

Mount Morris Central School District
Special Education District Plan
2024 – 2026

Submitted to the Board of Education

August 14, 2024

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Mission Statement

At Mount Morris Central School District, we are building the future, laying the foundation of lifelong learning, opening minds to explore, to create, and to achieve excellence.

Belief Statements

1. Our highest priority is to recognize each student's talent and unlimited potential.
2. Facilitating a safe environment where all individuals are valued is important.
3. Higher expectations yield higher results.
4. Students, families, all school faculty and staff, and community members share in the responsibility for educational excellence.
5. Positive relationships promote learning.
6. Students learn best when they are actively engaged.
7. Meeting students' needs is achieved through data-driven decision-making.
8. Excellence in teaching is essential to student learning.

Nature and Scope of Programs

The following descriptions reflect the nature and scope of special education services for school-aged and preschool students in the Mount Morris Central School District. Services are consistent with the requirements outlined in the Part 200 Regulations of the Commissioner of Education.

Service Options for School-Aged Students (Ages 5-22) Identified by the Committee on Special Education Related Services

Related services are recommended by the Committee on Special Education (CSE) to meet the individual needs of a student with a disability as outlined in the Individualized Education Program (IEP). Related services may be provided in conjunction with a regular education program or with other special education services.

Related Services include, but are not limited to:

- Speech and Language Therapy
- Occupational Therapy
- Physical Therapy
- Psychological Counseling
- Music Therapy

The frequency, duration, and location of services are outlined on the IEP, based upon the individual's need for the service. Services can be provided individually or in a group not to exceed five students.

For students with disabilities determined to need speech and language services, the total caseload of such students for teachers providing such services shall not exceed 65.

A student with a disability may be provided with more than one related service in accordance with the needs of the student.

Related services are available to all Mount Morris Central School District students with disabilities in-district schools and out-of-district programs. In some cases when an out-of-district program cannot provide a related service, the Mount Morris special education department arranges for the provision of the service to the student.

Consultant Teacher Services

Consultant Teacher Services are direct and/or indirect services provided to students with disabilities in the student's general education classes and/or to the student's regular education teachers. The IEP must indicate the regular education classes in which the student will receive Consultant Teacher Services.

Direct Consultant Teacher Services means specially designed individual or group instruction by a certified special education teacher to students in regular education classes. Indirect Consultant Teacher Services means the consultation is provided by a certified special education teacher to regular education teachers to assist them in adjusting the learning environment and/or modifying the instructional methods to meet the individual needs of a student with a disability in the regular education classes.

The total number of students with disabilities assigned to a consultant teacher cannot exceed 20. Each student requiring Consultant Teacher Services shall receive direct and/or indirect services, consistent with the student's IEP, for a minimum of two hours each week.

Consultant Teacher Services are available to Mount Morris Central School District students with disabilities in both of the district's schools and all grade levels as outlined on the IEP.

Resource Room Service

Resource Room service is provided to supplement the regular or special classroom instruction of students with disabilities who require such supplemental service.

Each student with a disability requiring a Resource Room program shall receive not less than three hours of instruction per week in such a program. Students shall not spend more than 50 percent of their time during the day in the Resource Room program. An instructional group that includes students with disabilities in a resource room program shall not exceed five students per teacher

The total number of students assigned to a Resource Room teacher cannot exceed 20 at the elementary level and 25 at the secondary level.

Resource Room services are available to Mount Morris Central School District students with disabilities at all grade levels in both of the district's schools as outlined on the IEP.

Consultant Teacher Services/Resource Room Services

The Committee on Special Education may recommend that for a student with a disability who also needs Consultant Teacher Services in addition to Resource Room services may receive a combination of such services consistent with the student's IEP for not less than three hours per week.

Special Class Service

A student with a disability is provided with special class instruction to the extent indicated on the student's IEP. The size and composition of the class are based upon the similarity of individual needs of the students according to the levels of academic or educational achievement and learning characteristics, levels of social development, levels of physical development, and the management needs of the students in the classroom.

The special class size for students with disabilities is determined based on the degree of individualized attention and intervention. The maximum class size for students whose special education needs consist primarily of the need for specialized instruction is 15 students.

Special classes are provided in a 15:1, 12:1:1, 6:1:1, 8:1:1, 12:1:4, or 12:1+(3:1) ratio of students to teachers to aides. The chronological age range within special classes of students with disabilities is not to exceed 36 months, except for special classes of students with disabilities who are 16 years of age or older and are in groups of students 12:1:4 or 12:1+(3:1) special classes.

The district provides an 8:1:2 special class at the elementary, an 8:1:1 junior high level, and content content-specific 15:1 special class at the secondary level for students working toward grade-level standards who take state and local assessments.

Students with disabilities who currently require special class services may receive them in the Mount Morris Central School District, Livonia Central School District, Attica Central School District, or GV BOCES.

Private Schools and State-Operated or State-Supported Schools

The CSE recommends services in an approved private special school, state-operated, or state-supported schools when the nature or severity of the student's disability is such that appropriate public facilities for instruction are not available.

Students with disabilities who currently require special school services receive them at School of the Holy Childhood, Norman Howard, Crestwood Children's Center, or St. Mary's School for the Deaf.

Home Placement by CSE

Students with disabilities who are recommended for Home and/or Hospital Instruction by the Committee on Special Education shall be provided instruction and appropriate related services as determined by the Committee on Special Education in consideration of the student's unique needs. Home and Hospital Instruction shall only be recommended if such placement is in the least restrictive environment. Service must be recommended for a minimum of ten hours per week at the elementary level, preferably two hours daily; or a minimum of 15 hours per week at the secondary level, preferably three hours daily.

Service Options for Preschool Students (Ages 3-5) Identified by the Committee on Preschool Special Education

Related Services

Related services are recommended by the Committee on Preschool Special Education (CPSE) to meet the individual needs of a preschool student with a disability as outlined in the Individualized Education Program (IEP). Related services may be provided in conjunction with other preschool special education services.

Related services include, but are not limited to:

- Speech and Language Therapy
- Occupational Therapy
- Physical Therapy
- Psychological Counseling
- Music Therapy
- Parent Counseling and Training

The frequency, duration, and location of services are outlined on the IEP, based upon the individual's need for the service. Services can be provided individually, or in a group not to exceed five preschool students.

A preschool student with a disability may be provided with more than one related service in accordance with the needs of the student. When two or more related services are the only services recommended on the IEP, the CPSE must designate one of the providers as the services coordinator.

Special Education Itinerant Teacher Services

Special Education Itinerant Services are direct/indirect services provided to preschool students with disabilities by a certified special education teacher. The IEP must indicate the site at which the student will receive Special Education Itinerant Services. The site determined by the CPSE can be but is not limited to, a preschool program, the student's home, or a childcare facility.

Special Education Itinerant Services are to provide specialized individual or group instruction and/or indirect services to preschool students with disabilities. Direct Special Education Itinerant Services are provided to the child by a certified special education teacher. Indirect Special Education Itinerant Services in the consultation provided by a certified special education teacher to assist the child's teacher in adjusting the learning environment and/or modifying the instructional methods to meet the individual needs of a preschool student with a disability who attends an early education program.

Special Education Itinerant Services are provided consistent with the preschool student's IEP for a minimum of two hours each week. Related services can be provided in addition to Special Education Itinerant Services, in accordance with the preschool student's IEP.

Special Classes

Preschool special classes are provided on a half-day or full-day basis. The chronological age range within special classes for preschool students with disabilities cannot exceed 36 months. Special class services must be provided for a minimum of two- and one-half hours per day, two days per week.

Preschool special education classes can be provided in an integrated setting. An integrated special class can be provided: in a class of no more than 12 preschool children which includes both typical peers and preschool students with disabilities; or a class of no more than 12 preschool students with disabilities, staffed by a certified special education teacher and a paraprofessional, which is housed in the same facility as a preschool class of typical peers taught by another preschool certified teacher.

Identification of Students by Type of Disability and Recommended Setting

This section of the report includes a collection of tables and graphs providing the number of school-aged and preschool students served by the type of disability and recommended setting.

The information is based upon the PD Data System that is collected by the New York State Education Department to monitor student placement, defined as integrated or segregated, as of BEDS Day of the respective year (the first Wednesday in October). The PD Data System is an online tool for the collection, verification, and certification of Special Education data. The majority of the data displayed in the PD System is pulled from the Student Information Repository System (SIRS) data warehouse. Additionally, some data is entered directly into the System.

Description of School-Aged Settings

Integrated settings are those where instruction is provided in classrooms and/or schools with non-disabled peers. The data on the following pages reports integrated settings by the percentage of time in a regular education setting.

- **80% or more** refers to students who receive related services only, Consultant Teacher Services, and/or Resource Room services.
- **40% to 79%** refers to students who receive instruction in a special class for some of the core content areas.
- **Less than 40%** refers to students who receive all core content instruction in an in-district special class or receive instruction in an out-of-district special class.

Programs are reported as segregated settings when located at a school or facility that services only students with disabilities.

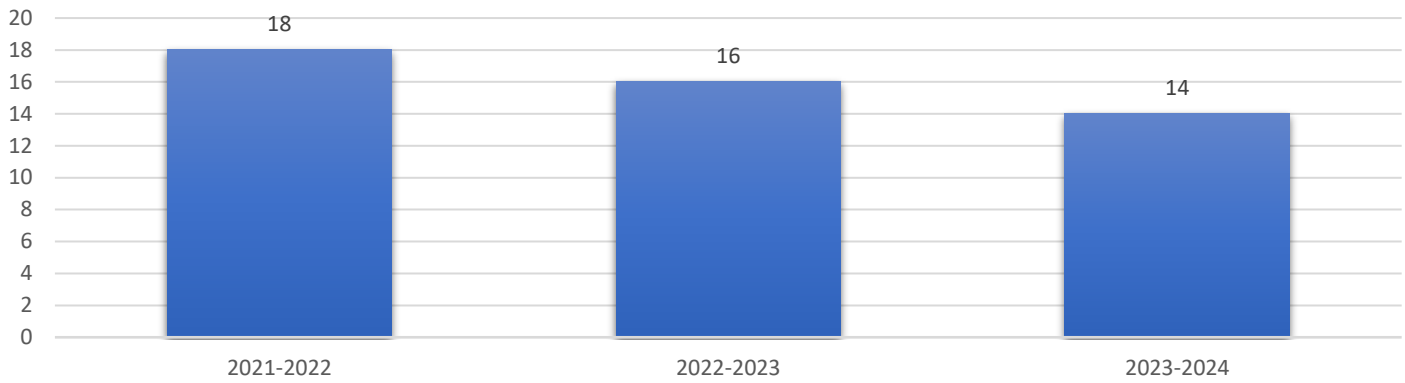
- **Separate School** refers to students whom the CSE has placed at School of the Holy Childhood, Norman Howard, Crestwood Children's Center, or St. Mary's School for the Deaf.
- **Residential Facility** refers to students who require twenty-four-hour programs.
- **Home Placement by CSE** refers to students who are assigned to Home Instruction awaiting placement or have significant health conditions and severe physical disabilities that prevent the student from attending a school program.

Programs are reported as *CSE Responsibility Only* for students whose parents have chosen to Home School, place their child in a private school setting, or a different district as a non-resident student.

