

MOUNT PLEASANT CENTRAL SCHOOL DISTRICT

DISTRICT SPECIAL EDUCATION PLAN

Pursuant to Section 200.2 of New York State Education Regulations

Adopted by the Board of Education : **October 23, 2019**

BOARD OF EDUCATION

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STATEMENT OF ASSURANCES

The Board of Education of the Mount Pleasant Central School District, as a part of a long standing commitment to excellence in education for all students, supports the provision of special education and related services for students with disabilities under the auspices of the Committee on Special Education and the Committee on Preschool Special Education.

In full support of State and Federal laws pertaining to students with disabilities, it is the intent of this Board of Education to ensure that the District offers a free appropriate public education to eligible students identified as having a disability. To this end, and in full compliance with the Regulations of the Commissioner of Education and the Individuals with Disabilities Act of 2004 (IDEA), its implementing Regulations and New York Education Law, the Board has reviewed this District Plan for Special Education.

By action of the Board of Education in a regularly scheduled meeting, the Board has adopted the Special Education District Plan.

Adopted by the Board of Education on **Wednesday October 23, 2019.**

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SPECIAL EDUCATION PHILOSOPHY & GOALS

The Mount Pleasant Board of Education subscribes to the belief that all students must be provided with quality instruction and opportunities for academic achievement. Recognizing its responsibilities towards students with disabilities, the Mount Pleasant Board of Education has adopted the following statement of philosophy of special education, which is the cornerstone of its programs.

- To the extent dictated by the child's disability, the student will be educated within the local school wherever possible.
- The district is committed to the concept of the least restrictive environment, which allows for maximum contact and participation with non-disabled peers.
- Where special education services are provided within or out of district, the services will be limited to those specifically dictated by the nature and need of the disability.
- The goal of special education in Mount Pleasant is to provide each child with instruction that allows the student to compensate for his or her disability, to overcome the disability where possible, and to make progress in meeting appropriate goals.
- The Mount Pleasant School District is committed to help develop constructive attitudes and respect and understanding towards individuals with disabilities in order to promote independence to the greatest possible degree.
- In recognition of the necessity for parental support and involvement in the education of each child with a disability, total, open and fully available communication with parents is seen as desirable and essential.

The Board of Education recognizes that an essential aspect of a successful special education program is the orientation and in-service training of the faculty. Professional development for all personnel who work with students with disabilities is necessary to assure that they have the skills and knowledge necessary to meet the unique needs of these students.

It is the goal of the district, through social and emotional learning, to instill through the school curriculum understanding and acceptance of individual differences. This will foster the acceptance of all people, including those with disabilities.

PROGRAM OBJECTIVES FOR STUDENTS WITH DISABILITIES

The district is committed to the development and implementation of an appropriate education for students with disabilities who reside in the district in accordance with the following administrative practices and procedures:

- To implement school-wide approaches, which may include a response to intervention process, and pre-referral interventions in order to support a student's performance prior to referral to special education;
- To provide a free appropriate education in the least restrictive environment for resident children between the ages of three (3) and twenty-one (21) or until a regular high school diploma has been achieved by the student, whichever shall occur first;
- To ensure that students with disabilities have the opportunity to participate in school district programs to the maximum extent appropriate to the need of each student, including access to general education curriculum and extracurricular programs and activities, which are available to all other students enrolled in the public schools of the district;
- To appoint and train appropriately highly qualified personnel including the members and chairpersons of the Committee on Special Education (CSE) and Committee on Preschool Special Education (CPSE), to carry out the functions required by law and regulations related to the education of students with disabilities;
- To ensure effective communication and collaboration between the Committee on Special Education and the Committee on Preschool Special Education, school staff and school district administrators, parents and community;
- To ensure that parents are advised of their due process rights and to establish procedures in this regard;
- To ensure that each preschool student with a disability residing in the district has the opportunity to participate in an appropriate preschool program or services, including timely evaluation and placement;
- To ensure that parents have received and understood the request for consent for evaluation of a preschool student;

