

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

Cover Page

BOCES Region: _____ **Putnam/Northern Westchester** _____

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Submit the following required components:

Section I

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

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Chart D– Five-year Projections of integrated and Separate Site Special Education Placements of students with Disabilities Residing in the Region

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Public Comment

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***
Bedford	341	18	0	0	18	5.2
Brewster	520	32	0	0	32	6.1
Briarcliff	234	2	0	0	2	.8
Carmel	739	34	0	0	34	4.6
Chappaqua	505	19	0	0	19	3.7
Croton	234	5	0	0	5	2.1
Garrison	22	1	0	0	1	4.5
Haldane	92	4	0	0	4	4.3
Hendrick-Hudson	323	19	0	0	19	5.8
Katonah/Lewisboro	592	14	0	0	14	2.3
Lakeland	1145	40	0	0	40	3.4
Mahopac	880	40	0	0	40	4.5
North Salem	151	12	0	0	12	7.9
Ossining	578	44	0	0	44	7.6
Peekskill	513	20	0	0	20	3.8
Putnam Valley	216	5	0	0	5	2.3
Somers	486	9	0	0	9	1.8
Yorktown	569	10	0	0	10	1.7

SECTION 1 Continued

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***
Bedford	9	314	323	94.8
Brewster	32	456	488	93.9
Briarcliff	5	227	232	99.2
Carmel	23	682	705	95.4
Chappaqua	8	478	486	96.3
Croton	21	208	229	97.9
Garrison	0	21	21	95.5
Haldane	3	85	88	95.7
Hendrick-Hudson	29	275	304	94.2
Katonah/Lewisboro	13	565	578	97.7
Lakeland	63	1042	1105	96.6
Mahopac	37	803	840	95.5
North Salem	4	135	139	92.1
Ossining	14	520	534	92.4
Peekskill	53	440	493	96.2
Putnam Valley	7	204	211	97.7
Somers	19	458	477	98.2
Yorktown	26	533	559	98.3

* Separate Settings – Students with disabilities are provided special education services in buildings/facilities attended by students with disabilities only for more than 50 percents 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 (Column F ÷ Column B) and in integrated school-based programs (Column K ÷ Column B).

School District _____ BOCES Region Putnam/Northern Westchester

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SECTION 1

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(s) for Remaining on Waiting List: (If no application has been made to any programs, explain why. If student has been accepted but it on a waiting list, indicate specific program and anticipated date of enrollment.)
		Elem. & Preschool	Middle School	High School	
Bedford	MD ED OHI		X		Accepted in program in process in process
Brewster	OHI			X	Awaiting outcome of intake
Hendrick Hudson	ED ED MD			X X X	Awaiting intakes at SWB and Greenburgh Multiple referrals made to BOCES, other public and private programs Intensive learning and medical needs awaiting outcome for BOCES
Lakeland	ED OHI	X	X		Parent delay in site visits Parent delay in site visits
Ossining	ED ED LD			X X X	Awaiting response from BOCES Awaiting response from BOCES Awaiting response from BOCES
Peekskill	ED ED LD	X X X			Pending BOCES placement Pending BOCES placement Pending BOCES placement
Yorktown	AUT			X	P/NW BOCES not accepted, awaiting outcome at SWB

*Autism (Aut); Blind (BLD); Visually Impaired (VI); Deaf (DF); Hard of Hearing (HOH); Deaf-Blind (DF/BLDB); Mental Retardation (MR); Emotional Disorder (ED); Other Health Impaired (OHI); Orthopedic Impaired (OI); Learning Disability (LD); Speech Impairments (SP); Multiply Disabled (M); Traumatic Brain Injury (TBI)

**SECTION 1
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 Settings	4.4	4.0	3.9	3.9	3.8	3.8	3.5

*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 settings 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 bench mark for any BOCES region cannot be above 3.8%.

Projected 2013, Five-year Targeted Benchmark for your BOCES regions: 3.5

SECTION 1

CHART E

Location of Regular School-Based* BOCES Classrooms By School District and BOCES Building

Instructions: List space currently used by BOCES for regular school-based special education classrooms and resource rooms.

