

**NEW YORK STATE EDUCATION DEPARTMENT
Special Education Space Requirements Plan
2009-14**

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BOCES Region: Delaware-Chenango-Madison-Otsego

District Superintendent: William Tammaro

Space Plan Contact Person: Patti Gallaher

Title: Director of Special Education

Phone: (607)335-1231

Facsimile: (607)335-1268

Address: 6678 County Road 32, Norwich, NY 13815

Email: gallahep@dcmoboces.com

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Public Comment

**DELAWARE CHENANGO MADISON OTSEGO
BOARD OF COOPERATIVE EDUCATIONAL SERVICES**

SPECIAL EDUCATION SPACE REQUIREMENTS PLAN

Submitted: February 1, 2009

Reviewed by the Board of Education: January 29, 2009

Introduction

In accordance with State Education requirements to develop space plans for special education, the Delaware-Chenango-Madison-Otsego BOCES convened a committee comprised of superintendents, parents and support personnel to engage in a multi-month process of information gathering and review. The accompanying plan is based on the deliberations of that committee. The BOCES would like to extend its thanks to the committee for their time and attention to this process.

Member	Role	District
Elizabeth Briggs	Superintendent	Afton Central School
Karl Brown	Superintendent	Bainbridge-Guilford Central School
Glenn Hamilton	Superintendent	Gilbertsville-Mount Upton Central School
Gayle Hellert	Superintendent	Sherburne-Earlville Central School
Tom Austin	Superintendent	Walton Central School
Joanne Paquette	Parent	Greene Central School
Jean Bedford	Parent	BOCES
William Tammaro	District Superintendent	DCMO BOCES
Marki Clair-O'Rourke	Assistant Superintendent for Instructional Services	DCMO BOCES
Patti Gallaher	Director of Special Education	DCMO BOCES

Purpose of the Plan

According to Commissioner's Regulations, Section 200.2, the District Superintendent of Schools of each Board of Cooperative Educational Services shall submit a Special Education Space Requirements Plan to the Commissioner of Education not later than February 1. The purpose of the plan shall be to determine the need for additional facilities space for all special education programs in the geographic area served by the BOCES, including programs provided by the BOCES, component and non-component school districts of the BOCES, approved private schools for students with disabilities, and State-supported schools, which are located within the geographic boundaries of the supervisory district. The contents of the plan shall include a description of the space available for special education programs, a description of current and future space needed, and a plan to allocate, renovate or construct space which is sufficient and appropriate to meet such current and future special education space needs.

Description of the Planning Process

The 2009 Space Planning Committee was identified as recommended by State Education Department requirements. The committee met during the months of December and January to reflect on supportive data including:

- Current classification rates
- Current district placement and service options
- BOCES geographical placements and options
- Trend analysis of placements
- Preschool identification rates and projected needs
- Current cross-contracted services
- Current students awaiting placement

The resultant plan was then reviewed by the Chairpersons of Committees on Special Education, the Chief School Administrators and the BOCES Board of Education following an opportunity for public comment.

Shared Beliefs

The planning committee reasserted the Shared Beliefs that formed the basis of the 2004 Space Plan and continue to direct the actions of the 2009 Space Plan Committee. These shared beliefs have sustained our actions over the past five years and continue to guide our decision making.

- The Space Plan must maintain access to a continuum of services for the students of our districts.
- Component districts are committed to the concept of shared services (for example, related service providers, school psychologist, adaptive physical education teacher), which may not be limited to shared programs. The provision of shared services and programs is not limited to BOCES services.
- Component districts realize that decisions made by a single district regarding participation and/or hosting of programs will impact all districts.
- Access to regular education environments, curriculum and instructional expertise is critical to meeting higher standards for students with disabilities.
- Through the provision of itinerant specialized and related services, training, consultation and administrative support, the BOCES Special Education Program shares the responsibility for increasing the availability of less restrictive placements for students with disabilities.
- BOCES will work to identify and maintain special class settings in age appropriate educational environments to increase opportunities for students educated in BOCES programs. These locations must be planned to minimize travel and maximize consistent and sequential instruction of students requiring specialized placements.

Population Information

Within the DCMO BOCES supervisory district, 2,189 students were identified as students with disabilities in October of 2008. This reflects a classification rate of 14.4%. The following table reflects the range of classification rates within the component districts. Within the DCMO BOCES supervisory district, the total classification rate over the past five years has decreased slightly.

