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# **White Plains City School District**

## **Special Education District Plan 2024-2027**

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## STATEMENT OF ASSURANCES

The Board of Education of the White Plains City School District (the District) as a part of a long standing commitment to excellence in education for all students, supports the provision of special education and related services for students with disabilities, offered in the least restrictive placement appropriate, to meet the needs of its students under the auspices of the Committee on Special Education (CSE) and the Committee on Preschool Special Education (CPSE).

In support of State and Federal laws pertaining to students with disabilities, the Board of Education supports a full continuum of services in the District to enable it to meet, within District, the needs of the majority of its identified students.

These programs and services are designed:

To afford each student with the appropriate level of support necessary to meet the Common Core Learning Standards.

To provide each student with those special educational services necessary to enable the student to meet their annual goals.

To afford each student with the opportunity to participate to the greatest extent appropriate in all programs and activities offered by the District.

To give each student genuine opportunities to develop those skills and make those connections necessary to meet post-secondary goals.

By action of the Board of Education in a regularly scheduled meeting, the Board adopted its District Plan set forth below.

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Date

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President, Board of Education

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## **Regulations Governing the District Plan – 8 NYCRR 200.2**

**District Plans:** Each Board of Education, which receives an apportionment for students with disabilities, pursuant to subdivision 19 of section 3602 of the Education Law or preschool students with disabilities pursuant to section 4410 of the Education Law, shall keep on file and make available for public inspection and review by the Commissioner an acceptable plan as required by subdivision 8(b) of Section 3602 of Education Law. The District Plan shall include, but need not be limited to, the following:

- i. A description of the nature and scope of special education programs and services currently available to school-age and preschool students residing in the District, including but not limited to descriptions of the District's resource room program and each special class program provided by the District in terms of group size and composition;
- ii. Identification of the number and age span of school-age and preschool students to be served by type of disability and recommended setting;
- iii. The method used to evaluate the extent to which the objectives of the program have been achieved;
- iv. 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 school-age and preschool students with disabilities;
- v. A description of the policies and practices of the Board of Education to ensure that appropriate space will be continually available to meet the needs of resident school-age and preschool students with disabilities who attend special education programs provided by the Board of Cooperative Educational Services;
- vi. 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, as such term is defined in Part 200.2(b)(10) of the Regulations of the Commissioner of Education, for each student with a disability at the same time as such instructional materials are available to non-disabled students;
- vii. The estimated budget to support such plan; and
- viii. The date on which such plan was adopted by the Board of Education.

## **Introduction**

In accordance with Part 200.2 of the Rules and Regulations of the Commissioner of Education, the Board of Education adopts its District Plan. This plan outlines the continuum of programs and services available to preschool and school-age students in District who are identified with disabilities under state and federal law, the students' placements, the numbers, age range and disabilities of the students currently receiving services in each program offered, the policies and practices of the Board of Education to ensure the continual allocation of appropriate space within the District for our students, including students who receive programs through our Board of Cooperative Educational Services, the manner in which the District ensures that all instructional materials used in the District are available in a usable alternative format to students with disabilities at the same time as such materials are available to non-disabled students, and the estimated budget to support the plan. This plan was adopted by the Board of Education at its regular meeting.

## **The Continuum of Services Available to Preschool Students Identified with Disabilities**

### **Preschool Programs and Services**

The following is a listing of the preschool programs and services that are available to District students who have been identified as preschool students with disabilities. These programs and services are funded by the County but administered by the District Committee on Preschool Special Education. Early Childhood settings are designed primarily for children without disabilities and can include private preschool programs and childcare facilities. Early Childhood Special Education settings are settings designed primarily for children with disabilities. **On October 4, 2023, the district serviced 223 preschool students; 149 students received services in Early Childhood Settings or home, and 74 preschool students with disabilities received services in Early Childhood Special Education Settings.** We anticipate serving approximately 250 preschool students with disabilities by the end of the 2024-2025 school year.

Currently, preschool children identified with disabilities between the ages of 3 and 5 who are not age eligible for kindergarten and who reside in the District have available to them the following special educational services:

#### **1. Related Services Only**

For those children whose needs require related services only, the Preschool Committee on Special Education offers speech and language therapy, audiological services, psychological services, physical therapy, occupational therapy, counseling services, medical services, parent counseling and training, school health services, and/or social work services. These services are made available in a variety of settings including a child's home, day care center, nursery school, or provider's office.

