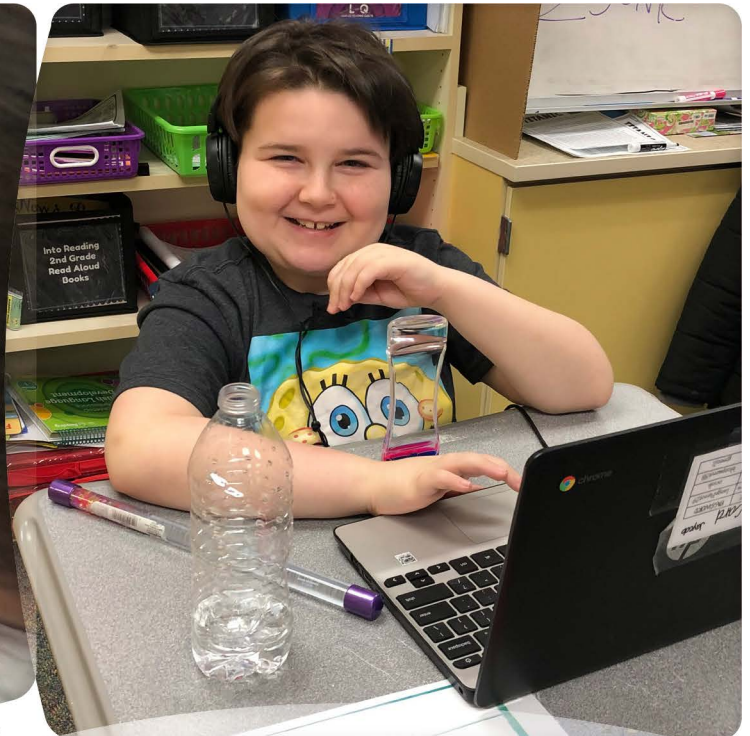


Guide to District-Based Classrooms



PURPOSE

Since its inception into federal law in 1975, the philosophy of a “least restrictive environment,” or LRE, establishes that students with disabilities should be able to attend school in a setting that meets their individual needs but also allows them to interact with their non-disabled peers to the maximum extent possible.

At OCM BOCES, district-based classrooms have become an important and effective way to accomplish this goal. In fact, many students at OCM BOCES transition from one of our center-based programs to our district-based classrooms and then back to their own districts. We are grateful to our district partners for supporting students through in-district classrooms.

BENEFITS: STUDENTS, STAFF, FAMILIES

STUDENTS

Students with disabilities benefit socially and academically when they attend school in an in-district classroom and become part of the larger school community. They get more opportunities to interact with their peers, they become more independent, they make friends, and they can increase their self-esteem simply by being able to do many of the same activities as their same-age classmates. Students can also benefit by being mainstreamed academically as part of their Individualized Education Programs, or IEPs.*

Students without disabilities benefit because they tend to develop more positive, accepting attitudes of students with disabilities, and they learn to appreciate diversity in general.

DISTRICT STAFF

For district staff, an OCM BOCES classroom exposes them to a more diverse student population and offers an expanded group of colleagues to share information and ideas about teaching students who learn in different ways. When requested, trained OCM BOCES staff would also be available to provide professional development in the building.

FAMILIES

By seeing their children accepted by others and successful in integrated settings, parents or guardians feel good about themselves and proud of their children. Parents of children with disabilities also have the opportunity to become acquainted with other parents in the district and participate in the same activities.

**Mainstreaming is based on recommendations that are made at the child's Committee on Special Education (CSE) meeting. It can include integration for special area classes, lunch recess, and academics.*

COST & GENERAL LOGISTICS

OCM BOCES pays the partnering district \$5,000 annual rent per classroom and a fee of \$2,500 for ancillary services such as nursing services, lunch programs and gym.

DISTRICTS PROVIDE

FACILITIES

- Heat, air conditioning (if available), electricity, custodial services (including paper supplies)
- Normal maintenance and minor repairs
- Telephone with long distance access
- Network technology/internet access (available no less than one week prior to the start of school)
- Access to computer lab and library
- Access to photocopy machine
- Access to interactive whiteboard if installed in room

ANCILLARY

- Nursing services
- All services related to mainstreaming as identified in a student's IEP
- Access to breakfast and lunch programs
- Access to school counselors as needed for scheduling
- Network technology support

BOCES PROVIDES

- Instructional staff
- Instructional equipment
- Classroom furniture unless the district offers to include this in the room at no additional cost
- Classroom technology equipment unless alternate arrangements are made with the OCM BOCES administrator
- Support for OCM BOCES technology equipment

IN-DISTRICT PROGRAMS

TRANSITION – SED (Students with Emotional Disabilities) 8:1:1

Student Profile:

Students are identified as having an emotional disability and may have a mental health diagnosis. All students demonstrate difficulty with behavioral expression of their emotions. Students with emotions requiring 8:1:1 setting.

