

ALLOCATION OF SPACE FOR SPECIAL EDUCATION PROGRAMS AND SERVICES

The Board of Education recognizes its responsibility to ensure that appropriate space is available for:

1. Special programs and services provided to meet the needs of students and preschool students with disabilities both within its own facilities, and in programs provided by the board of cooperative educational services (BOCES) and attended by School District residents; and
2. Serving students with disabilities in settings with non-disabled peers, as well.

The School District will address such space allocation needs as part of its annual budget cycle, during the annual or any more frequent re-evaluation of its long-range educational facilities plan, and as part of the biannual plan it must submit to the Commissioner of Education regarding the provision of services to students and preschool students with disabilities.

Through the Superintendent of Schools, the School District also will share with the BOCES District Superintendent information relevant for the BOCES to determine its own facility space needs for serving the School District's resident students and preschool students with disabilities.

As part of the process for ensuring the allocation of appropriate space for special education programs and services and serving students with disabilities in settings with non-disabled peers, the Superintendent of Schools, in consultation with appropriate school personnel will, at a minimum:

1. Periodically gather information regarding the number of students and preschool students with disabilities presently participating and anticipated to continue to participate in the School District's special education programs and services, the type of programming they presently receive and may receive in the future, as well as the setting in which those services are and/or will be provided.
2. Review the results of the School District's latest census, and other School District child find efforts, including child find activities conducted with respect to parentally-placed nonpublic school students with disabilities.
3. Anticipate any projected increase in the number of students and preschool students with disabilities the School District will be responsible for providing special education programs and services to, the anticipated type of services they will be receiving and the settings in which those services will be provided.
4. Based on the above information, review current space capacity, and identify any additional space requirements to meet both current and future needs.
5. Submit a report to the Board of Education regarding the results of the above review process, along with necessary recommendations for additional space allocations.

Allocation of Space for Special Education Programs and Services (Continued)

Ref: Individuals with Disabilities Education Act, 20 USC §§1400 *et seq.*
8 NYCRR §§155.1(a); 200.2(c)(iv),(v); 200.2(g)

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