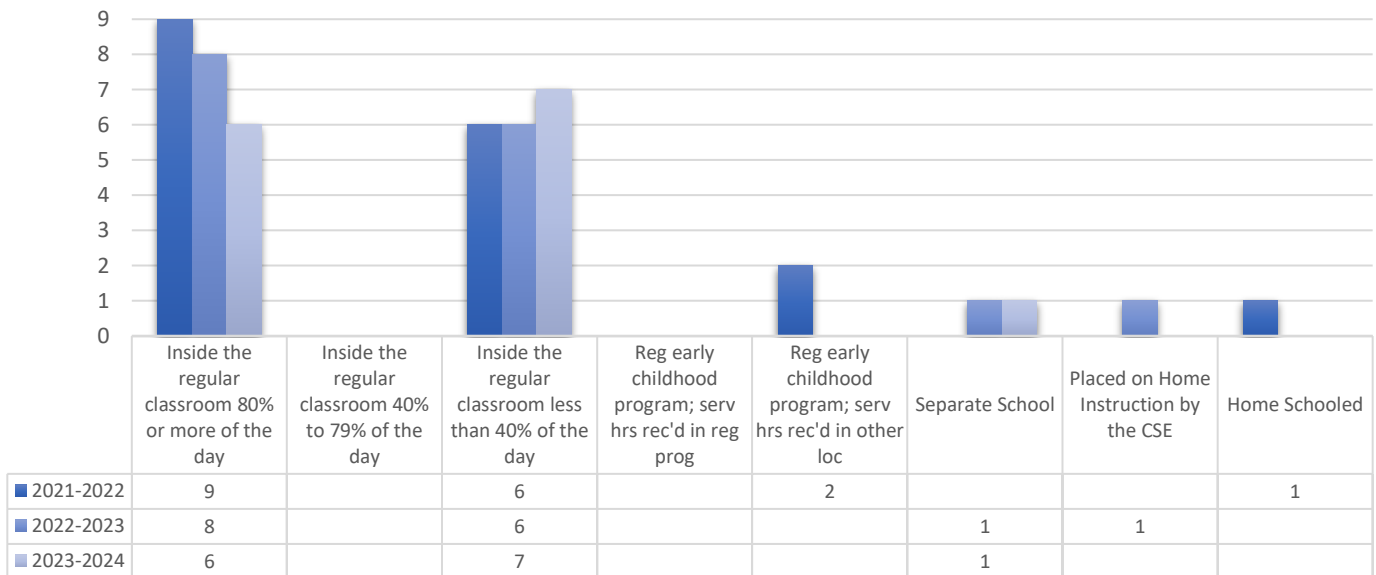
- **Home Schooled** refers to students who are home schooled at parents' choice and receives special education and related services from the Mount Morris school district.
- **Parentally Placed** refers to students who are parentally placed in a nonpublic school within the Mount Morris Central School District of location and are receiving publicly funded special education and related services or students who are identified with a disability but are not receiving any publicly funded special education services. These are students who are enrolled in the Amish school within our district's borders.
- **Non-Resident within Another School District** refers to students who are parentally placed in another school district. Mount Morris Central School District's CSE has the responsibility to develop the IEP for a student placed within another district in collaboration with the other district.

School-Aged Students with Autism

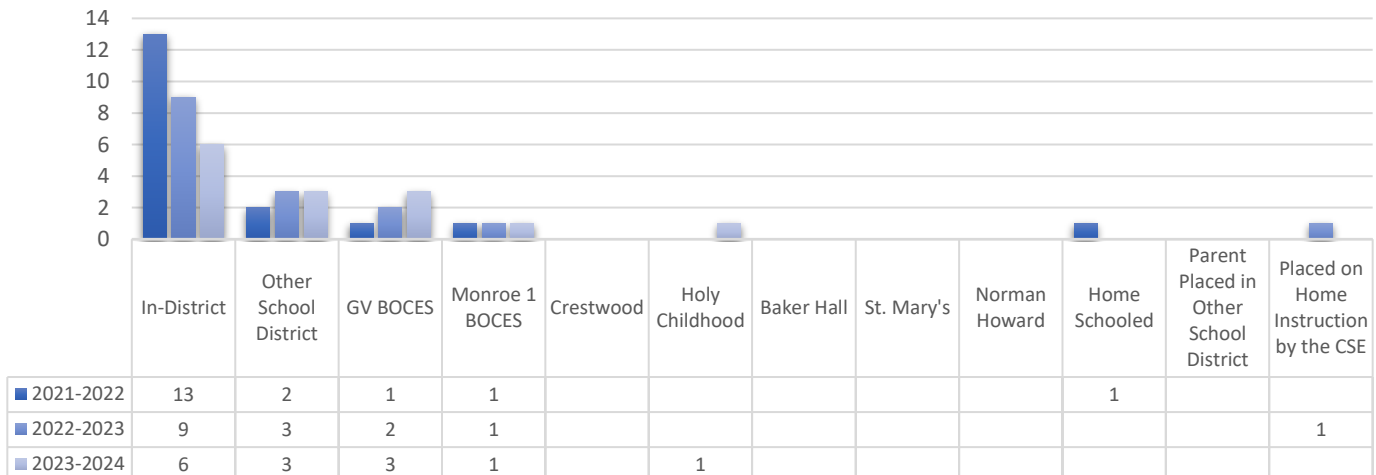
Number of School-Aged Students with Autism



Number of School-Aged Students with Autism by Setting



Number of School-Aged Students with Autism by Program Location

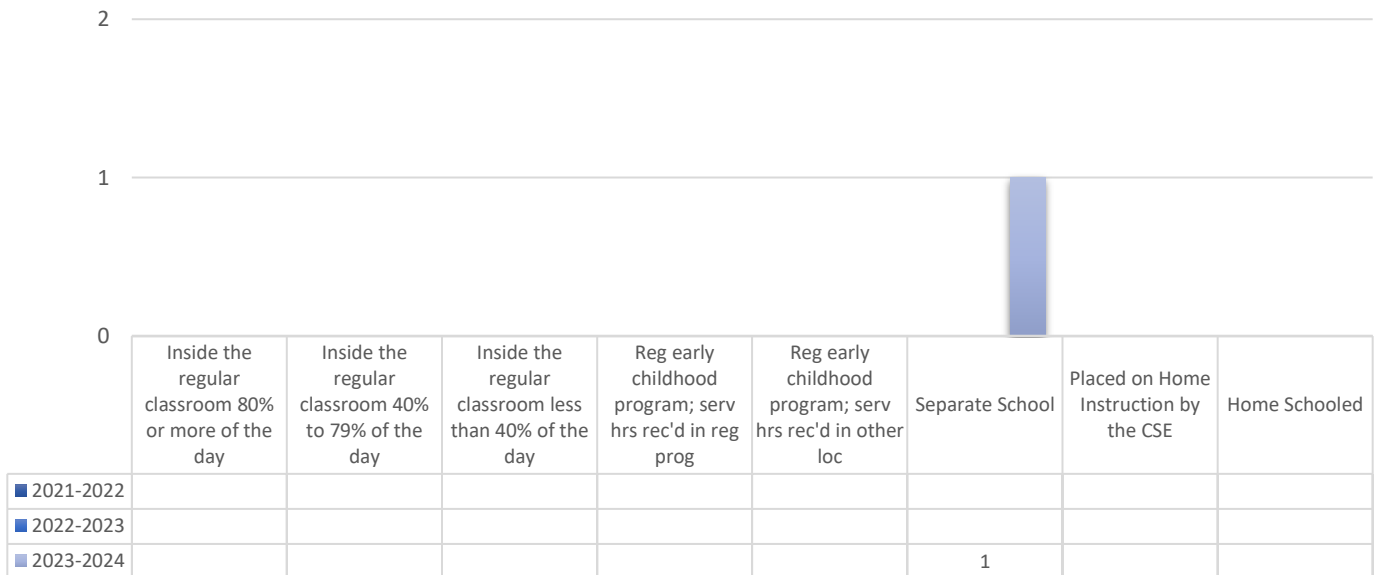


School-Aged Students with Deafness

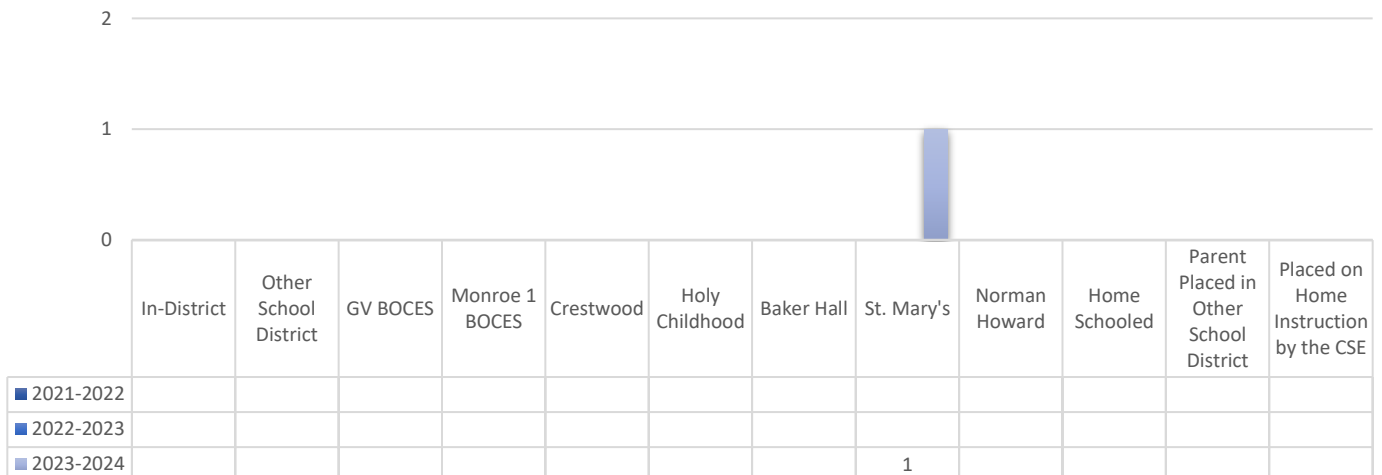
Number of School-Aged Students with Deafness