Current Locations:

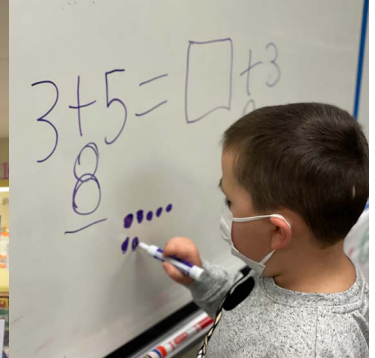
- Camillus Middle School (West Genesee, grades 7-8)
- LaFayette Junior/Senior High School (grades 9-10)
- Reynolds Elementary School (Baldwinsville, grades 3-5)
- Soule Road Middle School (Liverpool, grades 6-7)
- Willow Field Elementary School (Liverpool, grades K-2)

Staff Titles Associated with Program:

- Special Education teacher
- Embedded social worker in the classroom
- Teaching assistants
- Related service providers

State Education Requirements:

- Minimum classroom size: 550 square feet
- Related services space: shared or separate OT/PT space
- Separate counseling space



IN-DISTRICT PROGRAMS

STAR (Skills Toward Adult Responsibility) - 12:1:1

Student Profile:

Students in grades K-12 who have cognitive delays, are health-impaired, or have learning disabilities or multiple disabilities. Students in grades K-12 who have intellectual disabilities or have learning disabilities requiring a 12:1:1 setting.

Current Locations:

- Cincinnatus Elementary School
- Homer Junior High School
- Homer High School

Staff Titles Associated with Program:

- Special Education teacher
- Teaching assistants
- Related service providers
- Part-time social worker
- School psychologists

State Education Requirements:

- Minimum classroom size: 770 square feet
- Related services space: shared or separate OT/PT space



IN-DISTRICT PROGRAMS

SKATE (Scaffolding Kids' Abilities Through Education) – 12:1 + 3:1

Student Profile:

Students with autism. Students with autism requiring a 12:1:3 setting.

Current Locations:

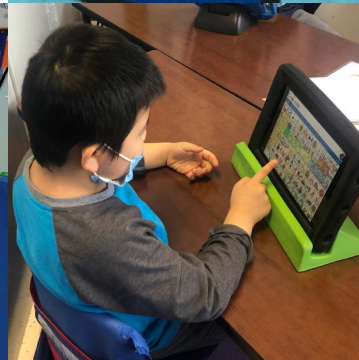
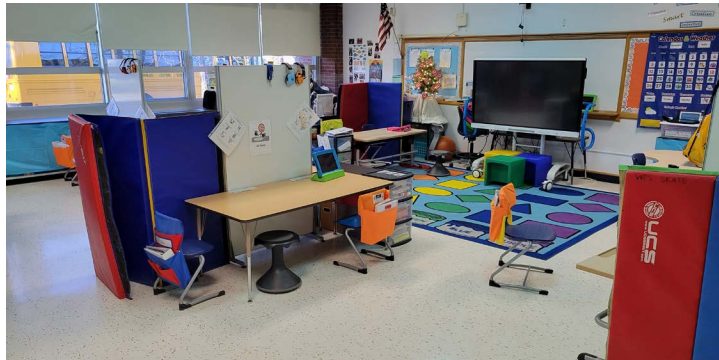
- Bear Road Elementary School (North Syracuse)
- Camillus Middle School (West Genesee)
- Cicero-North Syracuse High School
- Cortland Junior/Senior High
- East Syracuse Elementary School (ESM)
- East Syracuse Minoa High School
- Jamesville Elementary School (Jamesville-DeWitt)
- Minoa Elementary School (ESM)
- Onondaga Road Elementary School (West Genesee)
- Palmer Elementary School (Baldwinsville)
- Pine Grove Middle School (ESM)
- Smith Intermediate School (Cortland)
- Tully Elementary School (Tully)

Staff Titles Associated with Program:

- Special Education teacher
- Teaching assistants
- Related service providers
- Part-time social worker
- School psychologists.

State Education Requirements:

- Minimum classroom size: 900 square feet
- Related services space:
 - Shared or separate OT/PT space
 - Shared space for speech
 - Sensory space



IN-DISTRICT PROGRAMS

TEAM 12:1 + 3:1

Student Profile:

Students have severe and multiple disabilities with significant cognitive delays and/or significant medical needs. Students with intellectual disabilities and/or significant medical needs requiring a 12:1:3 setting.