CLASSIFICATION RATE TRENDS DCMO BOCES SUPERVISORY DISTRICT

DISTRICT	1993-1994	1998-1999	2003-2004	2008-2009
AFTON	9.99%	10.62%	14.73%	15.7%
BAINBRIDGE-GUILFORD	9.70%	9.79%	11.80%	12.07%
DELHI	10.47%	13.58%	11.88%	16.9%
DOWNSVILLE	15.93%	13.95%	12.30%	14%
FRANKLIN	13.01%	14.21%	17.46%	18%
GILBERTSVILLE-MOUNT UPTON	11.30%	11.49%	10.67%	13%
GREENE	11.30%	13.64%	13.29%	15%
HANCOCK	14.41%	13.63%	16.67%	15%
NORWICH	11.98%	19.06%	16.23%	16.2%
OTSELIC VALLEY	15.43%	14.91%	17.89%	15.2%
OXFORD	13.77%	11.67%	11.13%	13.5%
SHERBURNE-EARLVILLE	12.43%	18.16%	17.85%	20%
SIDNEY	8.25%	13.84%	17.10%	13.6%
UNADILLA VALLEY	10.75%	12.62%	11.49%	12.9%
UNATEGO	12.32%	14.46%	15.30%	13.9%
WALTON	10.74%	16.88%	20.88%	18%

DCMO BOCES Change in Enrollment

Year	Total Enrollment	Percent Classified	Number of SWD	Number of students served by BOCES	Percent of SWD served by BOCES
1988-89	17,742	9.60%	1,703	260	15%
1993-94	18,553	12.00%	2,226	265	12%
1998-99	18,274	14.35%	2,622	220	8%
2003-04	16,998	14.60%	2,482	224	9%
2008-09	15,198	14.40%	2,189	238	11%
Comparison 2003-2008	-1,800	.20% decrease in rate	-293	+14	2% increase in the rate of BOCES usage

Discussion Summary:

Since 1998, the total student enrollment in the supervisory region has decreased by 17%. While the number of students with disabilities in the supervisory district has decreased, the number of students served by BOCES and the percentage of students served by BOCES has increased.

The committee reviewed enrollment trends within DCMO BOCES over the past ten years. There has been a decrease in the enrollment of students with mild to moderate disabilities and an increase in enrollment of students with more significant behavioral needs and significant cognitive needs. BOCES has also seen a significant increase in the provision of service for students with autism.

Section 2: Regional Plan of Current and Future Space**Description of the Space Available**

Students with disabilities presently access programs and services within a variety of locations. The Matrix of Local Programs and Services reflects the increased availability of current programming options.

DCMO BOCES Region: Matrix of Local Programs and Services 2008-2009

District	Integrated Co-Teaching	Consultant Teacher	Resource Room	15:1	12:1:1	8:1:1	6:1:1	Total Served in District	Total Served Outside of District	Percent of SWD Served Outside of District
Afton		X	X		X			78	16	20.5%
Bainbridge Guilford	X	X	X	X				111	29	26.1%
Delhi		X	X	X	X			141	20	14.2%
Downsville		X	X	X		X		43	3	6.9%
Franklin	X	X	X		X			55	4	7.3%
Gilbertsville Mt. Upton	X	X	X	X				60	3	5.0%
Greene	X	X	X	X	X			177	22	12.4%
Hancock		X	X					68	15	22.1%
Norwich		X	X	X	X	X	X	344	26	7.6%
Otselc Valley		X	X		X			62	4	6.5%
Oxford		X	X	X	X			113	16	14.2%
Sherburne Earlville	X	X	X	X	X	X		297	21	7.1%
Sidney		X	X		X			161	42	26.1%
Unadilla Valley		X	X		X	X		124	13	10.5%
Unatego	X	X	X	X	X	X		160	18	11.3%
Walton	X	X	X	X	X			195	4	2.1%

Discussion Summary:

Component districts in the DCMO BOCES region continue to provide a variety of service options to students within each district. The percentage of students with disabilities receiving services outside of their school district has increased slightly over the past five years. Based on review of enrollment trends and current enrollment, these students are primarily the students with the most significant disabilities. High school students are also more often provided services outside of the district.

