

**ALLOCATION OF SPACE FOR SPECIAL EDUCATION
PROGRAMS AND SERVICES**

Policy 5405

No qualified student with a disability will be excluded from the School District because the facilities are inaccessible or unusable.

The Board of Education recognizes that a school need not make each and every part of its existing facilities accessible, if it can relocate or reschedule enough classes so as to offer required courses and electives in accessible areas.

The Board of Education recognizes its responsibility to provide appropriate space 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 Director of Pupil Services 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 the allocation of appropriate space for special education programs and services and serving students with disabilities in settings with non-disabled peers, the Director of Pupil Services, in consultation with the Superintendent and 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

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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.

Cross-ref: Policy 5400, Programs and Services for Students with Disabilities *et. seq.*

Ref: Individuals with Disabilities Education Act, 20 USC §§1400 et seq.
8 NYCRR §§155.1(a); 200.2(c)(iv),(v); 200.2(g)
Education Law §§ 3602(8)(b), 4410

Adoption date: October 30, 2019

Revised: June 11, 2025