with disabilities.

With regard to *articulation*, students who are not easily understood by the unfamiliar listener (less than 80% of the time) may be eligible for classification as speech/language impaired.

With regard to *language*, students with deficits in expressive, receptive or pragmatic language whose performance on standardized tests falls at least one standard deviation below the mean standard score may be eligible for classification as speech/language impaired.

With regard to *fluency*, students who display at least 5% atypical dysfluencies within a speech sample of 100 words and who display noticeable tension or secondary characteristics may be eligible for classification as speech impaired, especially if their problems cannot easily be corrected. Difficulties with rate of speech and prosody (speech rhythm, emphasis, pausing, volume) may also be considered in deciding whether or not a student should be classified.

With regard to *voice* (hoarseness, nasality, denasality, pitch, intensity) problems of a serious nature that interfere with communication, classification may be considered. Parents of a child with such problems may be asked to refer the child for a medical evaluation.

For additional information, refer to Appendix D.

## **Exit Criteria for Speech/Language Services**

Students exit speech/language therapy when their speech/language problem no longer exists or no longer interferes with their educational performance. Speech /language therapy is also discontinued if students are no longer benefiting from the therapy, are no longer progressing having achieved their potential level given physical, emotional, or developmental factors, or have demonstrated appropriate compensatory behaviors.

## **2. Occupational Therapy Services**

### **Description of Occupational Therapy**

Occupational therapists instruct students who demonstrate impaired functioning in such fine motor skill areas as handwriting, cutting, or drawing. They also help students who demonstrate significant weakness in their upper bodies, difficulty performing activities of daily living such as dressing, feeding, or toileting,

difficulties with organization, or difficulty processing sensory information (e.g. hypersensitivity to sound or touch).

### **Entrance Criteria for Occupational Therapy**

Students receive occupational therapy services if their performance on standardized tests of skills such as fine motor skills and sensory processing abilities falls below the 15<sup>th</sup> to 21<sup>st</sup> percentile (depending on the skill being tested) and if the students have significant difficulties with activities of daily living as they impact functioning in school. Medical information, if available, is considered in making this decision.

Students are discontinued from occupational therapy when they can function within normal limits or when additional therapy will not result in significant improvement. Occupational therapy may also be discontinued if other professional staff can carry over skills taught by the occupational therapist or provide needed modifications. Medical information, if available, is considered in making this decision.

See Appendix F for additional information on entrance and exit criteria.

## **3. Physical Therapy Services**

### **Description of Physical Therapy**

Physical therapy is provided to students who have significant gross motor, orthopedic or neurological issues. Students who need physical therapy may have difficulty with locomotor skills, body coordination, balance, low muscle tone, or limited range of motion in their joints.

### **Entrance Criteria for Physical Therapy**

Students qualify for physical therapy based on standardized tests of gross motor ability. Generally, performance below the 15<sup>th</sup> percentile and difficulty functioning in the educational environment (including school building, bus, and playground) would qualify a student for this service.

### **Exit Criteria for Physical Therapy**

Physical therapy is discontinued if a student can function safely and independently within the educational environment in such activities of daily living as walking, running, or lifting. Physical therapy may also be discontinued if additional therapy will not result in improved functioning.

See Appendix E for additional information on entrance and exit criteria.

#### **4. Counseling Services**

Counseling is provided to students on a short-term basis as an educationally related support service or on a long term basis if they have significant emotional or behavioral issues that interfere with their education. A school psychologist or social worker generally provides counseling for students with disabilities. In some cases a guidance counselor provides it.

##### **Entrance Criteria for Counseling**

Teachers, the Committee on Special Education, parents, or students for themselves may make counseling referrals. The students are evaluated by the counselors and then offered counseling if it is warranted. In many cases students can be helped in a few sessions especially if they are motivated to change. Students with deep-seated emotional problems may receive counseling over several years.

Counselors inform parents of counseling available from outside agencies when counseling needs go beyond school related issues.