The movement towards increased integrative options for students with disabilities is reflected in Chart A and Chart B of the Appendix. The State Education Department defines a separate site as one in which students with disabilities are provided special education services in facilities attended by students with disabilities only for more than 50 percent of the day. Based on this definition our component districts report that 98.75% of our students with disabilities receive their services in integrated placements. Regionally, that translates to .95% of students with disabilities services in segregated facilities. This figure is below our projected targeted placements of 1.15% and well below the 2007 national average of 3.8%. The districts should be commended for their continued efforts to provide program options through a combination of district and BOCES service offering in integrated, age appropriate sites.

Cross Contracted Services

Each of our component districts abuts another BOCES region which may be the reason for a higher incidence of cross contracted services as compared to other BOCES regions. The committee reviewed the data of current cross contract usage and the suspected reasons for each cross contract.

**Summary of Current Cross Contracted Services
December 2008**

District	BOCES Providing Service	Staffing Pattern/Program	Age Range of Student	Number of Students
Afton	BT BOCES	Transitions	High School	1
	BT BOCES	PALS	High School	1
Bainbridge Guilford	ONC BOCES	Teacher of the Visually Impaired	Middle School	1
Delhi	ONC BOCES	6:1:1 Trust	Elementary	1
	ONC BOCES	Teacher of the Visually Impaired	High School	1
	ONC BOCES	Teacher of the Hearing Impaired		2
Downsville	NA			
Franklin	NA			
Gilbertsville Mt. Upton	ONC BOCES	Career Pathways	High School	3
	ONC BOCES	CTE	High School	1
	ONC BOCES	Teacher of the Hearing Impaired	Elementary	1
	ONC BOCES	Assistive Technology		1
Greene	BT BOCES	8:1:1 Transitions		1
	BT BOCES	8:1:1 PALS		3
Hancock	NA			
Norwich	BT BOCES	ADT		1
Otselic Valley	BT BOCES	8:1:1 TEACCH	Intermediate	1
	OCM BOCES	STAR	High School	1

District	BOCES Providing Service	Staffing Pattern/Program	Age Range of Student	Number of Students
Otselic Valley	OCM BOCES	12:1:1 for student who is deaf	High School	1
Oxford	ONC BOCES	Teacher of the Visually Impaired	High School	2
Sherburne Earlville	BT BOCES	OakTree Program	High School	2
	ONC BOCES	8:1:1	High School	1
Sidney	BT BOCES	6:1:1	High School	1
	BT BOCES	8:1:1	High School	2
	ONC BOCES	8:1:1	Middle School	1
	ONC BOCES	15:1	High School	3
	ONC BOCES	YES program	High School	1
	ONC BOCES	Teacher of the Visually Impaired		1
Unadilla Valley	ONC BOCES	Teacher of the Visually Impaired		1
Unatego	NA			
Walton	NA			

In addition to the number of students who are being served outside of the DCMO BOCES region, the committee also reviewed the number of students who are being served by DCMO BOCES from other BOCES regions. The data regarding this is included below:

District	Number of Students	Grade Level	Program/Location
Charlotte Valley	2	Intermediate	12:1:1 BEN/Delhi
Cooperstown	1	Middle School	8:1:1 TEACCH/Unadilla Valley
Deposit	1	High School	6:1:1 BEN/Harrold Campus
Milford	1	Primary	6:1:1 SEN/Gilbertsville-Mt. Upton
Morris	1	Primary	8:1:1 TEACCH/Guilford
	1	Middle School	8:1:1 TEACCH/Unadilla Valley
Oneonta	1	Primary	8:1:1 TEACCH/Guilford
Roxbury	2	Intermediate	12:1:1 BEN/Delhi

Discussion Summary:

In the DCMO BOCES region, 36 students are leaving to obtain services from another BOCES. The cross contracts may be a result of the district deciding to continue a student in a successful program, the location of the program is closer than the DCMO BOCES similar program, lack of similar program within the DCMO BOCES region, or lack of available space in the comparable DCMO BOCES class. Secondary students represent the largest contingent of cross contracts. In addition, several students are utilizing the services of other BOCES for teacher of the visually impaired. This is due to DCMO BOCES lack of ability to successfully recruit this position. The majority of the cross contracts to DCMO BOCES are programs for students with autism. The committee reflected that it would be of value for the Joint Management Team of the regions' BOCES to review cross contract status and have input into programs and services needed within each BOCES region. The Planning Committee believes that additional opportunities within our BOCES should be developed for secondary students, as DCMO BOCES should recruit a teacher of the visually impaired.