Number of School-Aged Students with Deafness by Setting

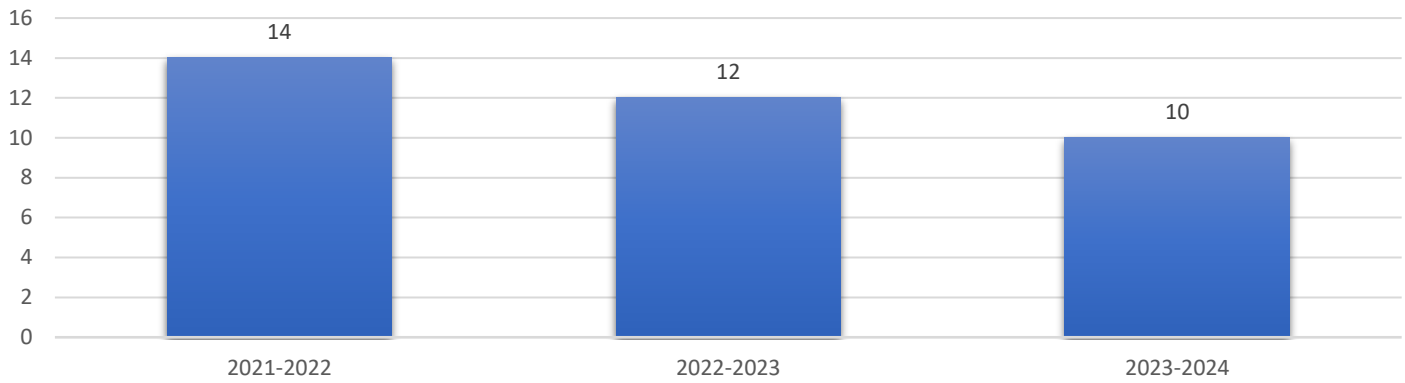


Number of School-Aged Students with Deafness by Program Location

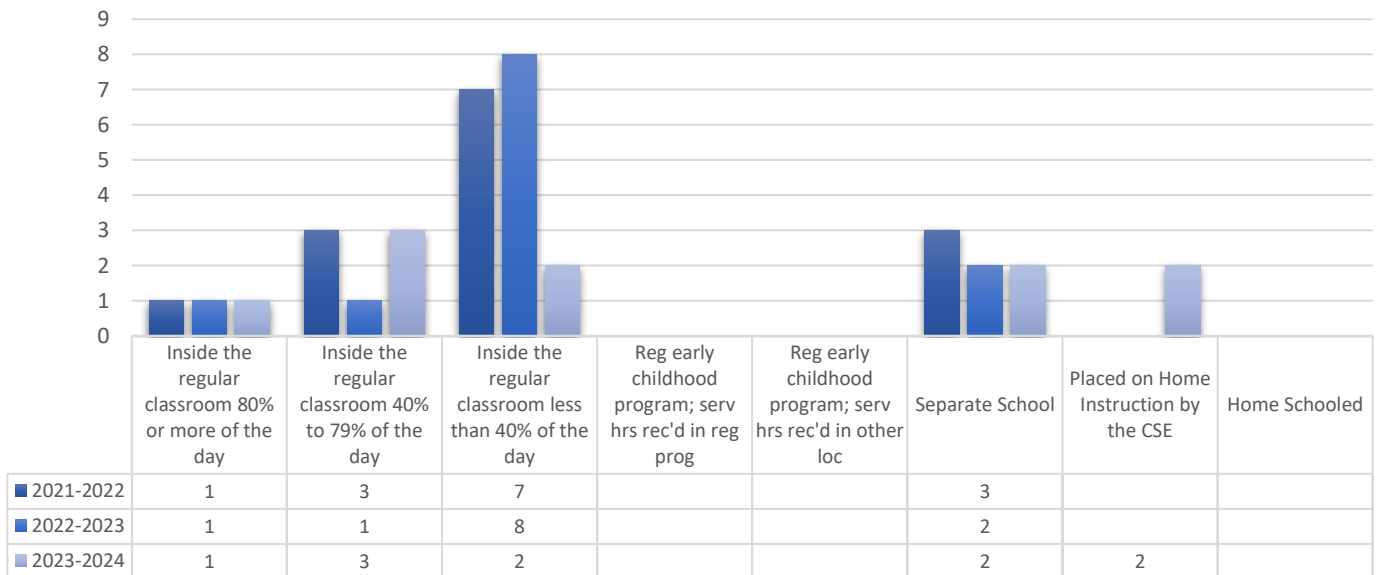


School-Aged Students with Emotional Disability

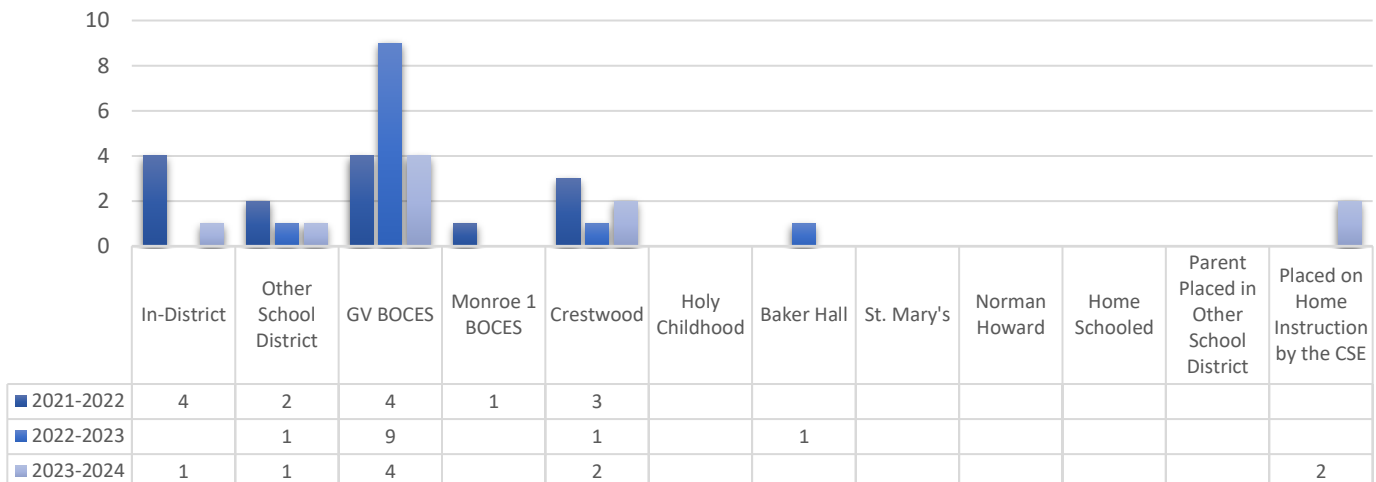
Number of School-Aged Students with Emotional Disability



Number of School-Aged Students with Emotional Disability by Setting

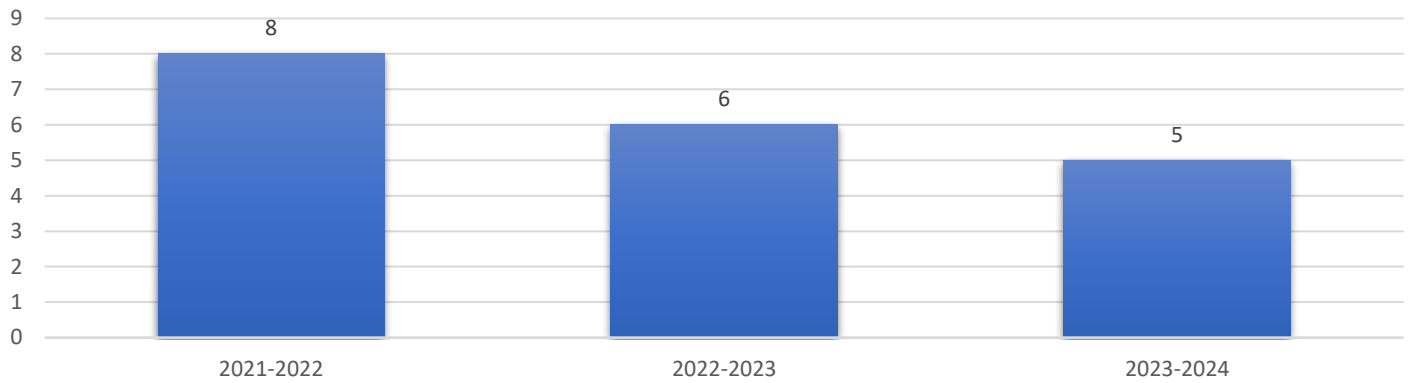


Number of School-Aged Students with Emotional Disability by Program Location

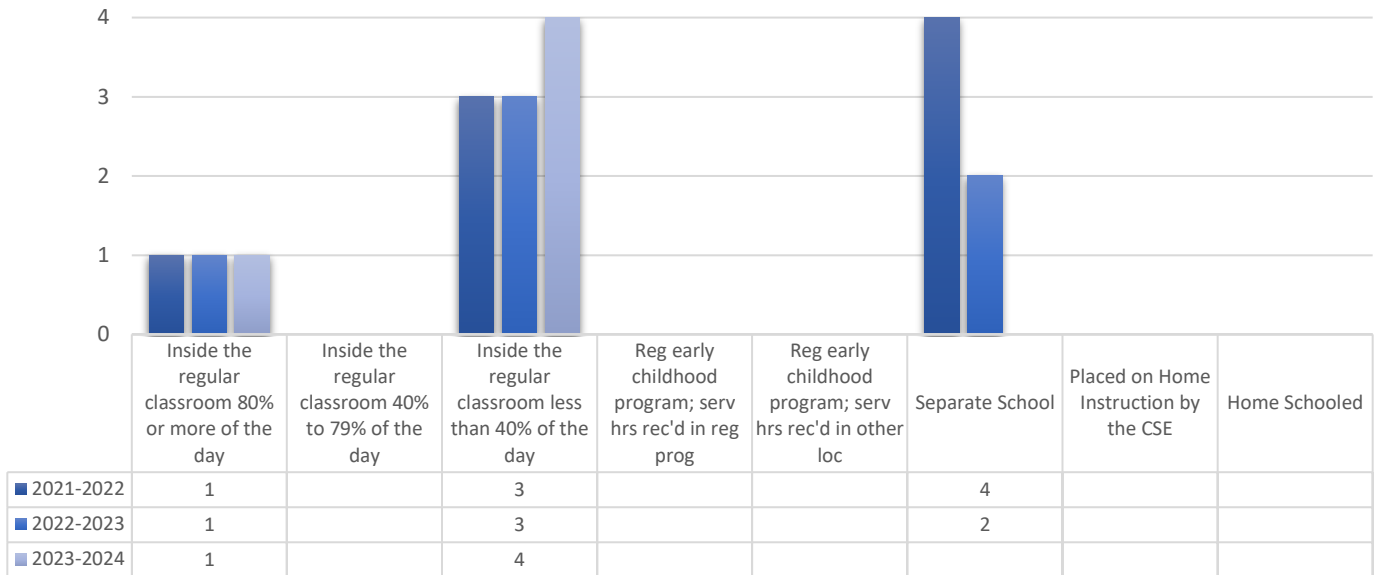


School-Aged Students with Intellectual Disability

Number of School-Aged Students with Intellectual Disability



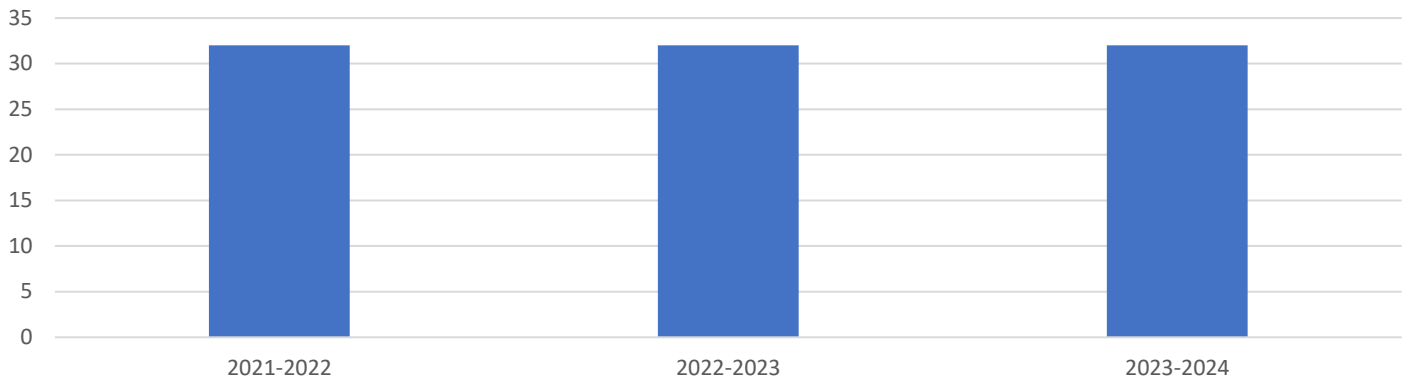
Number of School-Aged Students with Intellectual Disability by Setting



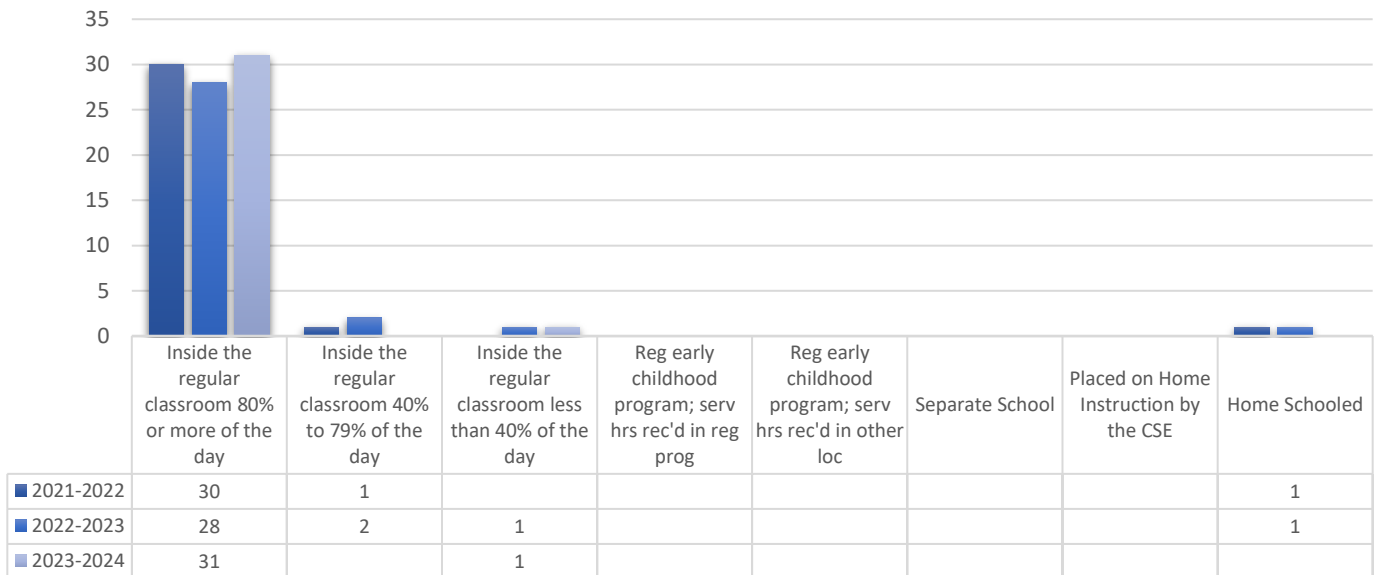
Number of School-Aged Students with Intellectual Disability by Program Location