##### **Exit Criteria for Counseling**

Counseling is discontinued if the student is functioning well in school and no longer needs counseling in the judgment of the counselor, teachers, or the student's parents. Counseling may also be discontinued if continued counseling is not likely to be effective or if the student has refused to cooperate with counselor over a period of several months.

#### **5. Teaching Assistant Service**

The CSE provides teaching assistant services to students who need one-to-one or shared small group support in regular or special education classes in order to benefit from instruction. Teaching assistants help students to stay on task, complete work properly, keep organized, clarify directions, administer IEP/504 testing modifications, read texts, trade-books, worksheets and other materials, assist the students to organize their writing, prepare modified instructional materials, assist in implementing behavior plans, and so forth. Shared teaching assistants also help non-disabled students in the classroom as the teachers direct them.

One-to-one teaching assistant service is provided to students who have severe physical, cognitive or behavioral challenges and who need this service in order to benefit from instruction.

Either the classroom teacher or special education teacher can direct a teaching assistant. In any case teachers must provide direction and plans for the teaching assistants with whom they work.

Teaching assistants should foster student independence as much as possible. Their goal should be to help the student only as much as needed.

### **Entrance Criteria for Teaching Assistant Service**

Teaching assistant services are provided to students who cannot function successfully in the general education classroom without additional adult support. These students have attentional, organizational, learning (especially reading), or behavioral issues that impede their progress. The CSE will target teaching assistant service to particular subjects/classes where it is needed.

### **Exit Criteria for Teaching Assistant Service**

If a student can function successfully in the general education classroom with only teacher assistance, teaching assistant service is discontinued.

## **6. Other Related Services**

Several other types of related services exist. For students diagnosed as deaf/hard of hearing, we offer the service of a teacher of the deaf/hard of hearing. For students with visual impairments we offer the services of teachers of the visually impaired, teachers of visual rehabilitation and teachers of orientation and mobility. If a student is the victim of traumatic brain injury, specialized teachers are available to assist the student with problems caused by the injury.

## **B. Special Education Services**

### **1. Consultant Teacher Service**

Consultant teacher service is the least restrictive special education service. It is supplemental support for students provided by the special education teacher directly to the student or is provided indirectly when the special education teacher consults with the general education teacher. The purpose of consultant teacher service is to aid the student to benefit from his/her general education classes.

Service is generally provided for a minimum of two hours per week per student.

### **Entrance Criteria for Consultant Teacher Service**

Students receiving consultant teacher service generally function at the 15<sup>th</sup> percentile or higher (nationally) on standardized tests in the areas of reading, written expression, and mathematics. They need the service to succeed in general education classes.

## **Exit Criteria for Consultant Teacher Service**

Students will exit from consultant teacher services when their grades are satisfactory and they have shown that they can succeed academically working without consultant teacher support. Typically such students will demonstrate performance above the 35<sup>th</sup> percentile (nationally) on tests of reading, writing, or mathematics.

## **2. Resource Room Service**

Resource room service is subject support provided directly by the special education teacher to the student on a pullout basis. The minimum service is three hours per week. Group size is up to five students.

### **Entrance Criteria for Resource Room Service**

Resource room services are offered to students who generally function below the 15<sup>th</sup> percentile (nationally) in reading, written expression, or mathematics or who have great difficulty attending to instruction due to ADHD or health problems. Classroom performance, ~~and~~ teacher recommendations and ratings on behavior scales are also considered. These students need at least three hours per week of subject support for general education classes and would not succeed with consultant teacher services alone. Resource room students can learn in the general education classroom but need the academic support offered in resource room.

### **Exit Criteria for Resource Room Service**

Resource room services can be discontinued when a student passes all of his classes with minimal assistance from the resource teacher. The student may be able to succeed academically with consultant teacher services or with no special education support.

## **3. Part-Time Special Class (<40% per day)**

Part-Time Special Class is direct instruction by the special education teacher usually for English Language Arts or Mathematics. In addition, at middle school or high school, social studies may be offered. Students with disabilities receive this service if they cannot be successful learning in the general education class with support. Group size can be up to 12 students.