#### **2. Special Education Itinerant Teacher Services**

Special education itinerant teacher (SEIT) services provide direct instruction by a certified special education teacher affiliated with an approved program. These services are also available to preschool students with disabilities in a variety of sites including regular nursery schools, day care program, and home. These services are offered on an individual and group basis, as needed, to meet their goals.

#### **3. Integrated Settings**

Special classes in integrated settings provide for no more than 12 preschoolers with disabilities who attend a preschool program with non-disabled children. These classes utilize an integrated co-teaching model which typically includes an early childhood teacher, a special education teacher, and a teaching assistant/aide.

#### **4. Special Class**

Special classes are currently available in approved private preschools. Classes range from six to 12 identified children. These classes are staffed by a special education teacher and one or two teaching assistants/aides.

**Preschool Students by Program as of October 4, 2023**

<b>Nature of Services</b>	<b>Number of Students</b>	<b>Ages</b>
<b>Related Services</b>	111	3-5
<b>SEIT Only</b>	7	3-5
<b>SEIT and Related Services</b>	31	3-5
<b>Special Class</b>	74	3-5

## The Continuum of Services Available to School-Age Students Identified with Disabilities

### School-Age Programs and Services as of October 4, 2023

The following is a listing of White Plains City School District programs and services that are currently available to meet the academic, social, physical, and management needs of students with disabilities. **On October 4, 2023, 1183 students were being serviced through the Committee on Special Education; 1062 students were serviced in regular school-based programs in buildings attended by disabled and non-disabled students, and 39 students were serviced in separate schools.** We anticipate serving approximately 1250 students during the 2024-2025 school year.

#### Overall Profile of White Plains Students with Disabilities

Disability	Number of Students	% of Classified Students	# of students who spend 80% of the day or more in General Education	# of students who spend 40-79% of the day in General Education	# of students who spend less than 40% of the day in General Education	Separate school	Residential	Parent Placed	Home School
Autism	129	11%	39	36	37	11	2	3	1
Emotional Disturbance	32	3%	25	1	5	1	0	0	0
Learning Disability	415	36%	345	45	2	0	0	23	0
Intellectual Disability	24	2%	2	19	1	2	0	0	0
Deafness	3	<1%	1	1	0	1	0	0	0
Hearing Impairment	7	<1%	6	0	1	0	0	0	0
Speech or Language	245	21%	198	10	20	0	0	17	0
Visual Impairment	2	<1%	2	0	0	0	0	0	0
Orthopedic Impairment	1	<1%	1	0	0	0	0	0	0
Other Health Impairment	282	24%	238	8	12	4	1	19	0
Multiple Disabilities	20	2%	1	6	2	9	0	0	2
Traumatic Brain Injury	4	<1%	1	1	1	0	0	0	1
TOTAL	1164								

\*19 students who were kindergarten-eligible remained in preschool

## In-District Programs and Services

The District provides a continuum of programs and services as follows, and the numbers of students are based on services recommended during 2023-2024 annual reviews:

### 1. Related Services Only

The District provides related services only for identified students with disabilities in kindergarten through twelfth grade. Related services include speech and language, occupational therapy, physical therapy, counseling, specially designed reading, and hearing and vision services. Related services can be provided in conjunction with other related services or program services. Below is a breakdown of the related services provided in conjunction with other district programs.

**Related Services by Grade**

<b>Grade</b>	<b>Speech</b>	<b>OT</b>	<b>PT</b>	<b>Counseling</b>	<b>Parent Training</b>	<b>Reading Instruction</b>	<b>Vision Services</b>	<b>Hearing Services</b>
K	80	52	18	15	20	3	1	2
1	70	44	13	11	8	10	0	0
2	58	49	11	26	14	26	0	0
3	54	49	5	34	15	55	0	4
4	50	42	10	28	12	37	0	1
5	49	43	6	20	13	37	0	1
6	38	23	4	32	10	26	1	3
7	19	13	2	31	3	31	0	1
8	30	17	0	53	19	23	0	1
9	20	5	1	46	7	10	0	0
10	17	2	2	46	7	1	1	0
11	7	1	0	42	5	7	0	0
12	11	6	3	13	5	0	1	2
UNG	5	4	1	0	2	0	0	0