Number of School-Aged Students with Learning Disability



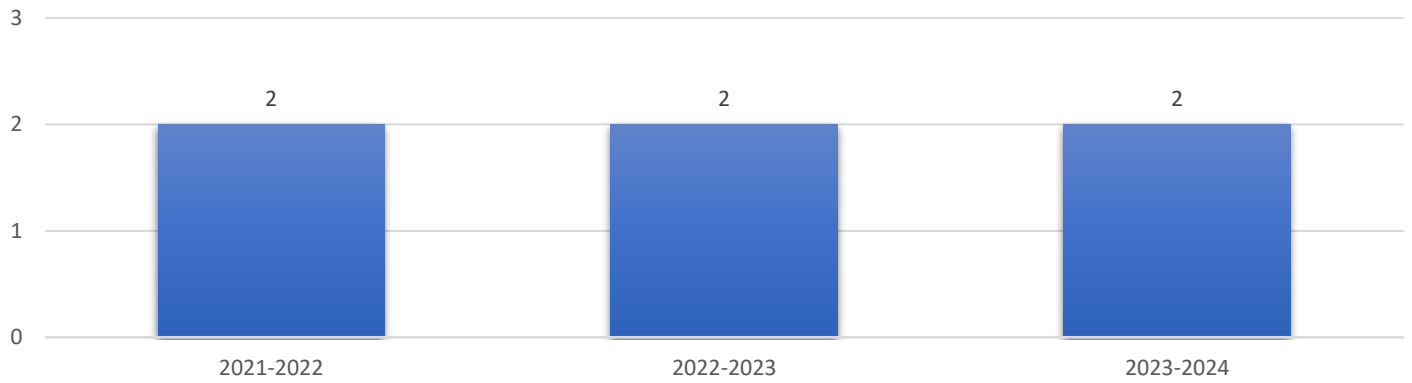
Number of School-Aged Students with Learning Disabilities by Setting



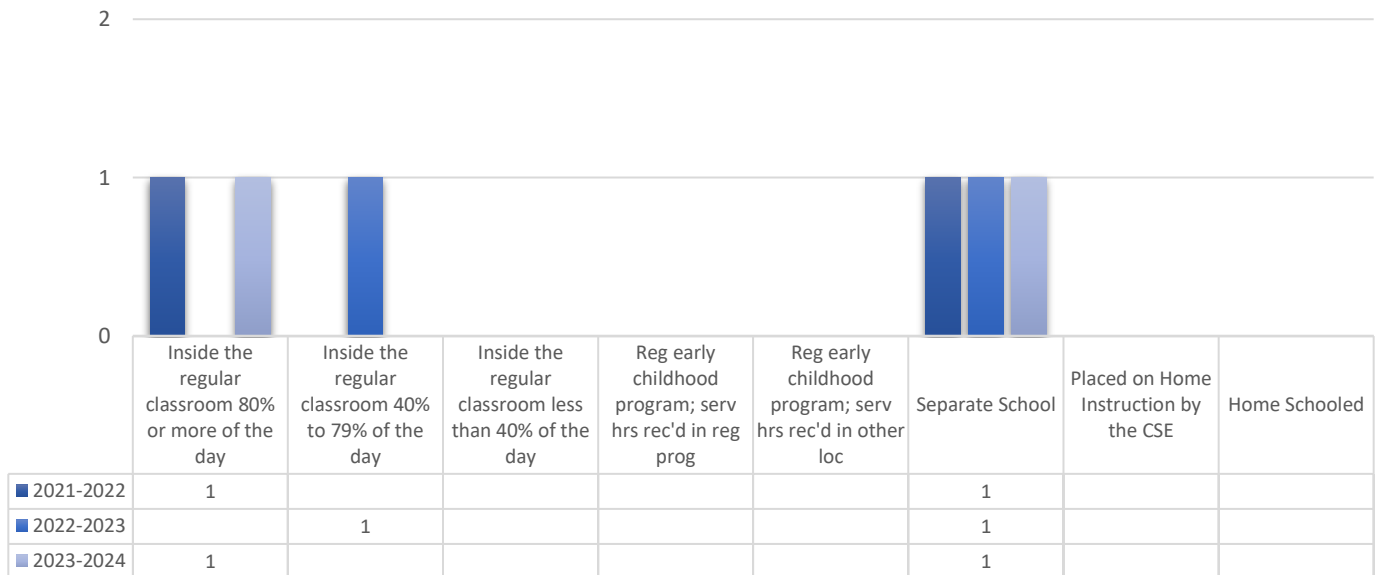
Number of School-Aged Students with Learning Disabilities by Program Location



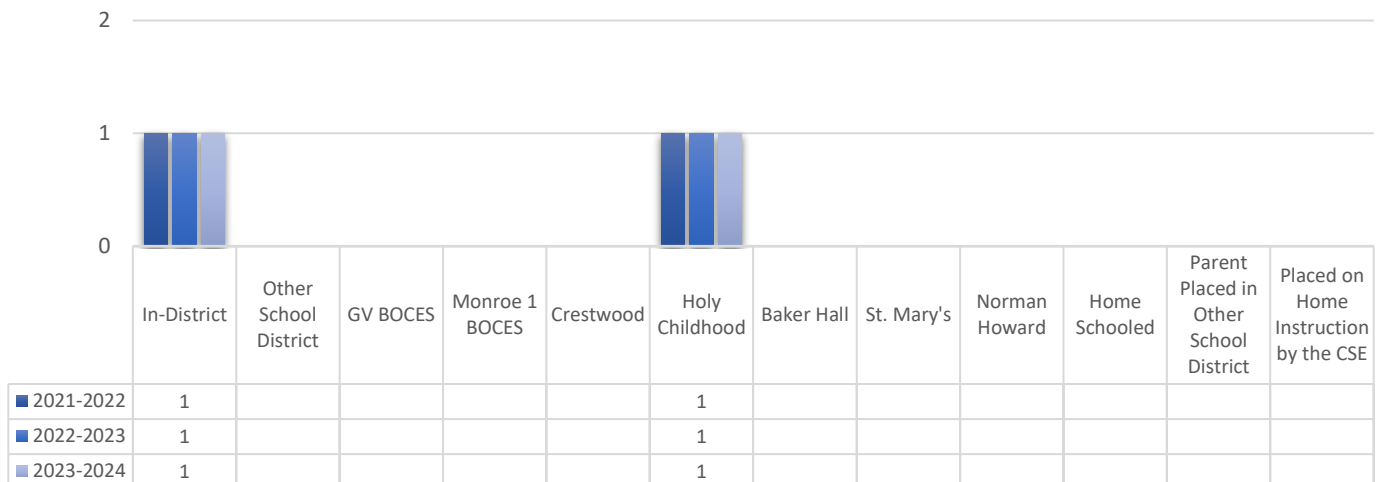
Number of School-Aged Students with Multiple Disabilities



Number of School-Aged Students with Multiple Disabilities by Setting

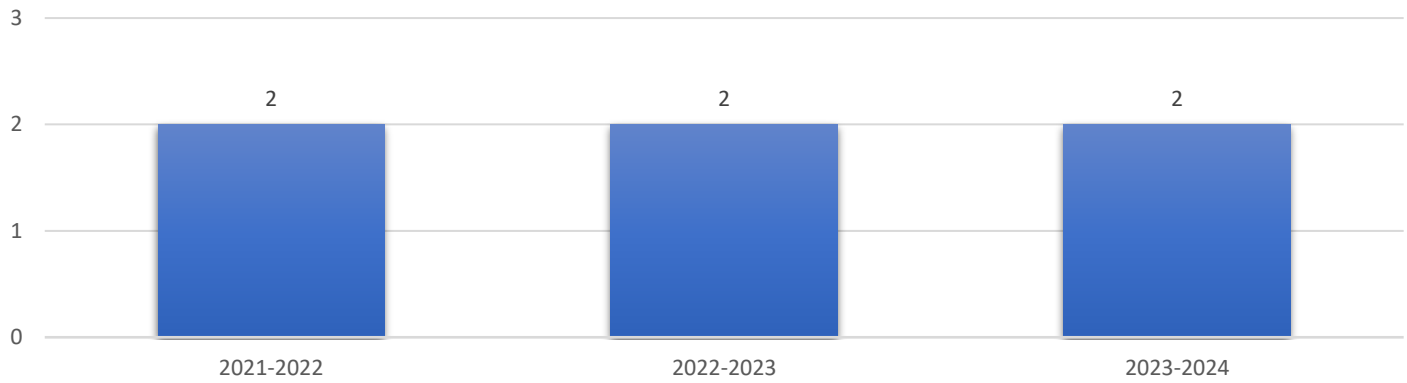


Number of School-Aged Students with Multiple Disabilities by Program Location

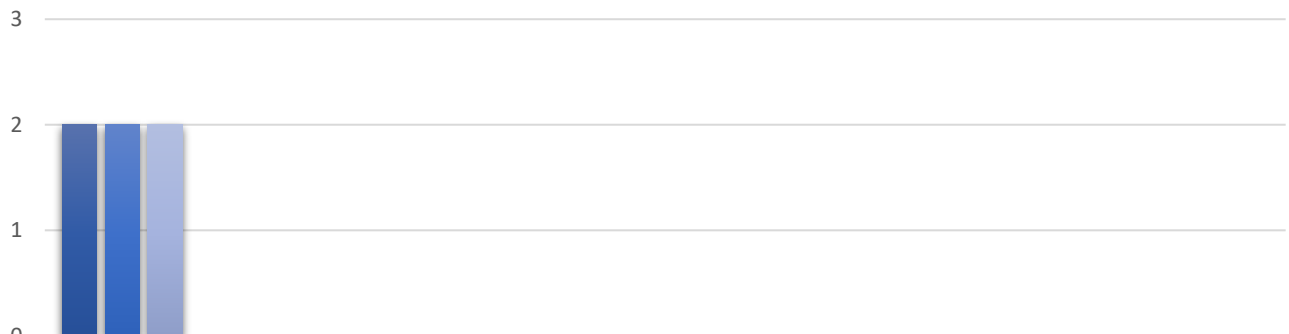


School-Aged Students with Orthopedic Impairment

Number of School-Aged Students with Orthopedic Impairment



Number of School-Aged Students with Orthopedic Impairment by Setting



	Inside the regular classroom 80% or more of the day	Inside the regular classroom 40% to 79% of the day	Inside the regular classroom less than 40% of the day	Reg early childhood program; serv hrs rec'd in reg prog	Reg early childhood program; serv hrs rec'd in other loc	Separate School	Placed on Home Instruction by the CSE	Home Schooled
2021-2022	2							
2022-2023	2							
2023-2024	2							

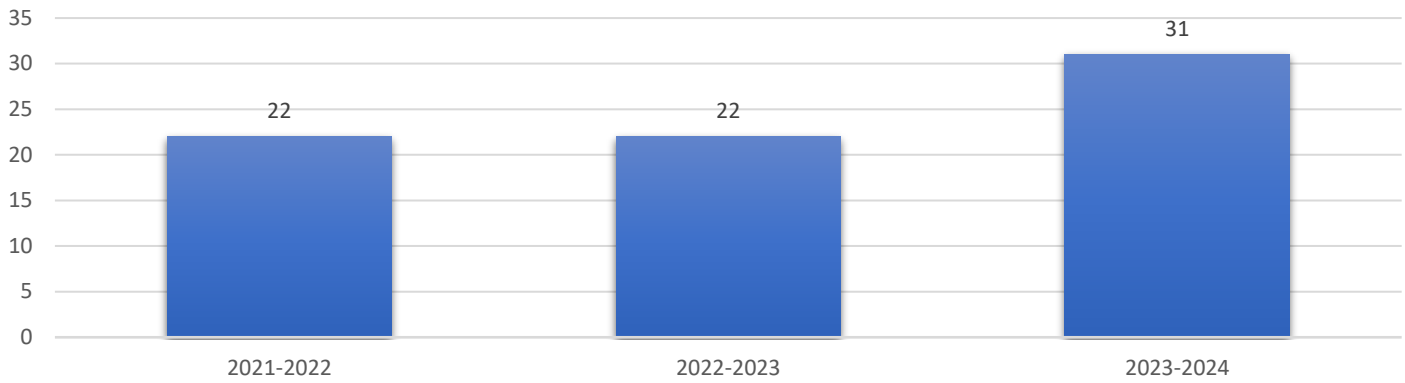
Number of School-Aged Students with Orthopedic Impairment by Program Location



