

**2004-2009 Special Education Space Requirements Plan
Second Annual Progress Report
June 2006**

SECTION 1: CHART C ANALYSIS AND EXPLANATION

Attached is the Modified Chart C. It is important to point out that upon a thorough review of special education placements among the Monroe 2-Orleans BOCES component school districts and discussion with PPS Directors; there were significant reporting errors on the December '05 PD 1/4 reports. Most of these errors were discovered among three school districts that comprise over 50 % of the student with disability population in our region. Revised PD1/4 reports from the appropriate districts are in process of being submitted. Based on these revisions; the new projected segregated rate for 12/1/05 for our region will drop from the listed 5.1% to 4.07%. The main reasons for errors were mostly related to new PPS/CSE leadership transitions and accompanying misunderstandings of the segregated vs. integrated status of certain out of district placements. The revised 4.07 mark does represent an increase from last year's 3.70 mark and is .3% above the 3.77 mark projected for 2005-06 in our five year plan.

Upon our regional review of this data, it appears that the increase was due to an increase in identified students with extraordinary needs, particularly in the severe emotional disturbance/psychiatric realm justified for private and/or residential placements. One key observation is that one of our largest component school districts has a significantly higher segregated rate (7.2%) than any of the other component districts adversely impacting the overall regional average. New PPS leadership has recently transitioned into this district and is aware of the segregated rate issue. The new PPS director has brought a more "inclusive philosophy" to the CSE table and is coordinating closely with BOCES 2 to monitor the situation. Based on the above observations, the strong regional commitment to the plan and the manageable variance (.3) between our actual and projected rate, our regional consensus is to maintain the current space plan projections with active monitoring and scrutiny during the coming year.

SECTION 2: UPDATED DESCRIPTION OF EXPECTED SIGNIFICANT CHANGES

Regional program and facility planning within our component school districts and BOCES 2 are in alignment with the goals and timeline of our Regional Space Plan. Virtually all our component school districts are in process of expanding or enhancing program and support options to serve a wider range of student needs in district schools. The Churchville, Spencerport, Holley, Wheatland and Brockport school districts are developing 12:1:1 district-based options. Gates-Chili developed a district-based 8:1:2 program at the Junior High Level this past year and is looking towards expansion of 8:1:1 high school options. Hilton, Kendall and Greece have expanded in-district classroom options for students with autism. A number of these expansions are collaborative in nature with BOCES 2. For example, BOCES 2 provides a shared Student Support Specialist to the Churchville School district to counsel and support students with significant emotional/behavioral issues which mitigates against outside placements or unnecessary classifications. Brockport, Gates-Chili, Hilton, Holley, Kendall, Spencerport and Wheatland-Chili use BOCES 2 Autism Specialist services to support in-district inclusive

classroom programs designed to address this growing population of students. Gates-Chili continues their high school building project, scheduled for completion by July 08 which will expand opportunities for students with disabilities at the high school level; the plan includes relocation of the BOCES 2 Westside Academy to the new high school. Transitions of students to district settings has been a well coordinated and collaborative effort between BOCES 2 and our component districts.

BOCES 2 has enhanced its program capacity and range as well particularly in community-based, integrated transition programming and integrated options for students with severe emotional difficulties. For example, in the past year; two new community-based transition sites were opened for students. One at the Paul Road Business Park in Churchville-Chili for students with significant emotional needs. These students had intensive support but have great potential for successful work study opportunities within the rich range of businesses virtually “outside the door”. The other new transition site was developed at the Village Plaza, adjacent to the existing program but oriented to the needs of students with severe multiple disabilities again with all the advantages of a community setting. Our BOCES Therapeutic Day Program continues to grow with an additional classroom added during the past year to help accommodate a 44% enrollment increase. Students with severe emotional disabilities experience academic rigor and intensive counseling and family support within an integrated yet highly individualized setting.

SECTION 3: REPORT ON PLAN FOR ENSURING STABILITY AND CONTINUITY

A. Professional Development/Technical Assistance Update

1. A significant development has been the official joining of our BOCES 2 Region’s Self-Initiated PBIS Task Force with the Statewide PBIS Technical Assistance Network. This affiliation has also paved the way for our membership in the Midwest NY Regional Support Services Center overseen by Kim McLaughlin. An important initial activity has been the conduct of regional site visits for the purposes of completing the School-wide Evaluation Tool known as SET. This assessment information gives our sites an objective, data driven analysis of their progress in developing effective PBIS models and guides proactive planning for the coming year. In addition, our region’s PBIS Coaches Forum remains active and vital to identifying on-going training needs, sharing of best practices and regularly reports progress to the Regional Steering Committee.
2. An outgrowth of the PBIS Initiative has been the on-going implementation of the SWIS data collection system which provides detailed accounting of behaviorally linked incidents by site. This data bank is critical to the design and evaluation of the PBIS model and specific intervention strategies. BOCES 2 is the most recent program to implement this data system; it is being piloted in the Alternative High School, Therapeutic Day Program and Westside Academy. Training is being conducted and progress being shared at the Steering Committee for the benefit of all regional participants.

3. There is much excitement upon Monroe County's receipt of a SAMSA grant totaling \$9 million dollars to develop a County-wide system to coordinate programs and services for our most vulnerable students and families struggling through the complex mental health system. Our region's educators have been invited to the table which is so critical to the development of a truly effective system of "wrap-around" care and coordinated services. Initial meetings have been very encouraging and focused on maximizing resources to keep students in our communities and local schools. This is one of the most significant County developments impacting our educational community in quite some time.
4. BOCES 2 continues to offer a full array of training and services in the area of Autism Spectrum disorders. The uniqueness of these services is their orientation towards keeping students in inclusive settings. Districts have clearly demonstrated their enhanced capabilities for Autism Spectrum disorders through increased district-based classroom options for these students.
5. BOCES 2 continues collaborative training models oriented towards Literacy, Instructional Technology, Self-Determination and Transition. The newest collaborative undertaking was the awarding of two SED Learning Technology Grants to BOCES 2 for \$50,000 each to support student achievement in math and ELA through the integrated use of technology. Participants included Brockport and Spencerport school districts, St. Joseph's Villa and BOCES 2. Advanced instruction in this area leads to academic achievement which in terms maximizes students' potential in the "Least Restrictive Environment".
6. There continues to be a high level of regional coordination guiding the implementation of this five year space plan. As evidenced by strong regional initiatives and increasingly data-driven monitoring, there is a high level of confidence that our goal will be met. The leadership transitions in key positions in our component districts bring a refreshing philosophy and desire to coordinate closely with our Regional Space Planning Committee.

B. Stability of Program Placements

The Monroe 2-Orleans BOCES Region continues to effectively implement the Fair Share process that guides the distribution of BOCES classrooms within the region. For the upcoming 2006-07 school year; all BOCES 2 classroom needs have been met in continuing our proud practice of building-based integrated programs.

C. Student Waiting Lists

Continued expansion of BOCES 2 program options, effective implementation of the Fair Share methodology and the region-wide training initiatives have eliminated issues with waiting lists. Unserved students is not a current issue in this region.

D. Space Plan Facility/Allocation Changes:

The core plan remains essentially the same with the exception of developments described in Section 2 above.

E. Regional Plan Changes:

The Regional Plan continues to serve as an effective guide. No changes to report at this time.