- To ensure the establishment of board policies and district practices and procedures to implement the provisions of Section 200.6 (a) of the Commissioner's Regulations that provide special services or programs, to the extent appropriate to the needs of the student, to enable the student to be involved in and progress in the general education curriculum;
- To provide the human and material resources necessary for the implementation of a continuum of programs and services to meet the academic, social, physical and management needs of students with disabilities;
- To provide, to the greatest extent appropriate, adaptation, and/or modification of instruction and materials to enable students with disabilities to benefit from instruction within the general education setting, whenever appropriate;
- To ensure that each general education teacher, special education teacher and related service provider who is responsible for the implementation of a student's IEP is provided access to an electronic copy, including amendments to the IEP, prior to its implementation;
- To ensure the selection and board appointment of impartial hearing officers consistent with regulations;
- To ensure that students with disabilities have access to the full range of general education programs and services to the extent appropriate to their individual needs and to provide them appropriate opportunities to earn a high school diploma or appropriate credential in accordance with Section 100.5 of the Regulations of the Commissioner of Education.
- To ensure that measurable steps are taken to recruit, hire, train and retain highly qualified personnel to provide special education programs and services;
- To ensure that a discipline code for student behavior is in place, while protecting the rights to continuity of appropriate education for students with disabilities;
- To ensure the confidentiality of personally identifiable data, information or records pertaining to a student with a disability. Such personally identifiable information will not be disclosed except in accordance with the IDEA, its implementing regulations and the Family Educational Rights and Privacy Act and its regulations;

- To ensure that adequate and appropriate space is made available to meet the needs of preschool and school age students with disabilities;
- To provide professional development for all personnel who work with students with disabilities in order to assure that they have the skills and knowledge necessary to meet the unique needs of these students;
- To ensure that students who reside in the district have received the protection of all other applicable State and Federal laws and regulations;

METHODS FOR EVALUATING PROGRAM OBJECTIVES

Through the use of assessments, including but not limited to formative and summative assessments, district and staff reports, and site visits, data will be gathered and analyzed to provide summary information to the district. This analysis will inform decision-making regarding the evaluation, revision, and modification of programs, services and procedures.

In addition, consideration will be given to input from District stakeholders, including but not limited to, administrators, faculty, parents and students.

The goal of the special education program in the district is to provide each student with an identified disability with individualized instruction designed to help the student meet unique learning needs in order to access and participate in the general education curriculum to the extent appropriate.

The methods used to evaluate the extent to which the objectives of the special education program have been achieved include as examples:

- Ongoing evaluations of student achievement using various diagnostic, standardized, and local assessments;
- Annual reviews of students' progress and programs that include current and measurable academic and functional goals resulting in current and comprehensive IEPs;
- Reevaluation reviews, at least once every three years, to evaluate students' needs over time, to determine continued eligibility, and whether modification of the IEP is warranted;
- Qualitative measures such as teacher observations and professional development, classroom observations, anecdotal reports, and end-of-year student summaries;
- Yearly departmental goal-setting and budgeting that support special education programs and services;
- Periodic review of the district plan.

SPACE ALLOCATION FOR SPECIAL EDUCATION PROGRAMS

It is the policy and practice of the Board of Education to ensure, to the fullest extent possible, that students with disabilities residing in the district shall be educated within the school district.

It is the policy and practice of the Board of Education to ensure, to the fullest extent possible, the allocation of appropriate space within the district for special education programs that meet the needs of school-age students with disabilities. Special education services shall not be denied simply because of a lack of appropriate space.

The Mount Pleasant Central School District will consider organizing new or additional special education classes whenever an age appropriate cohort of five (5) eligible students with similar educational needs who are not already placed in such a program (based upon CSE identification, classification and recommendation) are located in the district. When a present class exceeds the legal limit of either twelve (12) or fifteen (15) students permitted by education law, a variance from the State Education Department will be obtained or a new class will be formed.

Further, it is the policy and practice of the Board of Education to ensure, to the fullest extent possible, that appropriate space will be available to meet the needs of resident students with disabilities who attend special education programs provided by the Board of Cooperative Educational Services (BOCES). At least once per year, a staff member from the District's Special Education Department will visit the placement of each resident student who attends a BOCES special education program to assure the appropriateness of the space allocated for that placement.

The District will continue to provide space, to the extent available, for school-age students from other school districts who need self-contained classes not available in their home schools. The District will also continue to meet with Southern Westchester BOCES to work in developing the regional plan that reduces the number of special education students in center based non-integrated settings.