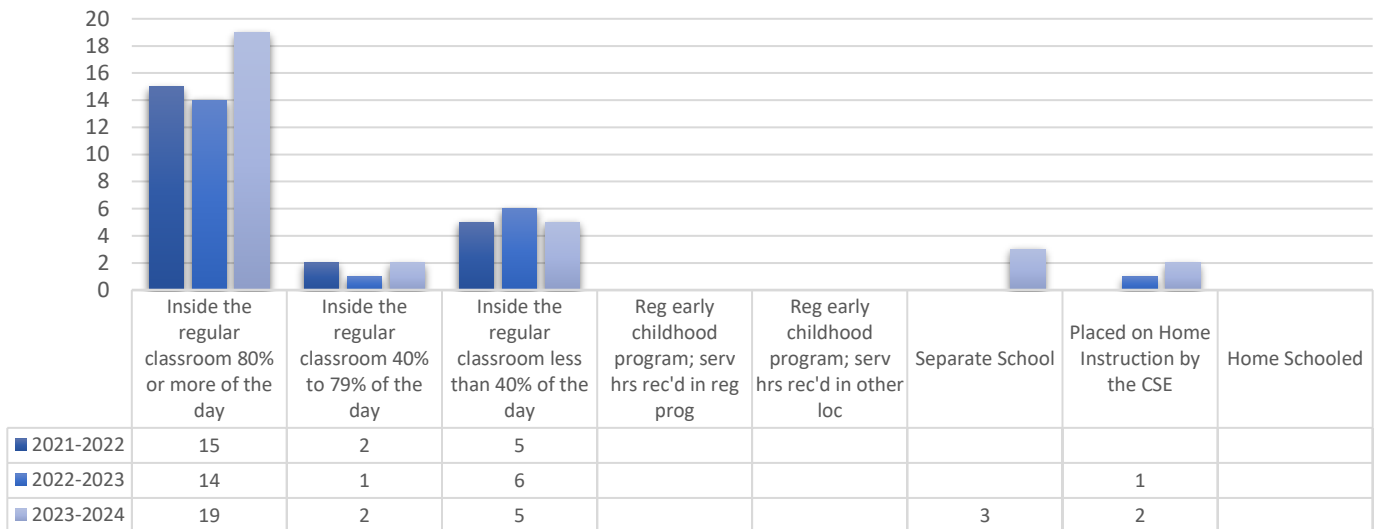
	In-District	Other School District	GV BOCES	Monroe 1 BOCES	Crestwood	Holy Childhood	Baker Hall	St. Mary's	Norman Howard	Home Schooled	Parent Placed in Other School District	Placed on Home Instruction by the CSE
2021-2022	2											
2022-2023	2											
2023-2024	2											

School-Aged Students with Other Health Impairment

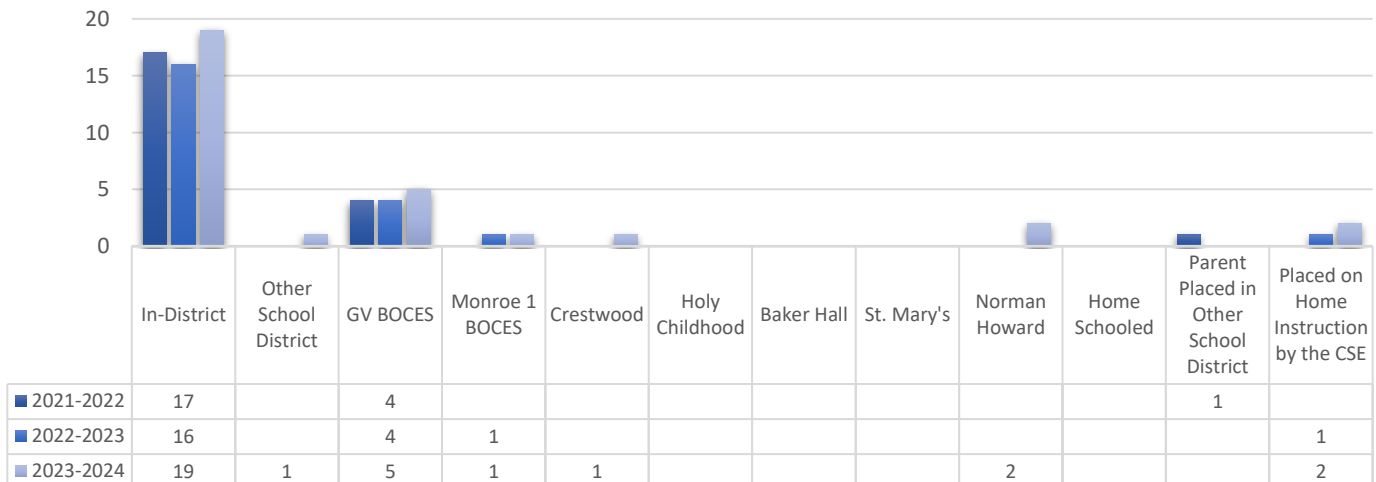
Number of School-Aged Students with Other Health Impairment



Number of School-Aged Students with Other Health Impairment by Setting

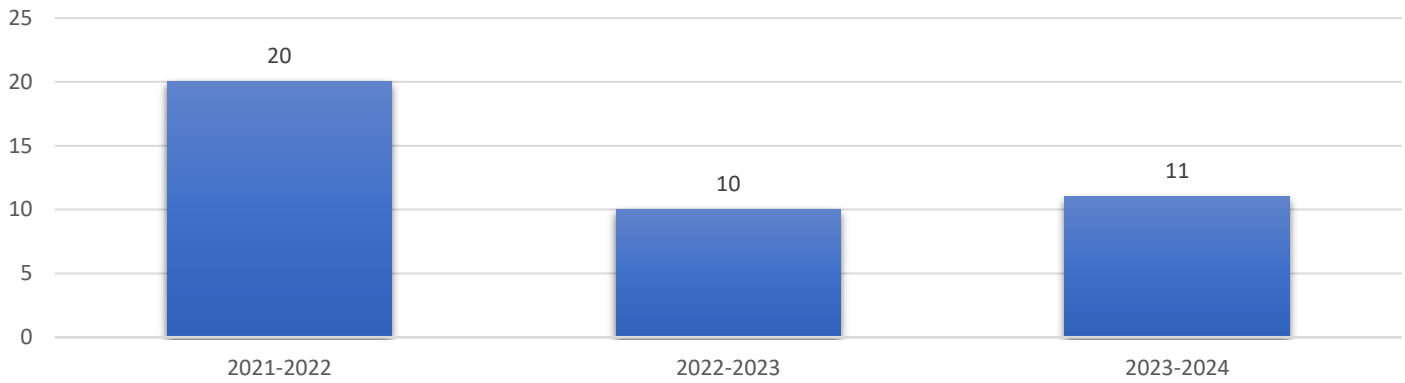


Number of School-Aged Students with Other Health Impairment by Program Location

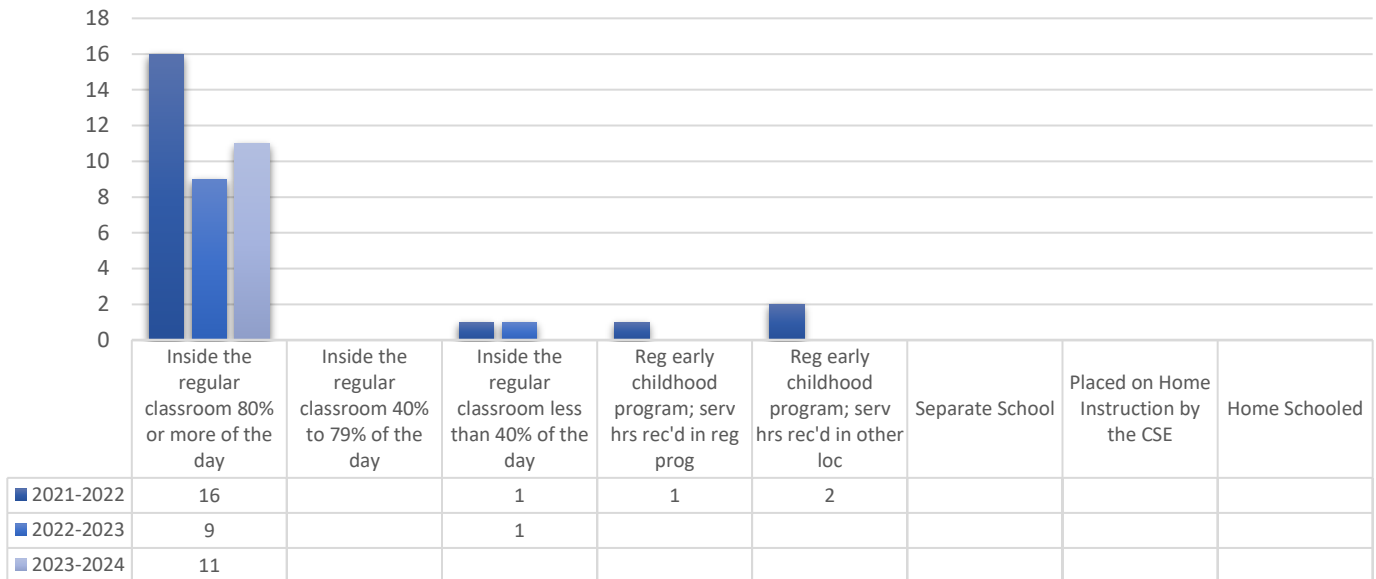


School-Aged Students with Speech or Language Impairment

Number of School-Aged Students with Speech or Language Impairment



Number of School-Aged Students with Speech or Language Impairment by Setting



Number of School-Aged Students with Speech or Language Impairment by Program Location



School-Aged Students with Blindness

The Mount Morris Central School District has not had a student with this classification within the last three years.

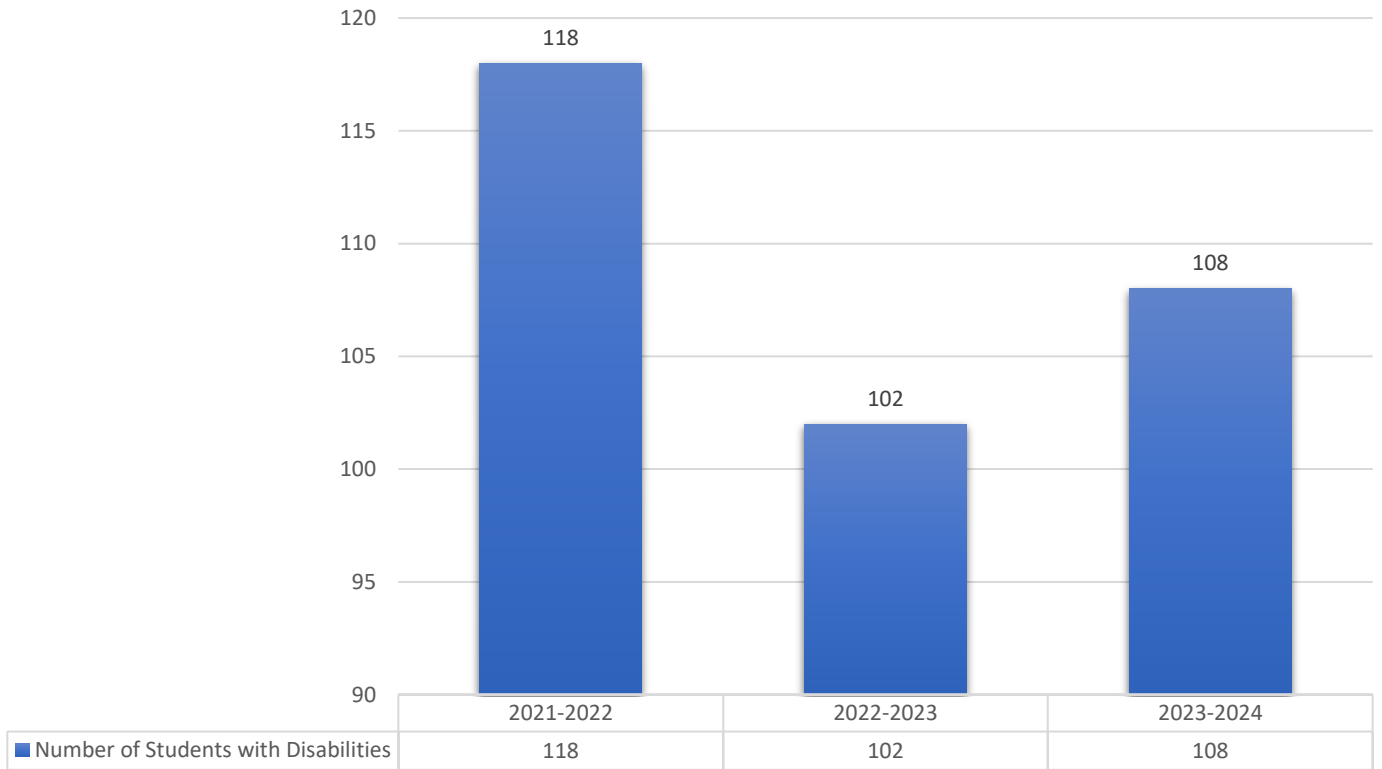
School-Aged Students with Visual Impairment

The Mount Morris Central School District has not had a student with this classification within the last three years.