Current Locations:

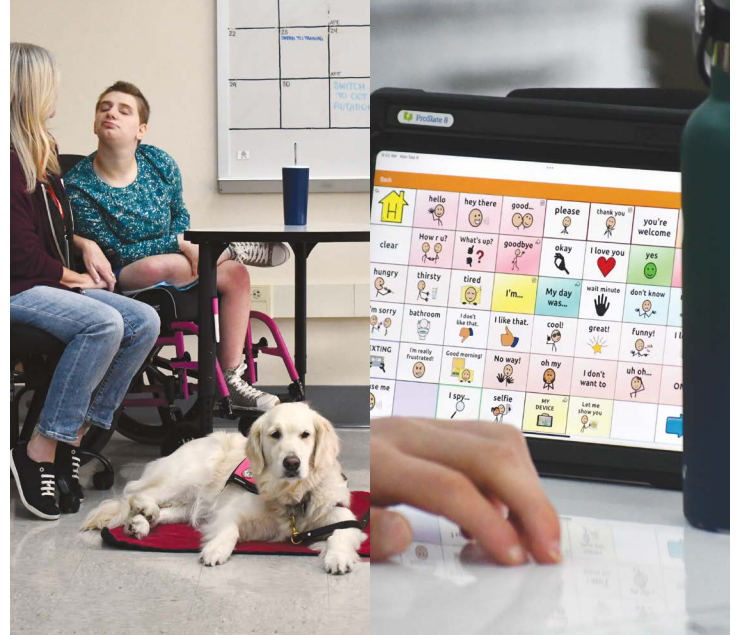
- C.W. Baker High School (Baldwinsville)
- Grimshaw Elementary School (LaFayette)
- Solvay Middle School

Staff Titles Associated with Program:

- Special Education teacher
- Teaching assistants
- Related service providers
- Part-time social worker
- School psychologists.

State Education Requirements:

- Minimum classroom size: 900 square feet
- Related services space: shared or separate space for OT/PT



IN-DISTRICT PROGRAMS

DEAF & HARD OF HEARING – 12:1:1

Student Profile:

Students whose primary disability is either being deaf or hard of hearing. Other disabilities may be present. Students with hearing disabilities requiring a 12:1:1 setting.

Current Locations:

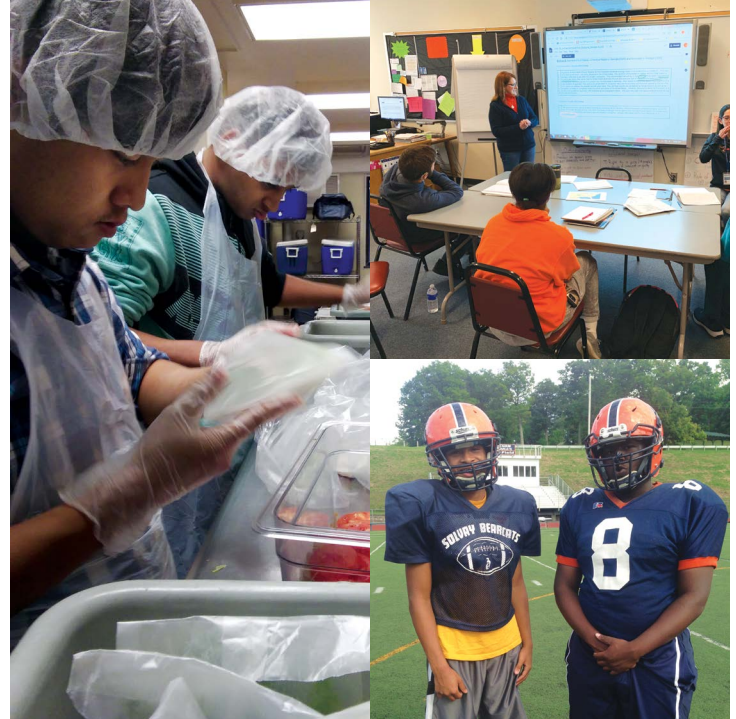
- Solvay Elementary School
- Solvay Middle School
- Solvay High School

Staff Titles Associated with Program:

- Teachers of the Deaf & Hard of Hearing
- Sign Language Interpreters & Translators
- Audiologist
- Psychologist & Social Worker
- Speech & Language Therapists & Pathologists
- Specialized Teaching Assistants
- Occupational and Physical Therapists
- Adaptive Physical Education
- Teachers of the Visually Impaired

State Education Requirements:

- Minimum classroom size: 770 square feet
- Related services space: shared or separate OT/PT space



■ FOR MORE INFORMATION

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