Current DCMO BOCES Special Education Services

The Delaware-Chenango-Madison-Otsego BOCES provides special class settings students with disabilities within our region. The specific locations of BOCES classrooms are reflected in Chart E and Chart F. All of the BOCES classrooms are in integrated sites.

The committee also gathered information on the number of students participating in BOCES special education classrooms who received their education in buildings that were not age appropriate. Due to the availability of alternative school programming at the middle school level at each campus, students age 12 and under were considered to be in non age appropriate buildings. There are currently 9 students under the age of 13 located in classrooms on BOCES campuses. These two classes are located at Chenango Campus and have classrooms specifically designed for students with physical disabilities. At this time, the committee believed that this was the appropriate location for these classes, due to the specialized design of the classroom space and the need to be close to a hospital due to the medical needs of some of the students in the class. The committee recommended that BOCES continue to monitor the location, to assure students are being served in the environment that best meets their needs.

**Chart E
LOCATION OF INTEGRATED BOCES CLASSROOMS BY SCHOOL
DISTRICT AND BOCES BUILDING**

Name of District	Name of School Building	15:1	12:1:1	8:1:1	6:1:1	12:1:4	RR
Bainbridge-Guilford	Guilford Elem.	0	0	2	0	0	0
	Greenlawn Elem.	0	1	0	1	0	0
	BG Middle School	0	0	0	1	0	0
Delhi	Delhi Elementary	0	2	0	0	0	0
Gilbertsville-Mt Upton	K-12	0	1	0	2	0	0
Unadilla Valley	K-12	0	0	2	0	0	0
Walton	Walton High School	0	2	0	0	0	0
Eaton Center		0	1	0	0	0	0

Name of BOCES Building	15:1	12:1:1	8:1:1	6:1:1	12:1:4	RR
Chenango Campus	0	1	1	6	0	0
Harrold Campus	0	1	1	6	0	0

**Chart F
LOCATION OF SEPARATE SETTING BOCES CLASSROOMS BY SCHOOL
DISTRICT AND BOCES BUILDING**

Name of District	Name of School Building	15:1	12:1:1	8:1:1	6:1:1	12:1:4	RR
None							

Name of BOCES Building	15:1	12:1:1	8:1:1	6:1:1	12:1:4	RR
None						

Summary Findings of the Committee-Future Needs

The following summarizes the findings that will direct the planning initiatives:

- The percentage of students in separate sites is well below the 2007 national average due to BOCES and component districts' efforts to provide quality programming for students with disabilities. This result is achieved by districts and BOCES collaborating to provide services in the least restrictive environment through a combination of district programs and long term rental agreements for BOCES classrooms.
- The low rate of placement in separate sites has been achieved through the provision of extensive staff development and support. Component districts will request that BOCES provides continued support and training for CSE leadership and instructional staff.
- The total enrollment of students in the region will continue to decrease.
- While we have seen an increase in the number of preschool students participating in programs and receiving services, the majority of these students transition to kindergarten, with or without special education support. Districts need to be prepared to provide programs and services to the number of preschool students who will be transitioning to their programs. The committee recommended regular contact with county personnel regarding children receiving early intervention and preschool services to anticipate future needs.
- Districts will continue to request programs from BOCES to serve students with the most severe disabilities.
- There is a need to develop a different program to meet the needs of students who have both cognitive delays and significant behavioral challenges.
- The locations of the programs offered by the DCMO BOCES need to be reviewed regularly to ensure adequate access by all component districts. Each campus should have similar programs available, based on the needs of the component districts.
- DCMO BOCES should explore the development of a day treatment program to meet the needs of students with significant mental health needs.
- DCMO BOCES should expand related service offerings to include a teacher of the visually impaired.
- There is a need to develop additional placements for a continually growing secondary special education population as identified both by trend data, cross contract data and current waiting lists.
- Districts should consider the space needs required to provide appropriate related service space within districts.
- Local districts have identified additional space for BOCES special education classrooms.
- Requests will increase for support services for students with disabilities in alternative education, GED and Career and Technical Education programs.
- There will be an increased need for GED programming for students with disabilities.