PLAN FOR PROVIDING INSTRUCTIONAL MATERIALS IN ALTERNATIVE FORMATS

Effective May 16, 2002, section 200.2 of the Regulations of the Commissioner was amended to implement Chapter 377 of the Laws of 2001. As a result of Chapter 377 and the implementing regulations, the Board of Education must establish a plan to ensure that every student with a disability who needs his or her instructional materials in an alternative format will receive those materials at the same time that they are available to non-disabled students. "Alternative format" is defined to mean any medium or format for the presentation of instructional materials, other than traditional print textbooks, that is needed as an accommodation for a disabled student enrolled in the school district. It may include, but not be limited to, Braille, large print, open and closed caption audio, or an electronic file in a format compatible with alternative format conversion software that is appropriate to meet the needs of the individual student.

Identification of the Needs of Students Residing in the District

Advance planning in the selection and ordering of books will help ensure that students with disabilities receive their instructional materials at the same time as the other students in the class.

If the CSE determines that a student needs his or her instructional materials in an alternative format, the IEP will specify the accommodations for the individual student and any related instruction and/or assistive technology devices needed for the student to access the alternative format materials. If the student needs instructional and assessment materials in alternative formats, the CSE should review the following considerations:

- What alternative format is needed?

- What instruction is needed for the student to use the alternative format/materials?

- What assistive technology devices or services are needed for the student to access the alternative format/materials?

- What supports for school personnel may be needed related to the alternative format(s) recommended?

- What assistance do the parents need to acquire the skills to support the child's use of the instructional materials and/or related assistive technology devices?

- What test accommodations might a student need related to the alternative formats?

Access to and Conversion of Electronic Files

Instructional materials provided in electronic files can offer many flexible options for a student with a disability to access the curriculum when the files are used with a variety of technology and tools such as computer screens using highlighted and enlarged text, screen readers or Braille printers. Students will have access to appropriate software and hardware in order to provide these materials in an alternative format. This may include, but not be limited to, computers, printers, scanners, alternative keyboards, Braille note takers, screen readers, screen magnification devices, scan and read, and Braille translation. The district will also access appropriate agencies and resource centers to assist in the conversion of materials into Braille format.

Ordering Timelines

Braille and large-type booklets will be obtained from the State Education Department for the Elementary and Intermediate State assessments and each Regents examination. The Braille and large-type test booklets requested will be included in the regular shipment to the school. These tests will be ordered at the same time that tests are ordered for non-disabled students. If reproduction and/or reformatting of test booklets is required, written advance permission of the State Education Department will be obtained in sufficient time as to administer the test at the same time as administered to nondisabled students. If Braille or large-print conversions are requested, the district will request this conversion at least three months in advance of the exam.

The district will inquire of publisher sales representatives about available formats. If the instructional materials are needed by the student cannot be purchased in alternative formats, the district will make reasonable efforts to adapt or convert the materials or provide substantially equivalent materials to the student in a format he or she can access. Consideration will be given as to sufficient time to convert these materials so that the student will be able to participate and progress in the general education curriculum.

Timelines for Ensuring Timely Availability of Alternative Format Materials

In order to ensure all instructional materials needed for the school year are available for an already identified student requiring alternative format materials, lists of specified textbooks, trade books and other specialized instructional materials must be compiled by May of the preceding year, to the extent they are known at that time by the District.

1. For students attending the Mount Pleasant Central schools, such lists will be provided by the CSE Chairperson and/or Section 504 Chairperson from each building.

2. For students who attend district-operated or private schools and receive itinerant services from BOCES staff, such lists will be compiled by the administrators of the district or private school and transmitted to the itinerant teacher.
3. For students attending BOCES-operated schools, such lists will be provided by the administrator of the BOCES school. In all such instances, it will be the responsibility of the BOCES itinerant teacher to assist the district in procuring the materials in an alternative format, but the responsibility for procuring the materials rests with the district.

Selection and Procurement of Instructional Materials

When the district selects any new instructional materials for a course, consideration will be given, as one factor, if such materials are available from the vendor in the alternative format(s) needed by the student. Where different textbooks meet the district's criteria for a particular subject matter, the district will give preference to the vendor that agrees to provide materials in alternative formats. If competitive bidding is required for the purchase of instructional material, bid specifications will be drafted to allow the district to select the bidder who can provide materials in alternative formats in a timely fashion by making alternative format availability a specification of the bid.