Name of School District	Name of School Building	15:1	12:1+1	8:1+1	6:1+1	12:1+1	RR
Briarcliff	Briarcliff High School			1			
Briarcliff	Briarcliff Middle School			1			
Croton	Pierre Van Cortlandt Middle School			1			
Lakeland	Walter Panas High School			2			
Lakeland	Van Cortlandtville Elementary School			2			
Mahopac	Lakeview Elementary School			1			
Mahopac	Mahopac Falls Elementary School			4			
Hendrick Hudson	Blue Mountain Middle School			1			
Name of BOCES Building							
Pines Bridge School			11				
Walden School				15			
Fox Meadow				9			

Public school-based programs – School-age students with disabilities are provided special education Services for at least 50 percent of the day in buildings/facilities, which are also attended by nondisabled school age general education students.

**SECTION 1
CHART G**

Future Special Education Program and Service Space

Instructions: List future special education program and service space projected to serve all the students with disabilities within the geographic area served by the BOCES

NOT NECESSARY

District	Building	Number of Classrooms	Classroom Ratios	Projected Date Availability

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

SECTION 2

I. Description of Changes in Services and Space Allocations

The component districts of Putnam/Northern Westchester BOCES are experiencing a decline in the overall school population. This has resulted in ample opportunities for integrated space within local school districts. Carmel, Mahopac, Ossining, Peekskill and Yorktown have all offered space for programs for which there is no current need. In fact, due to districts providing integrated programs for their own students, it is likely that our BOCES will be giving up space due to our own declining enrollment.

SECTION 2

II. Regional Plan of Current and Future Space

Putnam/Northern Westchester BOCES currently operates thirteen classes in our local district buildings. Classes are conducted in Briarcliff, Croton, Hendrick Hudson, Lakeland and Mahopac. Our BOCES also operates three buildings that are attended by both general education and special education students. At this point in time, there is more than ample space in integrated settings to serve the students of our area. No further construction or building modifications are necessary. We currently have an agreement with our component districts that they provide us one classroom for every ten students they enroll in our programs. The Superintendents on the Regional Space Committee are committed to working with their colleagues to designate additional integrated classroom space if needed.

The approach used to return students to integrated settings will be to identify the five districts with the highest percentage of students in segregated settings, review these students' needs individually, and plan for their enrollment in less restrictive programs. All districts will be reminded by this committee that public placements must be considered before private placements and that least restrictive environment is related to geography, as well as the needs of the students.

SECTION 2

III. Plan for Ensuring Stability and Continuity

- a) Putnam/Northern Westchester BOCES Special Education Department is dedicated to building capacity within its' own programs and within our local districts. Our programs for students participating in the general assessment program have been working to implement a Response to Instruction model for the past six years. We employ Positive Behavior Supports and a three tiered literacy model across all levels. This approach has built our capacity while at the same time improving academic outcomes for our students. For the last five years we have conducted our Response to Intervention Institute where teams from local schools receive training and support in both Positive Behavior Supports and Literacy. We have trained staff from over one hundred schools at this point in time. Our goal is to provide a combination of training and modeling that will influence both the numbers of students designated as having a disability and the settings students receive their education. For example, we have developed a general education model in our Alternative High School that has all the features of a Special Education Program using content certified general education teachers.
- b) Special Education programs and services will not be relocated without consideration of the needs of students with disabilities. If necessary the local district Superintendents on the Regional Space Committee will work with their colleagues to identify appropriate integration space.
- c) There were sixteen students awaiting placement at the time of this summary. Several of these students are now in BOCES programs. The majority of these students were secondary students classified as emotionally disturbed. The Director and Assistant Director of BOCES Special Education are in the process of meeting with representatives of each district to determine how we can provide an integrated program for students currently in segregated settings. Special attention will be given to the five districts with the highest percent. In addition we have adjusted our intake process to provide a more timely decision to districts. This process will be repeated annually. All districts will be reminded in unity of the stipulations in section 200,6 to seek placement in public facilities before pursuing private placement.
- d) No additional space is necessary
- e) Our regional plan is contained in (C) above.