## **2. Resource Room**

The District provides resource room services for students with disabilities in ninth through twelfth grade. Resource room provides specialized instruction in a small setting for a minimum of three (3) hours per week. Resource room may be provided in conjunction with consultant teacher services for a minimum of three (3) hours per week, combined. In addition, the District provides Strategies for Success in grades 9-12 and Support for Academic Learning (SAL) in grades 6-8. Both provide academic and organizational support in a smaller setting.

## **3. Consultant Teacher Services**

Based on the recommendation of the Committee on Special Education, consultant teacher services are provided to students with disabilities in grades K-8 and at the Rochambeau Campus of White Plains High School. The availability of consultant teacher varies with the needs of the students. Services can be provided directly to a small group of classified students within the classroom or indirectly to the general education teacher to help support the students. Consultant teacher services are provided in English Language Arts, mathematics, science and social studies.

## **4. Integrated Co-Teaching**

Integrated co-teaching (ICT) classes are available for grades K-12. In the integrated co-teaching classroom, a general education and special education teacher share responsibility for all the students in the classroom. Curriculum is modified as needed, and accommodations are provided to meet the individual needs of all the students. According to regulation, there can be no more than 12 students with Individualized Education Programs (IEP's) in the integrated co-teaching classroom. At the elementary level, integrated co-teaching is offered at George Washington, Mamaroneck Avenue, and Ridgeway schools. At Eastview and Highlands, the district offers integrated co-teaching in each of the core content areas: English, math, social studies, and science. At White Plains High School, the district offers integrated co-teaching in the subjects in which students need to pass a NYS Regents Examination to obtain a Regents Diploma: English 9, 10, and 11, Global 1 and 2, United States History, Earth Science, Living Environment, and Algebra.

## **5. Self-Contained Classes**

The District offers self-contained classes in grades K-12.

At the elementary level, there are classes that support students with communication, academic, speech and language, social emotional, and overall developmental delays. The classes are separated by age ranges (e.g. Grades K-2) and by student to teacher ratio (e.g. 8:1:2 is 8 students, 1 teacher, and 2 teaching assistants).

Below is a chart of our continuum of special class services:

**Listing of Special Class by Building and Area of Need**

<b>SCHOOL</b>	<b>Communication Needs</b>	<b>Social Emotional Needs</b>	<b>Developmental Delays</b>	<b>Speech and Language and Academic Delays</b>	<b>Content Area Classes</b>
<b>Church Street</b>	K-2, 8:1:2 (2 classes) 3-5, 8:1:2				
<b>GW</b>				K-1 – 12:1:2 1-2 – 12:1:2 3-5 – 12:1:1	
<b>MAS</b>			K-2 – 12:1:2 3-5 – 12:1:2		
<b>Post Rd</b>		K-2 – 8:1:2 3-5 – 8:1:2			
<b>Ridgeway</b>	K-2 – 8:1:3				
	K-2 – 8:1:2				
	3-5 – 8:1:2				
<b>White Plains Middle and High Schools</b>	12:1:2	Integrated Support Program (ISP)			English Math Social Studies and Science 15:1

At **White Plains Middle School**, self-contained classrooms are departmentalized and supplant instruction in English language arts, math, social studies, and science. Those classes have a 15:1 ratio, 15 students to 1 teacher. Students can be placed in any or all of the special classes depending on their needs. In addition, for students who require a higher level of support, the district has two self-contained classrooms that are not departmentalized. Students spend the day with the same teacher. Highlands has two classrooms that service students grades 6-8, with a ratio of 12:1:2, 12 students, 1 teacher, and 2 teaching assistants.

In addition to the specialized academic supports, **White Plains Middle School** has an Integrated Support Program or ISP. The students have a common period where they receive

both academic and social emotional support. Staff is available throughout the day to support the students as they move through their academic schedule.