### **Entrance Criteria for Part-Time Special Class**

Students are scheduled for part-time special class if they cannot succeed in general education classes with teaching assistant or resource room support. Such

students typically have cognitive delays, severe learning disabilities, difficulty attending to instruction, or behavior management needs. They are typically functioning two or more years below grade level.

### **Exit Criteria for Part-Time Special Class**

This service is discontinued if a student can succeed in a general education class with teaching assistant and/or resource room support.

## **4. Special Education Classes (>60% per day)**

These classes provide up to full-time special education for students with moderate to severe cognitive, physical or behavioral disabilities. Students are recommended for special classes if they cannot succeed academically with part-time special education and general education classes. We offer skills development, functional skills and social-emotional classes.

### **Intake Process for Full Time Special Education Classes**

In order to make appropriate placements of students in full-time special education classes, we have developed an intake process.

1. Principal/school psychologist contacts administrator for student support services and explains why the student should be placed in the particular class. Supporting documentation such as progress reports, recent achievement and psychological testing results must be provided.
2. The administrator for student support services schedules an intake meeting including sending teachers and therapists, receiving special education teacher, school psychologist, principal and CSE chair.
3. At the intake meeting the intake committee reviews the documentation and discusses the student's needs, comparing the student's profile with the criteria for the class/strand, and decides whether or not student would be appropriately placed in the class.
4. If the intake committee decides that a student is appropriate for a district special education class, then a meeting is arranged between the parents and the school psychologist and the sending and receiving teachers. The principal may wish to participate as well.
5. For the final step, the CSE meets to develop/revise the student's IEP recommending the new placement.

#### **a) Skills Development Classes**

These classes serve students with delayed language and/or cognition. Some students may also have mild to moderate emotional, motor, or sensory disabilities. A mixture of academic and functional skills is taught. When appropriate, mainstreaming with support is encouraged. Class size is 8 to 12 students. The students in the K-2, 3-5, and 6-8 classes push-in to general education classes as appropriate with support for much of their instruction.

-The grades K-2 class emphasizes language concepts, communication skills, academics, and social skills. It also serves as a diagnostic classroom for students with disabilities.

-The grades 3-5 class continues the emphasis on language, and focuses on social skills, functional academics and the Standards as appropriate.

-The grades 6-8 class continues to provide functional academic and social skills instruction, and introduces prevocational skills.

-The grades 9-12 class prepares students to graduate with strong functional academics, vocational skills, and social skills. Students generally receive IEP diplomas and are prepared for entry level adult work.

### **Entrance Criteria for Skills Development Classes**

Students are selected for the Skills Development Strand classes who may have cognitive ability around the 15<sup>th</sup> percentile or below for their chronological age. Many have accompanying language needs (particularly at the K-2 level) that seriously affect their ability to succeed academically and socially. **These students need small group or one-to-one instruction for most of the school day.** They may receive instruction in regular education classes or in the skills development class.

### **Exit Criteria for the Skills Development Classes**

Students exit the skills development strand if:

- They can function academically at or above the 25<sup>th</sup> percentile (nationally) on standardized tests.
- Their language skills are at or above the 25<sup>th</sup> percentile (nationally).
- Their needs can be met in a less restrictive placement, i.e. part-time special education class or with resource room support.
- Their progress is very inconsistent and they need more intensive special education services

### **b. Functional Skills Class (>60% per day)**

This class provides instruction to elementary school students in grades with severe language or cognitive delays. Many students also have sensory or physical disabilities. Some students cannot ambulate. Academically these students function far below their same age peers. The curriculum emphasizes activities of daily living, functional academics, and communication and mobility skills. Assistive technology should be explored and used in a child's program if appropriate.

A transdisciplinary approach is used to plan for and provide instruction. This includes the writing of transdisciplinary IEP goals, regular team meetings, and push in service delivery.

Some mainstreaming with support is available as appropriate. This class serves up to eight students.

### **Entrance Criteria for the Functional Skills Class**

The students in this class function at less than the 3<sup>rd</sup> percentile in all areas of their development. They are generally classified as multiply disabled and many cannot ambulate independently. They require a high degree of individual support to succeed in the developmental skills class or in the mainstream.