- There is a need to develop a program or to modify an existing program to provide CTE/hands-on learning experiences at an earlier grade for students at risk of dropping out of high school. It was also recommended that this program could include vocational activities that lead to gainful employment.

Section 2: Description of Changes in Services and Space Allocations

Changes in District Sponsored Special Education Services

Districts are providing approximately the same amount of services for students in their districts, with most students receiving integrated co-teaching, consultant teacher or resource room services. Some districts have self-contained classes, while other districts have closed classes due to low enrollment.

Renovation and Construction of DCMO BOCES Campuses

Over the past two years, the DCMO BOCES has undergone a significant capital project, which includes additions at each campus and renovation of virtually all of the existing buildings. The design of these renovations and additions provides the opportunity for more appropriate educational opportunities for students. Classrooms were designed to accommodate students with physical disabilities, to include many accessible features. Additional classrooms were added, to include a science classroom with lab and an art room to allow students to receive academic credit in more appropriate settings. A full size gymnasium and dining room were also added at each campus to allow students access to facilities similar to those in their home district. Career and Technical Education shops were modified to include both a classroom to allow for space to provide the increased academic instruction that is included in CTE programs and a customer service area to allow students the opportunity to practice the skills needed to interact with customers in these fields.

Coordinator of Mental Health Service

DCMO BOCES offers this service both to students who attend BOCES programs and as a service to participating districts. The coordinator provides support to counseling staff to meet the needs of students with mental health issues.

Growth in Alternative Education Programs

The DCMO BOCES continues to see growth in their alternative education programs. Some students in these programs receive the support of a consultant special education teacher, as identified on their IEPs.

Integration of Academic Instruction in Career and Technical Education Programs

The DCMO BOCES CTE programs have all gone through the re-approval process to allow for academic credit for students participating in CTE programs. Some programs have received approval for additional academic credits. This continues to be an opportunity for students with disabilities to receive academic credit.

Additional Programs for Students with Autism

Due to the increased need for programming for students with autism, DCMO BOCES has added three additional classes utilizing the TEACCH model-one at the primary level, one at the middle school level and one at the high school level. The high school program is located on the BOCES campus to allow students to access academic courses to receive high school credit.

Projection of Future Space Needs

Based on the findings of the committee, space should be designed to achieve the following priorities:

- Potentially relocate the primary and intermediate 6:1:1 classes to a component school district building in order to provide a more age appropriate setting, if it best meets the needs of the students.
- Provide additional programming at the high school level.
- Provide additional programming options for students with disabilities working towards the GED.
- Provide space for additional CTE program to allow students to access at a earlier grade.

Section 2: Plan for Ensuring Stability and Continuity

A. Description of professional development, technical assistance and other strategies determined to be necessary to ensure the success of the regional plan.

Continued staff development in the following areas:

Co-teaching model

Supporting students with behavioral needs

Positive Behavioral Intervention Supports, Functional Behavioral Assessment and Behavior Intervention Plans, Therapeutic Crisis Intervention, mental health issues

Response to Intervention

Autism—with focus on high school students

Supporting students academically

Reading supports, modifying instruction, assessments, differentiated instruction, assistive technology

B. Procedures to ensure the stability and continuity of program placements for students with disabilities including procedure that ensure that special education programs will not be relocated without adequate consideration of the needs of participating students.

The planning committee, or a similar group, will annually review the projected locations of special education classrooms with the Chief School Administrators. In addition, the planning committee, or a similar group, will annually review the DCMO BOCES Ancillary Service Agreement with the Chief School Administrators. Should an amendment to the plan be required, the planning committee, or a representative subgroup thereof, will assist in the development of the amendment and ensure that an effective process for obtaining public comment on the proposed amendment is implemented. The Plan amendments will be developed in conformance with the Shared Beliefs directed by the original plan.

Any necessary amendment will be submitted for approval no later than 90 days prior to the planned change consistent with the Regulations of the Commissioner.

Annual progress reports will be submitted to the State Education Department highlighting the efforts at implementation of the Space Plan. If sufficient progress has not been achieved, the District Superintendent will reconvene the Space Planning Committee for review and revision of the regional plan.