**White Plains High School** houses a self-contained, departmentalized program. Students who require a smaller learning environment with a lower student to teacher ratio (15:1) and access to Regent’s level curriculum may be recommended by the CSE for classes in English, Algebra, Global History, United States History, Living Environment, Earth Science, and math electives. In addition, for students who require a higher level of support, the district has three self-contained, 12:1:2, classrooms, in which the curriculum targets functional academics, life skills, and vocational training.

In addition to the specialized academic supports, White Plains High School has an Integrated Support Program (ISP). The students have a common period where they receive both academic and social emotional support. Staff is available throughout the day to support the students as they move through their academic schedule. This program has a high level of social emotional support with a school psychologist, a social worker, and a special education teacher supporting the students.

**Number of Students by Program and Grade \***

Grade	Resource Room	Consultant Teacher	Integrated Co-Teaching	Special Class	Special Class Subject Areas
K	0	21	19	23	0
1	0	30	22	13	0
2	0	31	22	10	0
3	0	54	21	11	0
4	0	45	20	16	0
5	0	48	21	13	0
6	0	27	33	4	11
7	0	37	40	7	12
8	0	33	38	11	23
9	12	6	57	8	67
10	22	14	51	6	65
11	21	12	47	3	68
12	7	4	2	10	23
UNG	0	0	0	6	0

\* One student may have multiple services, e.g. resource room and integrated co-teaching

## Number of Students in Programs by Disability

	Autism	Emotional Disability	Learning Disability	Multiple Disabilities	Other Health Impaired	Speech and Language	Hearing Impaired	Visually Impaired	Intellectual Disability	Orthopedic Impairment	Traumatic Brain Injury
Resource Room	5	2	29	0	24	1	0	0	0	0	0
Consultant Teacher	8	5	146	0	118	81	3	0	0	1	0
Integrated Co-Teaching	35	3	173	1	107	70	3	0	1	0	0
Special Class-Including Content Area Classes	94	9	140	11	89	27	2	3	20	0	3

### Out-of-District Programs and Services

The White Plains City School District offers a full continuum of special education programs and services in District schools. The Committee on Special Education is responsible for placing students with disabilities in the least restrictive environment consistent with their needs. Generally, continued placement in a general education setting is the first consideration of the CSE when planning for the educational needs of a student with an Individualized Education Plan. The CSE considers removal from a general education setting in the district only when, because of the nature and severity of a student’s disability, the education of the student cannot be satisfactorily achieved, even with the provision of supplementary aids and services, within the general education classroom. In a small number of cases, the CSE will recommend placement in another public school district, a BOCES program, or an approved private school program. The following is a description of programs in which the District CSE has recommended placement of a student with a disability in an out-of-district program. On October 4, 2023, 39 students were placed by the Committee on Special Education in out of district programs and schools.

#### 1. Other Public School Programs

Special education programs in other public school districts are considered for District students with disabilities when an appropriate in-district program is not available. The District currently has one student classified with intellectual disabilities in the special education program in Eastchester. The classes range in size from 8-12 students with one teacher and one or two teacher aides.

## 2. Board of Cooperative Educational Services Programs

The White Plains City School District is a component school district of Southern Westchester BOCES. BOCES is a regional public education collaborative which functions in New York State as an extension of local school districts.

The District utilizes Southern Westchester BOCES, Putnam/Northern Westchester BOCES, and Rockland BOCES programs and services for students with more intensive educational, emotional, or management needs that cannot be appropriately met in an in-district program. The District currently has students with disabilities in the following BOCES special education programs:

**Therapeutic Support Programs** The Southern Westchester, Putnam/Northern, and Rockland BOCES Therapeutic Support program provides a structured, supportive, and individualized academic program for students with more intensive emotional and behavioral needs. These small classes are usually in a public school setting and include individual and group counseling services. Students are taught how to accept responsibility for their behavior, progress academically, and have a successful school experience. Staffing ratio is 8:1:1 or 12:1:1. Currently, five students attend a therapeutic support program.

**Multiple Disabilities Program** The Putnam/Northern BOCES Pinesbridge program provides educational services for students with multiple medical, intellectual and orthopedic disabilities. The focus is on the development of adaptive and vocational skills in a small setting with a low student to adult ratio, 12:1:4. Related services are provided in the areas of speech, occupational therapy, and physical therapy. Currently, four students attend Pinesbridge.