### **Exit Criteria for the Functional Skills Class**

A student can exit this program if they are able to function effectively in a less restrictive setting such as the K-2 skills development class. Test scores should climb to the 10<sup>th</sup> percentile or above. Exceptions may be considered if a student is able to demonstrate/use higher level cognitive/academic skills within the classroom that are not reflected in his/her standardized assessment scores. The student should display management needs and social readiness appropriate for the skills development or other class

## **c. Social – Emotional Program (Grades 6-12)**

This program serves students who are generally capable academically, but need a highly structured environment due to social-emotional and behavioral management needs. Some mainstreaming with support is available. We offer a social -emotional program at Iroquois Middle School and Niskayuna High School for students with mild to moderate emotional problems.

### **Entrance Criteria for the Social-Emotional Class**

Students are selected for this program if their management needs warrant a carefully constructed behavior management system.

### **Exit Criteria for the Social-Emotional Class**

Students exit this program if their needs can be met in a less restrictive environment such as resource room with teaching assistant support in general

education classes. Alternatively they may leave the program if they require more intensive services.

#### **d. Integrated Regents Program (IRP)**

The Integrated Regents Program (IRP) at the high school for grades 9, 10, and 11 is a push-in direct instruction and support service to selected students in their core Regents classes. The special education teacher co-teaches an integrated group of special and general education students. Resource room is offered to provide extra support for the IRP students. The IRP students move from class to class with their special education teacher in a group of about ten students.

##### **Entrance Criteria for IRP**

Students are considered for IRP who have a range of learning disabilities or are other health impaired. The program helps the students to graduate from high school with a Regents or local diploma. To participate in IRP a student must be motivated to succeed academically and not have serious behavior management needs.

##### **Exit Criteria for IRP**

A student will be discontinued from IRP if they demonstrate that they can succeed academically with less intensive support. Alternatively, a student will be discontinued if they do not make the effort to keep up academically or if they do not have the ability to succeed even with IRP support and having made a good faith effort to succeed.

#### **e. High School GED Special Class**

This class at Niskayuna High School serves students who wish to earn their GED. It includes students with disabilities and general education students. The class is an alternative for students who have struggled with the Regents curriculum. It serves 12 to 15 students.

Students must be able to read at a ninth grade level in order to comprehend the GED tests. They must attend school for a minimum of 100 hours to prepare for the GED exam.

Students reading at less than a ninth grade level must study pre-GED materials.

##### **Entrance Criteria for the GED Special Class**

Students enter this program if they have not been successful in the general education program with resource room and other supports. They must have turned sixteen years of age in the prior school year.

### **Exit Criteria for the GED Special Class**

Students exit the GED program when they earn their GED or if they leave of their own accord. A few may elect to return to the general education curriculum if sufficiently motivated.

## **VIII. Program Evaluation**

The District evaluates the quality of the special education programs by closely examining three indicators:

- A. Student progress toward IEP goals as measured at annual review and triennial review IEP meetings.
- B. Student Progress on State Education Department tests and on standardized tests.
- C. Program Evaluation questionnaires completed by staff and parents.

## **IX. Staff Training**

Every summer the District develops a comprehensive plan to ensure that all special and general education staff are properly trained to educate special needs students. The plan requires the District to examine student performance on the State examinations, note areas of relative weakness, then plan professional development to give our special and general education teachers the skills to instruct students with disabilities more effectively. We also plan training topics based on staff surveys, the staff's need to be updated on methods to instruct students and to keep up with changes in laws and regulations.

Training is provided on Superintendent's Conference Days and at in-service courses, teacher conferences and summer training opportunities.

In professional development plans for 2004-2007 we noted relative weaknesses in our special education students' performance on the State fourth and eighth grade examinations and on the Grade 10 Regents Global Studies exam.

In response to these needs we planned three goals:

- Increase the percentage of students with disabilities scoring 3 or 4 on the State ELA grade 4 examination to 50% and on ELA 8 to 39%.
- Increase the percentage of students with disabilities scoring 3 or 4 on the State Mathematics grade 8 examination to 37%.
- Increase the percentage of students with disabilities scoring 55% or higher on the Global Studies Regents to 75% of students with disabilities taking the examination.