Procedures for New Entrants during the School Year

When a new student enters the district, the CSE will review the student's previous IEP to determine if the IEP has specified the need for materials to be provided in an alternative format. If the IEP indicates that the student requires an alternative format, the district will immediately either provide the necessary software or hardware necessary for the conversion or contact the appropriate agency to either purchase or convert the materials.

If a student requires additional materials in an alternative format, the special education teacher or school psychologist will be responsible for providing this information to the Director of Pupil Personnel and/or the appropriate special education supervisor, who will be responsible for arranging the provision of materials in an alternative format.

THE USE OF UNIVERSAL DESIGN PRINCIPLES IN DISTRICT ASSESSMENTS

The Board of Education acknowledges its goal and its obligation to include the widest range of students, including students with disabilities and students with limited English proficiency, in standardized assessments. To further this goal of ensuring equal access to district-wide assessments and to ensure that assessments provide the most accurate measure of student performance of all students, the district, to the extent feasible, will use universal design principles in developing and administering any district-wide assessment program.

“Universal design” is an approach to designing and delivering course instruction and materials to be usable to students of all learning styles without adaptation or retrofitting. The Board of Education may incorporate the following universal design principles into the development and administration of district-wide assessments:

Inclusive assessment population – tests designed for state, district or school accountability shall include every student, except those in alternate assessments, and be designed to meet the demands of increased diversity among students;

Precisely defined constructs – the specific constructs tested must be clearly defined so that all non-construct cognitive, sensory, emotional and physical barriers are removed;

Accessible, non-biased items - accessibility will be built into items from the start, and bias review procedures will ensure that quality is retained in all items and that a lack of sensitivity to disability or cultural differences does not influence results;

Amenable to accommodations – the test design shall be compatible with and facilitate the use of needed accommodations;

Simple and clear instructions and procedures – all instructions and procedures will be simple, clear and presented in understandable language;

Maximum readability and comprehensibility – a variety of readability and plain language guidelines will be followed (e.g., sentence length and number of difficult words are kept to a minimum) to produce readable and comprehensible text;

Maximum legibility – characteristics such as type size, spacing, font and paper size will be, to the extent practicable, easy to decipher in text, tables, figures, illustrations and response formats.

SERVICES AVAILABLE TO PRESCHOOL STUDENTS IDENTIFIED WITH DISABILITIES

There are preschool programs and services that are available to District students between the ages of 3 and 5 who are not eligible for kindergarten and that have been identified as a preschool student with a disability. These programs and services are funded and overseen by the Westchester County Department of Health, and are administered through the District Committee on Preschool Special Education. Preschool programs and providers are approved and overseen by the Westchester County Department of Health.

You will find in the attached links information outlining the continuum of services for students that have been identified as a preschool student with a disability:

[Part 200.16\(i\) of the Regulations of the NYS Commissioner of Education](#)

[NYSED Information for Parents of Preschool Students with Disabilities Ages 3-5](#)

[Westchester County Preschool Special Education Program \(PEP\)](#)

When a child is determined eligible for special education services, Federal and State law and regulations require that the student be placed in the least restrictive environment to the maximum extent possible to meet his or her needs.

SUMMARY OF CONTINUUM OF SERVICES/ DISTRICT SERVICES AVAILABLE TO SCHOOL AGED STUDENTS IDENTIFIED WITH DISABILITIES

The following is a list of Mount Pleasant Central School District programs and services that are available to meet the academic, social, physical and management needs of students with disabilities. When a child is determined eligible for special education services, Federal and State law and regulations require that the student be placed in the least restrictive environment to the maximum extent possible to meet his or her needs.

TITLE	DESCRIPTION
<p>Related Services (NYS Continuum)</p>	<p>Related services means developmental, corrective, and other supportive services as are required to assist a student with a disability.</p> <p>Examples of related services are set forth in Section 200.1(qq) of the Regulations of the Commissioner of Education. http://www.p12.nysed.gov/specialed/lawsregs/part200.htm.</p> <p>The frequency, duration and location of the service shall be based on the individual student's need and noted in the IEP.</p>
<p>Resource Room (NYS Continuum)</p>	<p>Resource room means a special education program for a student with a disability registered in either a special class or regular class who is in need of specialized supplementary instruction in an individual or small group setting for a portion of the school day.</p>