**Autism and Communication Development Programs** The Southern Westchester, Putnam/Northern, and Rockland BOCES Multiply Disabled program provides a structured, supportive, and individualized academic program for students with more intensive academic and/or physical needs. Students are provided intensive academic support along with a range of related services. The emphasis is on functional academics and pre-vocational skills. Currently, twelve students attend a program that supports students with Autism and other developmental disabilities.

## 3. Approved Private Day Schools

When the needs of a student with a disability cannot be met in a program operated by the District, another public school district, or a BOCES program, the District may, with the approval of the NYS Education Department, utilize more restrictive, approved private day placements. These schools are approved by the New York State Education Department and provide highly individualized programs with intense supervision and structure. The White Plains City School District is currently utilizing the following programs:

**Clearview School** The Clearview School services students with emotional disabilities. The school provides instruction in a small therapeutic environment, with a low student to teacher ratio (12:1:1). Psychiatric and counseling services are available to both students and parents, as are 24-hour-a-day crisis intervention services. Currently, we have two students who attend the Clearview School.

**Green Chimneys/Clearpool** This program services students with both learning and emotional disabilities. The day program provides individualized and small group

instruction (12:1:1) and behavioral interventions. Additional services include speech therapy, occupational therapy, physical therapy, and counseling. Currently, three students attend Green Chimneys/Clearpool.

**Hawthorne Country Day School** This school supports students with Autism and other developmental delays. The school offers individualized and small group instruction, utilizing research-based methods that support students with Autism. There is a broad range of ratios such as 6:1:2, 8:1:2, and 12:1:2, and students can receive related services. Currently, we have one student who attends Hawthorne Country Day School.

**John A Coleman School** This school services students who have medical, physical, academic, and/or social emotional needs. Coleman School can service students pre-K through first grade in both self-contained and inclusive classrooms. Currently, we have one student at the John A Coleman School.

**State Supported Schools** State supported schools educate students who have hearing or vision disabilities. Students receive small group, grade-level instruction in combination with skills such as sign language or Braille. Currently, we have one student attending a state supported schools.

#### **4. Special Act Schools**

Special Act Schools were created by the state to support students for whom other day and residential programs are no longer appropriate. Students may be placed in Special Act Schools by the Committee on Special Education and receive both academic and social emotional supports. Currently, we have six students placed at Special Act Schools.

#### **5. Approved Residential Schools**

Approved residential schools support students with learning differences who are unsuccessful in a private school. Residential schools provide a smaller learning environment with significant behavioral supports. We currently have one student placed at Center for Discovery.

#### **6. Home/Hospital Instruction**

Some students with disabilities who are unable to attend school due to medical conditions (physical or psychiatric) receive their educational program at home or in a hospital setting. The CSE recommends how many hours of home instruction are appropriate to meet the student's needs. We currently have three students on Home/Hospital Instruction.

## **Methods of Evaluating the Extent to Which the Objectives of the Program are Achieved**

In evaluating the extent to which program objectives have been achieved, the Office of Special Education Services will review performance data and information, from a variety of sources, regarding the provision of special education programs and services to White Plains City School District students with disabilities. Among the information to be analyzed are the following:

- Results of impartial reviews of the department's compliance and provision of service
- Special Education data collected through the Student Information Repository System (Special Education Snapshot, School Enrollment, Student Demographic, and Program Facts templates)
- Special Education data reports (PD 6, PD 8, PD 10)
- Special Education data collected in connection with the State Performance Plan (Indicators 7, 8, 11, 12, 13, 14)
- Performance of White Plains City School District students with disabilities on State assessments
- Percentage of students with disabilities earning high school diplomas
- White Plains City School District school report cards
- District universal screeners and other districtwide assessment data
- Individual student performance data from annual reviews and reevaluations
- Progress toward mastery of IEP goals and benchmarks
- Reports and comments from stakeholders

**Board Policies and Practices to Ensure Allocation of Space for Resident School-Age and Preschool Students with Disabilities (including BOCES Classrooms and In-District Programs and Services)**

It is the policy and practice of the Board of Education of the White Plains City School District to ensure, to the fullest extent possible, that students with disabilities residing in the district shall be educated within the school district.