C. Description of number of students awaiting placement, including program type.

Waiting List for DCMO BOCES Programs as of 1/9/09

Student Initials	District	Program
ML	Afton	8:1:1 GAIN
MD	Unatego	8:1:1 GAIN
EH	Sidney	8:1:1 GAIN
MR	Sidney	8:1:1 GAIN
JM	Sidney	8:1:1 GAIN
LB	Sidney	8:1:1 GAIN
AM	Sidney	12:1:1 SEN High School
AH	Unatego	12:1:1 SEN High School
CB	Sherburne-Earlville	6:1:1 SEN High School
CH	Unadilla Valley	6:1:1 SEN High School
JS	Greene	12:1:1 BEN High School
CW	Greene	12:1:1 BEN High School
RK	Unadilla Valley	6:1:1 SEN Primary
DA	Sidney	6:1:1 SEN Primary

The majority of students currently identified as awaiting service require programs at the high school level. The proposed plan addresses a projected growth in classrooms for this population.

D. Description of regional plan to allocate, lease, renovate or construct space that would include special education programs and ensures that students with disabilities have appropriate access to the general education curriculum.

The Planning Committee surveyed component districts regarding the availability of existing classrooms for BOCES rental, the projected period of availability and district interest in building additional classroom space for BOCES.

District	Existing Classrooms Available for Rental			Potential Interest in Building for BOCES classes	
	Year classrooms would become available	Building and number of classes Newly identified in italics	Number of Years Available	Year classrooms would become available	Building and number of classes
Afton	None				
BG	Current	Guilford-2 Greenlawn-2 MS/HS-1	No limit		
Delhi	Current	Elementary-2	No limit		
Downsville	None			2011-2012	undetermined
Franklin	None				
GMU	Current	Elementary-2 MS/HS-1	No limit		
Greene	None				
Hancock	None				
Norwich	None				
OV	Current	<i>Elementary-1 MS/HS-1</i>	No limit		
Oxford	None				
SE	2009-2010	<i>Elementary-1</i>	No limit		
Sidney	None				
UV	Current	Elementary-2	No limit		

Unatego	None				
Walton	Current	High School-2	No limit		

The location of BOCES programs has remained fairly constant over the past five years, with changes in numbers of programs located at each site. New space has been identified as currently available at Otselic Valley and Sherburne-Earlville schools. Additional space may become available at Downsville schools in the 2011-2012 school year.

The planning committee has indicated that no new construction agreements for BOCES special education classes are necessary at the time based on the indicated availability of age-appropriate general education settings and the decrease in overall enrollment in component districts.

E. Description of regional plan to ensure that students with disabilities are educated with age appropriate settings to the maximum extent appropriate with students who are not disabled.

The committee or the designee of the committee will work with component district administrators to develop plans for the transition of age-inappropriate classes from the BOCES campuses to newly identified space. The determination of selected sites will be based on the following criteria:

- Accessibility to multiple districts
- Non-duplication of services
- Logical transportation runs
- Opportunities for integration
- Accessibility of related services
- Cost effectiveness
- Staff acceptance and support
- Appropriate location for population of student

A summary of potential steps is contained in Chart G: Future Special Education Program and Service Space of the appendix.

Note: These locations are illustrative based on current interest and are not meant to preclude any other committee decision.

Section 2: Public Comment Procedure

The Delaware-Chenango-Madison-Otsego BOCES Space Plan will be reviewed by the Chief School Administrator of each component district, the Chairpersons of the Committees on Special Education and the BOCES Board of Education.

Public notice was given of the plan’s availability at each component school’s district office and on each district’s website. Public comment was invited through February 16. A summary of public comment will be forwarded for review.

Appendix

BOCES Region: Delaware-Chenango-Madison-Otsego

**Section 1
Chart A**

Students with Disabilities Served in Special Classrooms at Separate Settings* (as of 10/1/08)

A Names of School Districts	B Number of Students with Disabilities Residing in the District	C Number of Students in Approved Private Schools Separate Settings	D Number of Students in BOCES Separate Settings	E Number of Students in School District Separate Settings	F Total # of Students with Disabilities in Separate Settings	G Percentage***
Afton	78	0	0	1	1	1%
Bainbridge-Guilford	111	2	0	0	2	1.8%
Delhi	141	1	0	0	1	.7%
Downsville	43	0	0	0	0	0%
Franklin	55	1	0	0	1	1.8%
Gilbertsville-Mt. Upton	60	1	0	1	2	3.3%
Greene	177	1	0	0	0	.56%
Hancock	68	1	0	0	1	1.4%
Norwich	344	0	0	0	0	0%
Otselic Valley	62	0	0	0	0	0%
Oxford	113	1	0	0	1	.88%
Sherburne-Earlville	297	4	0	0	4	1.3%
Sidney	161	1	0	0	1	.62%
Unadilla Valley	124	0	0	0	0	0%
Unatego	160	3	0	0	3	1.9%
Walton	195	0	0	0	0	0%