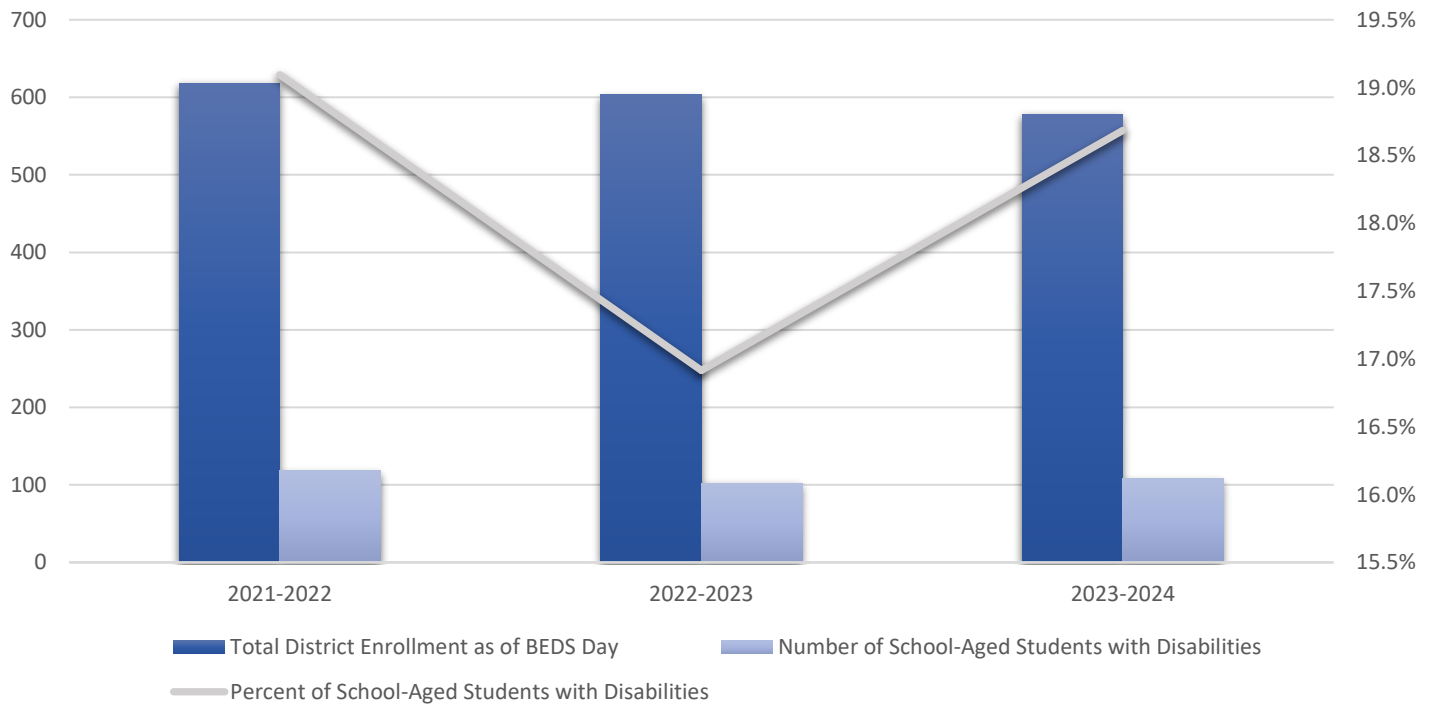
School-Aged Students with Traumatic Brain Injury

The Mount Morris Central School District has not had a student with this classification within the last three years.

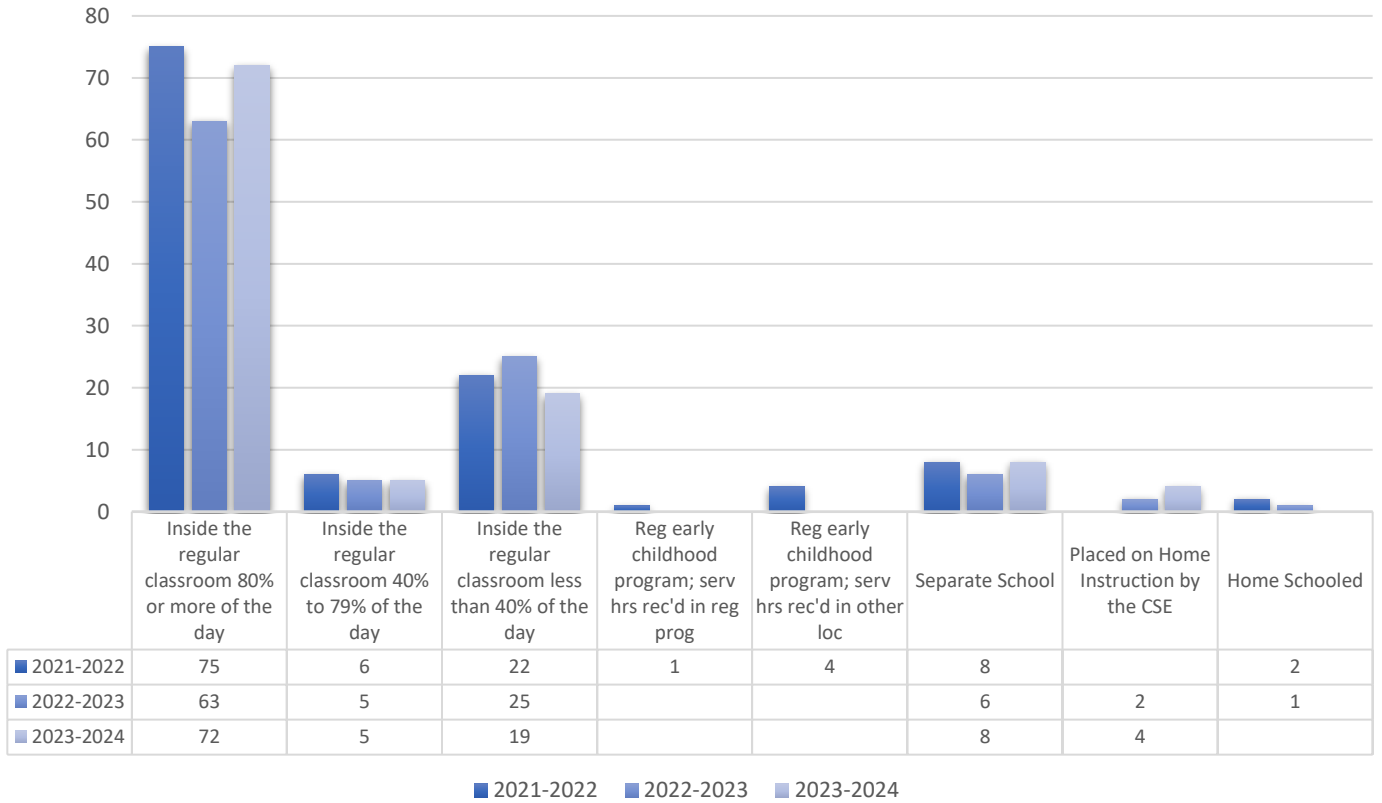
Number of School-Aged Students with Disabilities



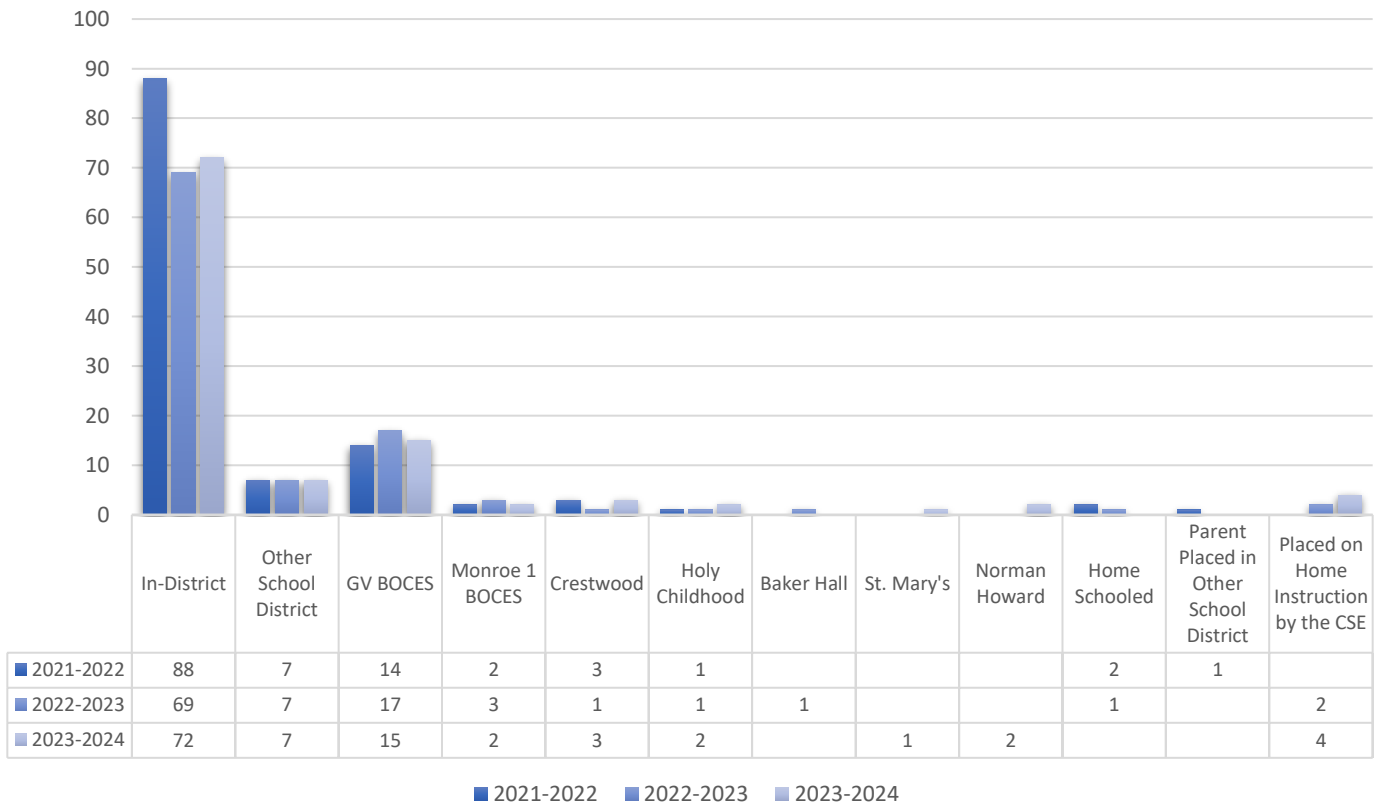
Total Enrollment and Number & Percent of Students with Disabilities