It is the policy and practice of the Board of Education to ensure, to the fullest extent possible, the allocation of appropriate space within the District for special education programs that meet the needs of school-age students with disabilities. Special education services shall not be denied simply because of a lack of appropriate space.

Further, it is the policy and practice of the Board of Education to ensure, to the fullest extent possible, that appropriate space will be available to meet the needs of resident students with disabilities who attend special education programs provided by the Board of Cooperative Educational Services (BOCES). At least once per year, a representative of the Special Education Department will visit the placement of each resident student who attends a BOCES special education program to assure the appropriateness of the space allocated for that placement.

The District will continue to provide space, to the extent available, for school-age students from other school districts who need special class programs and services not available in their home schools.

The District will also consult and collaborate, upon request, with Southern Westchester BOCES in determining the adequacy and appropriateness of facilities' space housing special education programs and develop a special education space requirements plan in accordance with Education Law, section 1950 (17). This plan, completed every five years, shall provide a framework for the allocation of instructional space, on a regional basis, to meet the current and future special education program and service needs, to provide access to the general education curriculum, and to serve students with disabilities in settings with non-disabled peers.

## **Alternative Format Procedures**

In accordance with Chapter 377 of the Laws of 2001 and amendments to Section 200.2 of the Regulations of the Commissioner, the District has implemented procedures to ensure that every student with a disability who needs his or her instructional materials available in an alternative format will receive those materials at the same time that they are available to non-disabled students. "Alternative format" is defined to mean any medium or format for presentation of instructional or assessment materials, other than traditional print materials, that is needed as an accommodation for a student with a disability enrolled in the school district. It would include, but not be limited to, Braille, large print, open and closed caption, audio, or an electronic file.

### **Alternative Format Procedures:**

- The District will give preference in the purchase of instructional materials to those vendors who agree to provide such materials in alternative formats.
- The need for alternative format materials will be determined by the Committee on Special Education and specified in the student's IEP or by the Section 504 Team and specified in the student's Accommodation Plan.
- The CSE or the Section 504 Team will identify a case manager who will be responsible for obtaining alternative format materials, including State assessments.
- Materials in alternative formats will be ordered or produced with sufficient lead-time to ensure that they will be available at the same time as regular format materials are provided to other students.
- When students with disabilities move into the District during the school year, the case manager appointed by the CSE or Section 504 Team shall initiate the process to obtain needed materials in alternative formats immediately and undertake whatever expedited processes are available to ensure such materials are made available to the student without delay.

### **Electronic Files:**

Electronic files must be compatible with at least one alternative format conversion software program that is appropriate to meet the needs of the individual student. If an electronic file is provided to the District, and must be utilized by a student with a disability, the District will either:

- Wherever necessary or cost-effective, require that the Vendor convert those instructional materials into an accessible format for those students with disabilities who require an alternative format;
- Where practicable, the District shall, at its discretion, convert electronic files into accessible formats for those students whose disabilities would otherwise preclude their having access to such files.

## Budget

Each year, the Office of Special Education Services prepares a budget to support the needs of the students with disabilities. The budget includes materials, supplies, equipment, contractual expenses, tuition, preschool apportionment and special education settlements. The budget is reviewed and approved as part of the District's budget process.

The following table is a summary of special education program costs for District accounts from the 2023-2024 budget.

<b>ACCOUNT NAME</b>	<b>BUDGET</b>
SPECIAL ED – TEACHER SALARY	12,134,014
SPECIAL ED – NON-INSTRUCTIONAL	104,425
SPECIAL ED – TEACHING ASSISTANTS	5,438,232
SPEC ED – EQUIPMENT	6,000
SPEC ED/PUPIL SERVICES – CONTRACTUAL EXPENDITURE	939,988
SPEC ED/PUPIL SERVICES – MATERIALS AND SUPPLIES	203,059
SPEC ED – TUITION	4,257,808
SPECIAL ED COUNTY MAINTENANCE	500,000
CONTINGENCY	500,000
SPECIAL ED – TEXTBOOKS	19,946
BOCES TUITION and RELATED SERVICES	3,845,917
PUPIL SERVICES/PSYCHOLOGIST and GUIDANCE	9,774,242
<b>TOTAL</b>	<b>37,723,631</b>