To reach these goals we have planned the following activities:

- Grades 2-5 and grades 6-8: Special education teachers will participate in staff development to increase their knowledge of the State Learning Standards in ELA and mathematics, and learn about the format, and typical questions on the state ELA and mathematics examinations. The special education teachers will review an item analysis of the state examinations over the past four years and discussed strategies to teach the students effectively. They also meet with the Middle School ELA Director and the K-12 Mathematics Director to discuss strategies for improving instruction.
- The special education teachers who teach Global Studies or provide resource room support for Global Studies will work collaboratively with general education high school social studies teachers to improve instruction.

## **X. Special Education Classroom Space**

The District provides appropriate space for special education programs. All of our special education teachers and related service providers have adequate classroom space considering the type of services they provide to students. Resource room and related service classes are placed in smaller classrooms appropriate for the small groups they serve.

The District will host nine BOCES special education classes during the 2006-2007 school year. This allows some of our neediest students to be served in-district. The District will continue to provide space for BOCES classes subject to change based on District needs.

Here are the BOCES classes located in each building and a brief explanation of the programs.

Hillside:

- 1 Intermediate Steps Program Class
- 1 Comprehensive Developmental Skills Class

Iroquois Middle School:

- 1 Intermediate Steps Program Classes
- 2 Comprehensive Developmental Skills Classes

Van Antwerp Middle School:

- 1 Skills Development II Class
- 1 Fundamental Skills Instruction Class

Niskayuna High School:

- 2 Social-Emotional Classes

Here is a brief explanation of the programming and student, teacher, aide ratios offered in the various types of BOCES classes:

- Comprehensive Developmental Skills, 12:1:4. The CDS program serves cognitively delayed, multiply disabled students.
- Intermediate Steps Program, 9:1:2. ISP classes serve students with cognitive delays and moderate behavior management needs.
- Skills Development II, 12:1:2. SDII classes serve students with learning disabilities who also have moderate behavior management needs.
- Fundamental Specialized Instruction, 12:1:1. FSI classes serve students who have mild to moderate cognitive delays.
- Social-Emotional Classes, 8:1:1 SE classes serve students with moderate to severe behavior management needs.

## **XI. Provision of Alternative Materials**

The District has an obligation to provide alternative materials in a timely fashion that are needed by students with disabilities as specified in their IEPs. Alternative materials include large print books, audio taped versions of books, alternative tests, etc. The alternative materials must be available to the students with disabilities at the same time as instructional materials are provided to general education students.

We will meet this requirement by purchasing alternative materials over the summer after annual review IEP meetings. By purchasing the materials in a timely fashion, they will be available for our students with disabilities at the start of the new school year.

As regards provision of alternative materials for students who transfer in to our district during the school year, we will order such materials as soon as we receive the students' IEPs and records from their last placement.

## **XII. Budget**

The special education budget for the 2006-2007 school year can be found in Appendix B. It includes all of the items in the 2250 special education code and the 2820 psychology budget code.

## **XIII. Student Support Services Core Team**

The Student Support Services Core team is a District committee that studies how students with disabilities and students in AIS classes could be instructed more effectively. It is composed of several special education teachers, related service providers, AIS teachers, the two CSE chairs, and a building principal. They have met at least monthly for over four years. Over the past year the committee has studied these areas:

- Special education staffing patterns in local school districts
- The deployment and functions of teaching assistants in our school district and other districts
- Response to Intervention (RTI) – Implementation of RTI in our district
- Research based reading, writing, and mathematics programs

## **XIV. Future Trends**

What follows is a list of predictions about future needs based on trends observed in our district and based on State and National trends:

1. The District will begin to implement RTI for reading instruction during 2006-2007 then we will look at writing, mathematics, speech and possibly other areas. General education teachers will need training on how to implement level 1 RTI in their classrooms. Special educators, AIS teachers, school psychologists and child study teams will need further training to properly implement RTI.
2. In order to implement RTI and NCLB in general education classes, we need to train teachers on differentiated instruction methods. The responsibility for the instructional

success of students with disabilities is shared by the general education and special education teachers.