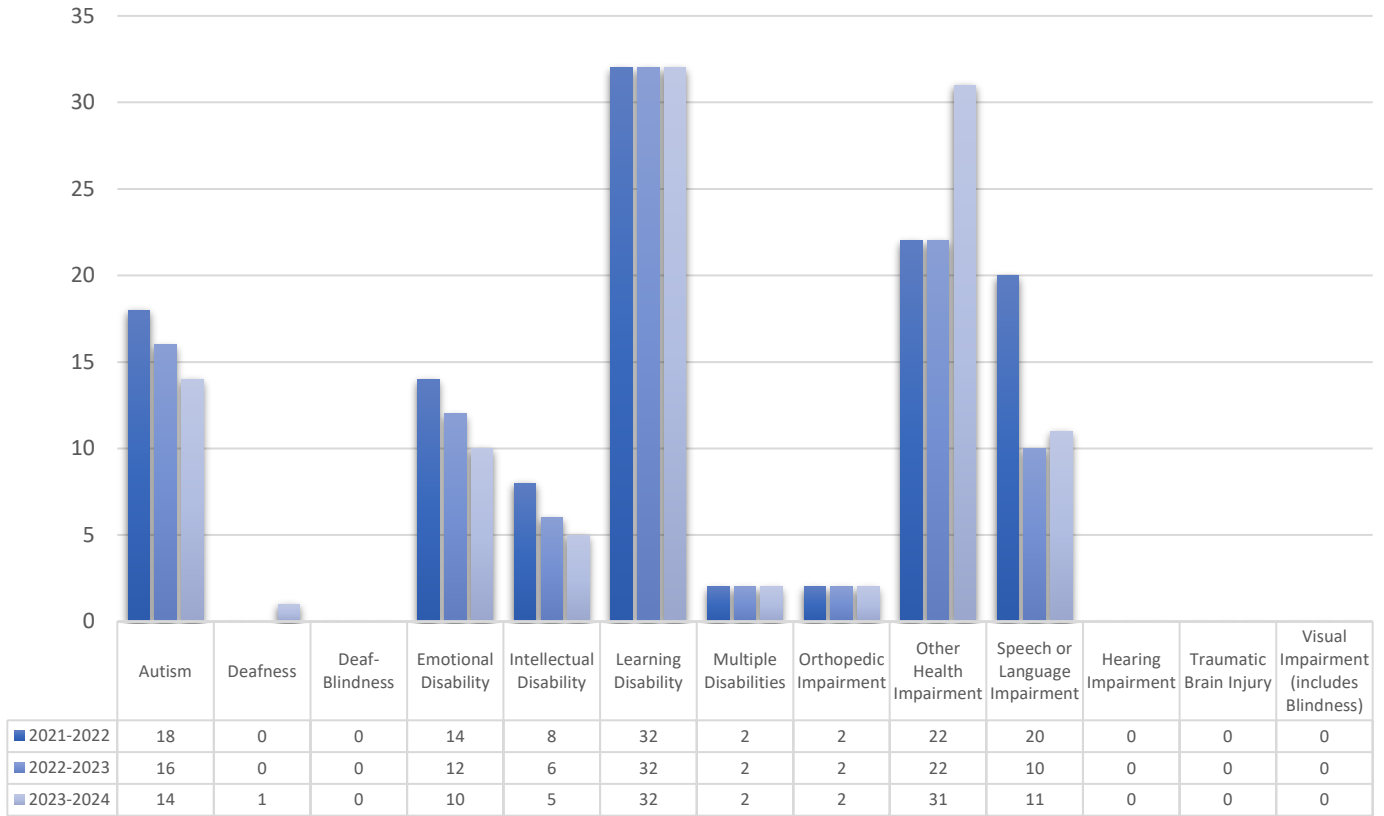
Number of School-Aged Students with Disabilities by Setting



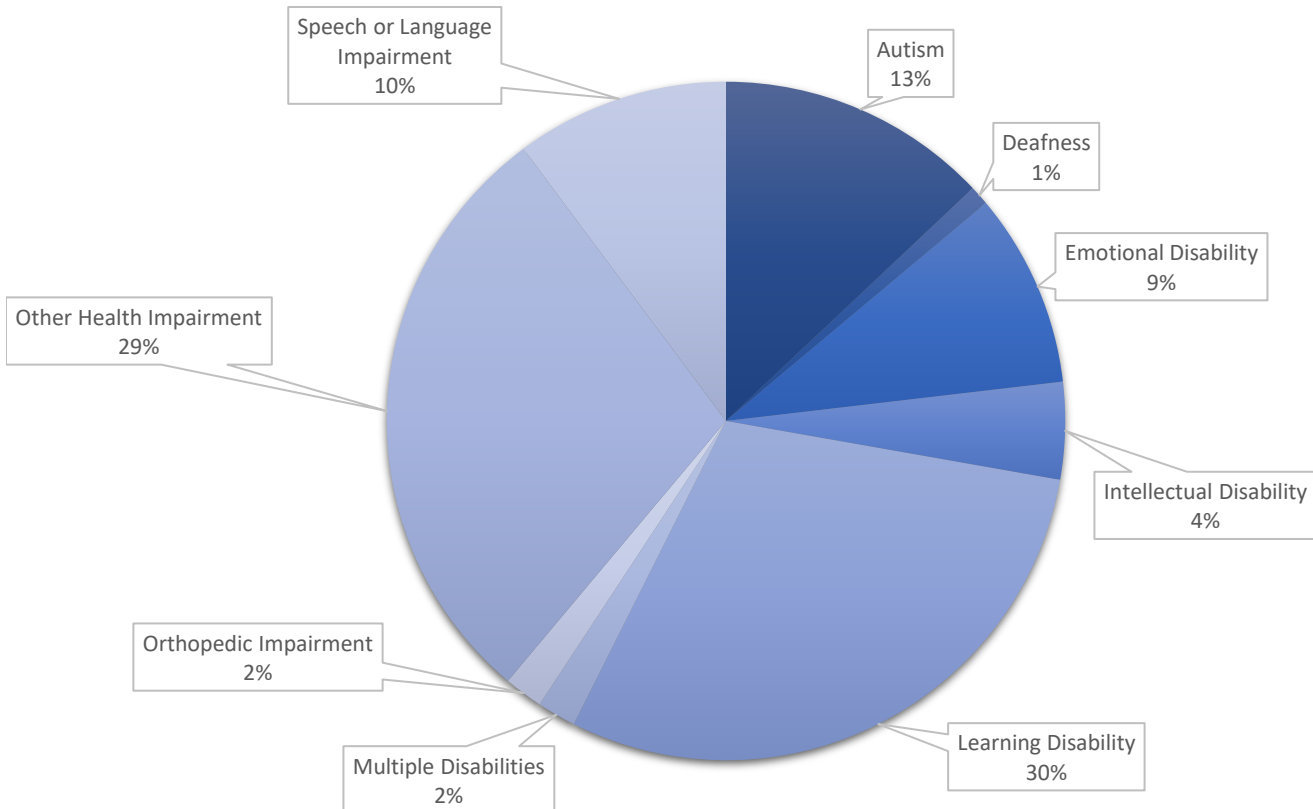
Number of School-Aged Students with Disabilities by Program Location



Number of Students with Disabilities by Classification

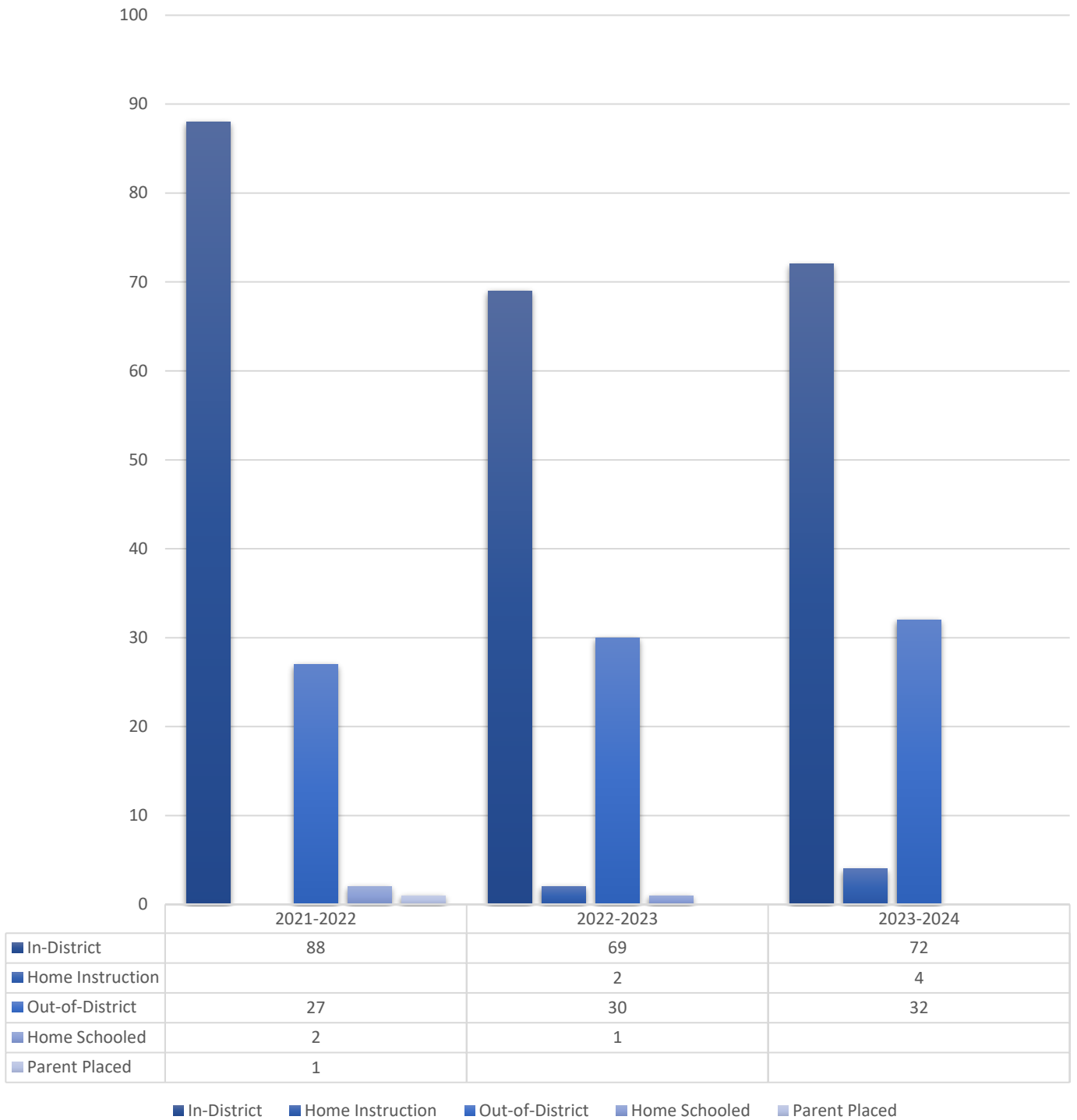


Classifications as of BEDS Day (October 2023)



Comparison of Students with Disabilities by In-District and Out-of-District Placement

Comparison of Students with Disabilities by In-District and Out-of-District Placement



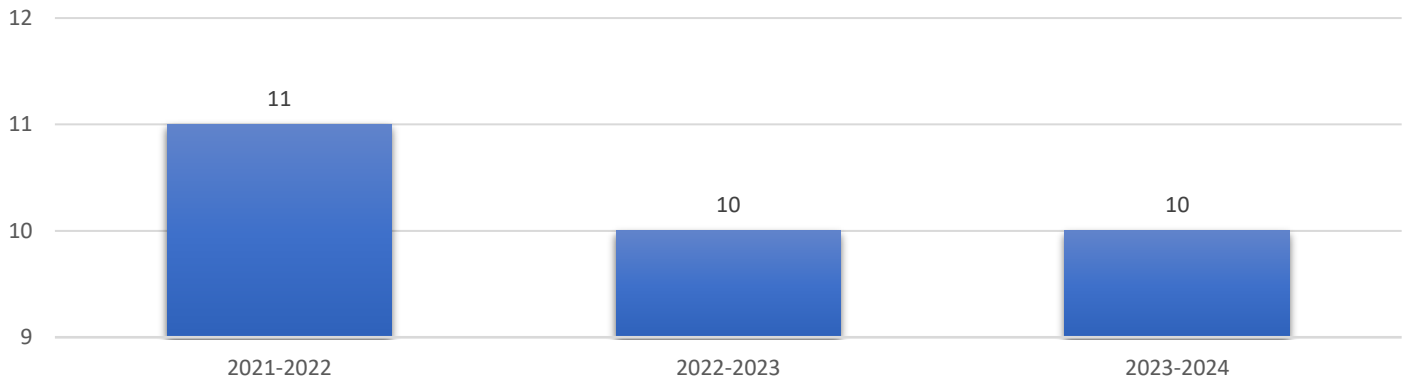
Description of Preschool-Aged Settings

Preschool student data represents the environments in which preschool students with disabilities attend and receive educational services. The order does not reflect a continuum from least to most restrictive environments.