Chart B
Students with Disabilities Served in Classrooms at Regular School-based Programs

H Names of School Districts	I Number of Students in BOCES Classrooms in Regular School-based Programs	J Number of Students in School District Classrooms in Regular School Based Programs	K Total Number of Students with Disabilities in Regular School-based Programs	L Percentage***
Afton	15	63	77	98.7%
Bainbridge-Guilford	27	81	108	97.3%
Delhi	19	113	140	99.3%
Downsville	3	39	42	97.7%
Franklin	3	51	54	98.1%
Gilbertsville-Mt. Upton	1	57	58	96.7%
Greene	21	154	175	98.9%
Hancock	14	51	67	98.5%
Norwich	26	318	344	100%
Otselic Valley	4	55	62	100%
Oxford	15	97	112	99.1%
Sherburne-Earlville	17	276	293	98.7%
Sidney	41	119	160	99.4%
Unadilla Valley	13	111	124	100%
Unatego	15	142	157	98.1%
Walton	4	190	194	99.5%

*Separate Settings-Students with disabilities are provided special education services in buildings/facilities attended by students with disabilities only for more than 50 percent of the day.

**Regular school-based programs-School-age students with disabilities are provided special education services for at least 50 percent of the day in buildings/facilities that are also attended by nondisabled school-age general education students.

***Represents the percentage of students with disabilities in separate settings and in integrated school-based programs.

Chart C
District Program Needs Identification Survey
School-Age Students Awaiting a Change in Placement as of October 1, 2008

School District	List Students by Disability Classification*	Instructional Level	Reason for Remaining on Waiting List
Afton	M	Middle School	Waiting for opening in 6:1:1 SEN/BEN
Sherburne-Earlville	ED	High School	Waiting for opening in 6:1:1
	M	Elementary	No program available, diagnostic
Unadilla Valley	M	Middle School	Application rejected in 5 in state and 5 out of state providers, on list for 2 other possible residential facilities
	LD	Middle School	Waiting for opening
	LD	Middle School	Waiting for opening
Unatego	ED	High School	Waiting for opening
	ED	High School	Waiting for opening
	ED	High School	Waiting for opening

*Multiply Disabled (M), Learning Disability (LD), Emotional Disorder (ED)

Chart D
Five-Year Projections of Separate Site
Special Education Placements of
Students with Disabilities Residing in the Region

Targeted Percentage Reduction of Separate Setting Placements Over Five-Year Period

	12/1/07	10/1/08*	10/1/09**	10/1/10**	10/1/11**	10/1/12**	10/1/13**
% Placed in Separate Sites	0.5	0.95	0.95	0.95	0.95	0.95	0.95

*Unverified percentage can be calculated from data collected by school districts on 10/1/08.

**These are estimates, which can be verified and modified as appropriate, when actual data is available.

For 2009-14, District Superintendents can set their own five year benchmark within the following guidelines, based on 12/1/07 data:

- Those BOCES regions below the 2007 national average of 3.8% of students with disabilities educated in separate setting must set a five-year benchmark that continues to maintain or improve upon their successes in educating students with disabilities in integrated environments.
- Those BOCES regions with averages over the 2007 national average of 3.8% of students with disabilities educated in separate settings must set a five year benchmark no higher than 3.8%
- The 2013 benchmark for any BOCES region cannot be above 3.8%

Projected 2013, Five-year Targeted Benchmark for your BOCES region: 0.95

Chart G
Future Special Education Program and Service Space

District	Building	Number of Classrooms	Classroom Ratios	Projected Date of Availability
Downsville	K-12*	1	Any	2011-2012
Otselic Valley	Georgetown Elementary	1	Any	Current
Otselic Valley	Middle School/High School	1	Any	Current
Sherburne-Earlville	Elementary	1	Any	2009-2010

*Indicate if projected space is leased or as a result of a building project