3. The District will examine how it deploys staff to meet the needs of students with disabilities given that:

- All special education staff must be highly qualified and properly certified.
- Students must be educated in the main stream whenever possible.

4. As the District facilities project proceeds, the administration must work collaboratively to ensure that the needs of students with disabilities and the needs of RTI students are met.

5. The District will continue to examine the possibility of starting an in district social-emotional class for students in grades 3-5. If there are sufficient students who need this kind of program we will budget for the class in the fall of 2006 with a view to begin the class in September 2007.

## **XV. Appendices**

- A. Definitions of Disability Classifications
- B. Budget for Special Education and Psychological Services
- C. District IEP Form
- D. Criteria for Speech/Language Services
- E. Criteria for Occupational Therapy Services
- F. Criteria for Physical Therapy Services

## A. Definitions of Disability Classifications

**Autism:** 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 include engagement in repetitive activities, resistance to environmental change or change in daily routines, and unusual responses to sensory stimuli.

**Deafness:** a hearing impairment so severe that a student is impaired in processing linguistic information with or without amplification. The disability must adversely affect educational performance.

**Deaf-Blindness:** a concomitant hearing and visual impairment so severe that the student cannot be accommodated in special education programs solely for students with deafness or students with blindness.

**Emotional Disturbance:** 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
- e. A tendency to develop physical symptoms or fears associated with personal or school problems.

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

**Learning Disability:** a disorder in one or more of the basic psychological process involved in understanding or using language, spoken or written, which manifests itself in an imperfect ability to listen, think, speak, read, write, spell or do in mathematical calculations. The term does not include learning problems that are the result of mental retardation, emotional disturbance or environmental, cultural or economic disadvantage.

**Mental Retardation:** significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a student's performance.

**Multiple Disabilities:** means concomitant impairments the combination of which cause educational needs that cannot be accommodated in a special education class solely for one of the impairments, e.g. mental retardation-blindness, mental retardation-orthopedic impairment.

**Orthopedic Impairment:** a severe orthopedic impairment that adversely affects a student's educational performance, e.g. clubfoot, polio, cerebral palsy.

**Other Health Impaired:** 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, e.g. heart condition, tuberculosis, attention deficit disorder.

**Speech or Language Impairment:** means a communication disorder, such as stuttering, impaired articulation, a language impairment or voice impairment that adversely affects a student's educational performance.

**Traumatic Brain Injury:** mean an acquired injury to the brain caused by an external physical force or by certain medical conditions such as stroke or a brain tumor with resulting impairments that adversely affect a student's educational performance.