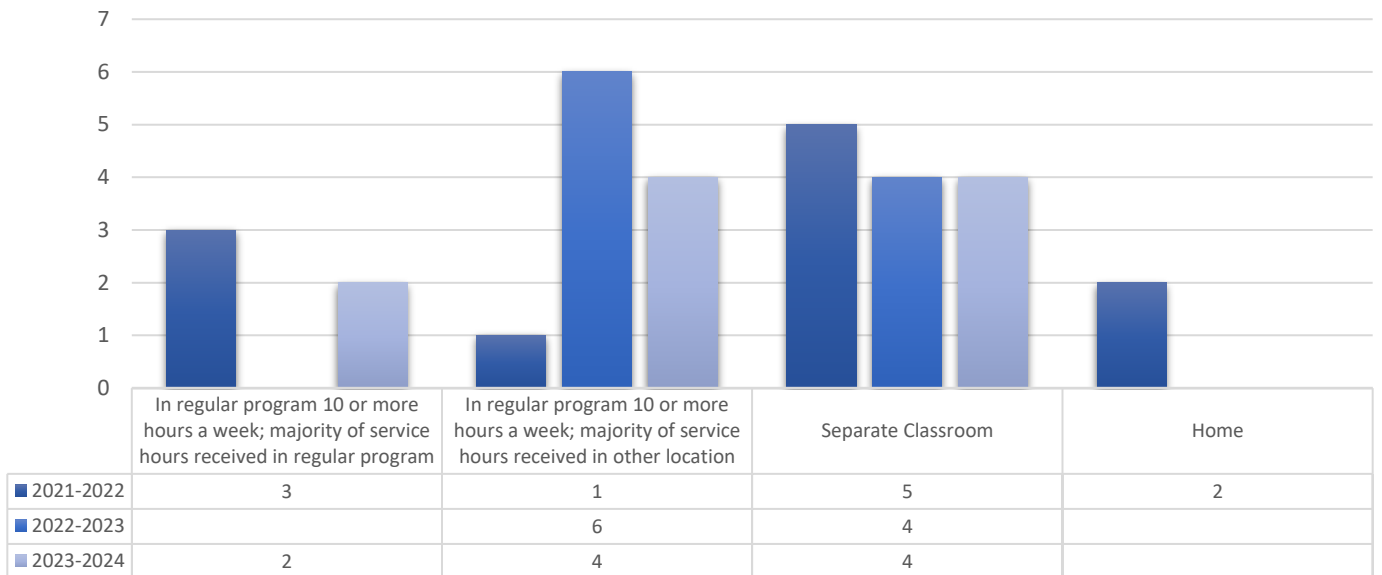
- **Early Childhood Program** refers to a program that includes at least 50% non-disabled children. Early childhood programs include, but are not limited to: private preschools, child care facilities, Pre-Kindergarten, or special class in an integrated setting (i.e. a class that contains at least 50% non-disabled children).
- **Special Education Program** refers to a program that includes less than 50% non-disabled students. Special education programs can be in classrooms in regular school buildings, child care facilities, or other community-based settings.
- **Home** refers to services provided in the home. If a child does not attend a regular education program or special education program, the student can receive services at home or a babysitter's location.
- **Itinerant Services** refers to services provided to children who are not participating in a preschool program and received services at an agency site.
- **Residential Facility** refers to an education program in public or private operated residential schools or medical facilities on an inpatient basis.
- **Separate School** refers to an education program in a public or private day school designed to students with disabilities (i.e. Mary Cariola Children's Center, Rochester School for the Deaf, etc).

All Preschool Students with a Disability

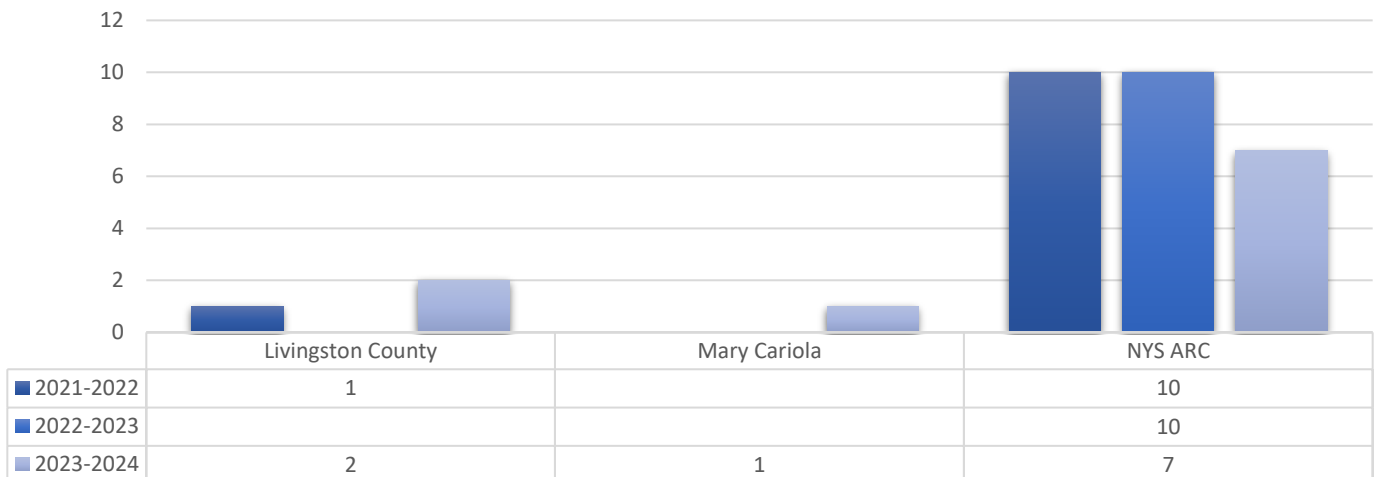
Preschool Students with a Disability



Preschool Students with a Disability by Setting



Preschool Students with a Disability by Provider



Evaluation Procedures for Preschool and School-Aged Populations

Mount Morris is committed to providing the supports necessary for students with disabilities to achieve and be educated in the least restrictive environment. The following are the methods used to evaluate the extent to which the objectives of the program have been achieved:

- Students with disabilities are included in state and local assessments. In some cases, there are students whose disability is so significant that participation in state and local assessments is not appropriate. They are referred to the CSE and, if appropriate, deemed eligible to participate in the New York State Alternate Assessment.
- Students with disabilities programs/services are continuously monitored to ensure that staffing ratios are compliant with Part 200 Regulations.
- Student's IEPs are reviewed at least annually by the CSE. Reevaluation reviews are conducted at a minimum every three years.
 - Annual review means an evaluation, conducted at least annually by the Committee on Special Education or Committee on Preschool Special Education, of the status of each student with a disability and each student thought to have a disability who resides within the school district for the purpose of recommending the continuation, modification or termination of the provision of special education programs and services for the student to the Board of Education.
 - Reevaluation means a group that includes the Committee on Special Education or Committee on Preschool Special Education, and other qualified professionals, as appropriate, shall review existing evaluation data on the student, including evaluations and information provided by the parents of the student, current classroom-based assessments, local or State assessments, classroom-based observations, and observations by teachers and related services providers.
- Student progress toward IEP goals is monitored by special education and general education staff.
- Parents of students with disabilities are informed of their child's progress toward goals, at least as often as parents of their non-disabled peers, including the extent to which that progress is sufficient to achieve the annual goals.
- Summary reports are provided at Annual Reviews for each student with a disability indicating growth and achievement toward the goals on the student's IEP. Information and data are provided to the CSE/CPSE to update the IEP and determine if the current IEP service levels continue to be appropriate.
- Parental comments and concerns, with regard to school-aged and preschool programs, are addressed by Mount Morris' Office of Pupil Personnel Services.
- Placement and referral procedures are continuously monitored to ensure that the CSE/CPSE process is effective, efficient, and in compliance with NYSED regulations. The NYS required PD Data is analyzed on an annual basis.

Allocation of Space within the District for Special Education Programs and Services

The district's long-range plan pertaining to educational facilities considers the needs of students with disabilities. (Part 155 of the Regulations of the Commissioner)

Special classes, Resource Rooms, and rooms in which related services are delivered are provided space, light, and ventilation in accordance with standards applied to general education programs.

Classes are appropriately located within each school building to ensure integration of students with disabilities into the school's general education program.

Allocation of Space for Programs Provided by BOCES Preschool and School-Aged Programs

The district provides GV BOCES with appropriate classroom space, when possible, in order to ensure that resident students participating in GV BOCES programs receive an appropriate education in the least restrictive environment.

The district attempts to provide its fair share of classes commensurate with the number of students placed in the GV BOCES program. Distance and travel limitations are considered.

Instructional Materials Made Available in Alternative Format

The district accepts responsibility to ensure that each student, who requires instructional materials in an alternative format (i.e. who are blind or have other print disabilities), will receive it in a timely manner and in a formation to meet the National Instructional Materials Accessibility Standard (NIMAS) (8NYCRR section 200.2(b)(10)). The district and GV BOCES participate in NIMAS, to help guarantee timely provision of such materials to students.

Estimated Budget to Support Special Education

General Fund Allocations				
School Year	2021-2022	2022-2023	2023-2024	2024-2025
Instructional Salaries	\$ 719,500.00	\$ 753,300.00	\$ 810,300.00	\$ 851,700.00
Non-Instructional Salaries	\$ 266,900.00	\$ 268,400.00	\$ 356,600.00	\$ 350,500.00
Equipment	\$ -	\$ -	\$ -	\$ -
Contractual	\$ 36,335.00	\$ 36,335.00	\$ 36,335.00	\$ 49,350.00
Tuition	\$ 655,900.00	\$ 645,970.00	\$ 918,000.00	\$ 730,372.00
BOCES Services	\$ 1,301,400.00	\$ 1,419,500.00	\$ 1,965,150.00	\$ 1,747,500.00
Supplies and Materials	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 10,000.00
Total Allocation	\$ 2,986,035.00	\$ 3,129,505.00	\$ 4,092,385.00	\$ 3,739,422.00
Total Actual Expenses	\$ 3,066,529.00	\$ 3,504,601.00	\$ 3,591,350.00	
Difference	\$ (80,494.00)	\$ (375,096.00)	\$ 501,035.00	

IDEA Section 611 Grant				
SCHOOL YEAR	2021-2022	2022-2023	2023-2024	2024-2025
Regular Allocation	\$ 159,907.00	\$ 164,795.00	\$ 184,995.00	\$ 183,142.00

IDEA Section 619 Grant				
SCHOOL YEAR	2021-2022	2022-2023	2023-2024	2024-2025
Regular Allocation	\$ 7,232.00	\$ 7,468.00	\$ 7,669.00	\$ 7,639.00

CSE and CPSE Practices and Procedures

Appropriately trained and qualified personnel, including members and chairpersons of the CSE, subcommittees on special education, and CPSE are appointed to carry out the function identified in Part 200.3 of the Commissioners Regulations.

Subcommittees conduct annual reviews, reevaluation meetings, and requested reviews within established guidelines. Subcommittees cannot consider students for initial reviews or placement in a more restrictive setting.

Amendments to an IEP can be made after the annual review by rewriting the IEP. Parents will be called and explained as to what part of the IEP is to be amended and why. The parents will receive a prior written notice of recommended changes to the IEP pursuant to Part 200 regulations 200.5(a). The proposed amendment will be implemented with signed parent consent. A revised copy of the entire IEP with the amendment(s) incorporated will be mailed to the parents. The revised copy will also be distributed and reviewed by staff in accordance with district procedures. Amendments to the IEP will be sent to the Board of Education for approval.

Referrals/requests to the CSE or CPSE are to be made in writing. When a referral/request to the CSE is submitted to the district's CSE, a copy is forwarded to the Building Principal within five days. When a referral/request to the CSE is received by the Building Principal, it is forwarded to the district CSE immediately upon its receipt.

The CSE/CPSE conducts an individual evaluation using a variety of assessment tools and strategies, including information provided by the parent.

In accordance with Part 200 of the Regulations of the Commissioner of Education, students with disabilities, both school-aged and preschool-aged are provided with appropriate special education services in the least restrictive environment taking into consideration the student's special education needs. These services are specified in the student's IEP. Students with disabilities are grouped together for special education by similarity of needs in accordance with the student's range of academic/educational achievement, social development, physical development, and management needs.

Parents of preschool children who contact the school district to have their child evaluated to determine if a disability exists will have the CPSE process fully explained to them at that time.

Adoption by Board of Education

This plan was submitted to the Mount Morris Board of Education on August 14, 2024.

This plan was adopted by the Mount Morris Board of Education on _____.

Director of Pupil Personnel Services

Date

Superintendent

Date

Board of Education President

Date