**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.

**APPROPRIATION STATUS REPORT - BY FUNCTION BY OBJECT: FOR PERIOD 07/01/06 - 07/01/06 (Detail)**

ACCOUNT	ACCOUNT NAME	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
A 2250.400-11-4900	CONT EXP-SP ED INTERN-CR	10,285.00	0.00	10,285.00	0.00	0.00	10,285.00
A 2250.400-12-4900	CONT EXP-SP ED-INTERN-GL	10,285.00	0.00	10,285.00	0.00	0.00	10,285.00
A 2250.400-19-4900	CONT EXP-SP ED-INTERN-IR	10,285.00	0.00	10,285.00	0.00	0.00	10,285.00
A 2250.400-50-0000	CONT EXP-SPEC. ED.	128,170.00	0.00	128,170.00	0.00	0.00	128,170.00
A 2250.400-50-1420	SPEC ED-CONT EXP-LEGAL	27,000.00	0.00	27,000.00	0.00	0.00	27,000.00
A 2250.400-50-2000	CONT EXP-SP ED-TR & CO-DI	4,500.00	0.00	4,500.00	0.00	0.00	4,500.00
A 2250.400-50-2001	CONT EXP-CONF-SP ED-DI	3,000.00	0.00	3,000.00	0.00	0.00	3,000.00
<b>A 2250.400</b>	<b>*</b>	<b>193,525.00</b>	<b>0.00</b>	<b>193,525.00</b>	<b>0.00</b>	<b>0.00</b>	<b>193,525.00</b>
A 2250.450-50-0000	SP ED-MAT & SUP-DIST	24,000.00	0.00	24,000.00	0.00	0.00	24,000.00
<b>A 2250.450</b>	<b>*</b>	<b>24,000.00</b>	<b>0.00</b>	<b>24,000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>24,000.00</b>
A 2250.470-50-0000	SPEC ED-TUITION-CHARTER SCHOOLS	9,000.00	0.00	9,000.00	0.00	0.00	9,000.00
A 2250.470-50-0021	SP ED-TUIT CROSSRDS	24,000.00	0.00	24,000.00	0.00	0.00	24,000.00
A 2250.470-50-0022	SP ED-TUIT NE PARENT & CHILD	39,000.00	0.00	39,000.00	0.00	0.00	39,000.00
A 2250.470-50-0027	SP ED-TUIT-ST. COLEMANS	42,000.00	0.00	42,000.00	0.00	0.00	42,000.00
A 2250.470-50-0028	SP ED-TUIT-UCP ALBANY	178,000.00	0.00	178,000.00	0.00	0.00	178,000.00
A 2250.470-50-0029	SP ED-TUIT-WILDWOOD	217,000.00	0.00	217,000.00	0.00	0.00	217,000.00
A 2250.470-50-0031	SP ED-TUIT-ANDERSON	127,000.00	0.00	127,000.00	0.00	0.00	127,000.00
A 2250.470-50-0034	SP ED-TUIT-SPECIAL SVCS	20,000.00	0.00	20,000.00	0.00	0.00	20,000.00
A 2250.470-50-0036	SP ED-TUITION COBB SCHOOL	33,000.00	0.00	33,000.00	0.00	0.00	33,000.00
A 2250.470-50-0038	SPEC ED TUIT. VANDERHYDEN	59,000.00	0.00	59,000.00	0.00	0.00	59,000.00
A 2250.470-50-0039	SP ED-TUIT-CD NEW BEGINNINGS	121,000.00	0.00	121,000.00	0.00	0.00	121,000.00
A 2250.470-50-0040	SP ED-TUITION ACHIEVEMENTS	147,000.00	0.00	147,000.00	0.00	0.00	147,000.00
A 2250.470-50-0043	SP ED TUIT-SCHEN COUNTY	86,000.00	0.00	86,000.00	0.00	0.00	86,000.00
<b>A 2250.470</b>	<b>*</b>	<b>1,102,000.00</b>	<b>0.00</b>	<b>1,102,000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1,102,000.00</b>
A 2250.481-50-0000	HARDCOVER BKS-SP ED-DIST	1,100.00	0.00	1,100.00	0.00	0.00	1,100.00
<b>A 2250.481</b>	<b>*</b>	<b>1,100.00</b>	<b>0.00</b>	<b>1,100.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1,100.00</b>
A 2250.482-50-0000	PAPERBACK BKS-SP ED-DIST	1,100.00	0.00	1,100.00	0.00	0.00	1,100.00
<b>A 2250.482</b>	<b>*</b>	<b>1,100.00</b>	<b>0.00</b>	<b>1,100.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1,100.00</b>
A 2250.490-50-0000	BOCES-SPEC ED-DIST	474,500.00	0.00	474,500.00	0.00	0.00	474,500.00
A 2250.490-50-0009	BOCES-SPEC ED OT/PT-DIST	232,400.00	0.00	232,400.00	0.00	0.00	232,400.00
<b>A 2250.490</b>	<b>*</b>	<b>706,900.00</b>	<b>0.00</b>	<b>706,900.00</b>	<b>0.00</b>	<b>0.00</b>	<b>706,900.00</b>
<b>GRAND TOTALS</b>		<b>2,028,625.00</b>	<b>0.00</b>	<b>2,028,625.00</b>	<b>0.00</b>	<b>0.00</b>	<b>2,028,625.00</b>