	<p>Resource room shall be for supplementing the regular or special classroom instruction of students with disabilities who are in need of such supplemental programs. Resource room is taught by a special education teacher. Students may be from mixed grade levels and taught in a setting of no more than five students.</p> <p>Each student with a disability requiring a resource room program shall receive not less than three hours of instruction per week in such program except that 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.</p>
<p style="text-align: center;">Consultant Teacher Services (NYS Continuum)</p>	<p>Consultant teacher services means direct and/or indirect services provided to a student with a disability in the student's regular education classes and/or to such student's regular education teachers.</p> <p>Direct consultant teacher services means specially designed individualized or group instruction provided by a certified special education teacher to a student with a disability to aid such student to benefit from the student's regular education classes.</p> <p>Indirect consultant teacher services means consultation provided by a certified special education teacher to regular education teachers to assist them in adjusting the learning environment and/or modifying their instructional methods to meet the individual needs of a student with a disability who attends their classes.</p> <p>Each student with a disability 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, except that the committee on special education may recommend that a student with a disability who also</p>

	<p>needs resource room services in addition to consultant teacher services, may receive a combination of such services consistent with the student's IEP for not less than three hours each week.</p>
<p>Integrated Co-Teaching (District Program)</p>	<p>Integrated co-teaching services means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled students.</p> <p>The maximum number of students with disabilities receiving integrated co-teaching services in a class shall be determined in accordance with the students' individual needs as recommended on their IEPs, provided that the number of students with disabilities in such classes shall not exceed 12 students, unless a variance is obtained.</p>
<p>Special Class Programs (NYS Continuum)</p>	<p>Special class means a class consisting of students with disabilities who have been grouped together because of similar individual needs for the purpose of being provided specially designed instruction, i.e., adapting, as appropriate to the needs of a student with a disability, the content, methodology, or delivery of instruction to address the unique needs that result from the student's disability; and to ensure the student has meaningful access to the general curriculum, so that he or she can meet the educational standards that apply to all students. In a special class, students are receiving their instruction separate from their non-disabled peers.</p>

<p>Special Class Programs (NYS Continuum)</p>	<p>The maximum class size for those students whose special education needs consist primarily of the need for specialized instruction which can best be accomplished in a self-contained setting shall not exceed 15 students.</p> <p>The District identifies the need for and operates special classes based on a variety of factors. The types of special classes offered by the District may be discontinued, changed or supplemented from time to time as determined in the discretion of the District. If a student’s IEP indicates special class, the IEP will list the ratio of the class.</p> <p>Examples of special classes in the District have included but are not limited to;</p> <p><u>Academic Support</u></p> <p>Academic support is a special class for students in grades 6-12 in which students’ IEP goals are addressed through assistance with reinforcement of academic vocabulary and concept development. Support for organization, time management, planning and goal setting along with study/test taking strategies is also incorporated into this support period. Academic support is taught by a special education teacher. Students are from the same grade level and are in a class of no more than eight students.</p> <p><u>Special Class</u></p> <p>For students in grades K-5, the special class program is provided to students with disabilities who require specialized instruction in ELA and/or math in a self-contained setting. These special classes are taught by a special education teacher. Students are from the same grade level and are in a class of no more than twelve students. Students are integrated into the general education classroom for all other content areas, electives and activities.</p>
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Special Class Programs
(NYS Continuum)

For students in grades 6-12, a departmentalized special class program is provided to students with disabilities who require specialized instruction in one or more of the core content areas (ELA/English, Math, Science and/or Social Studies) in a self-contained setting. The curriculum in a special class program parallels the regular education curriculum and supports students as they work towards a high school diploma and/or credential. These special classes are taught by a special education teacher. Students are in a class of no more than fifteen students, with the exception of Math where there are no more than twelve students. Students in the middle school are from the same grade level; students from the high school may be from mixed grade levels. Students are integrated into the general education classroom for electives and activities, as well as content areas, as appropriate.

Depending on the cohort of students with disabilities, the District may also operate a special class program(s) for students with disabilities who require more intensive specialized services and supports in a self-contained setting. These students may have significant academic and social emotional needs. They may need a structured program with clear expectations to promote positive behaviors. The program may be supported by speech and language services and social skills counseling. Such special classes are taught by a special education teacher. Students may be from mixed grade levels in a class of no more than eight students. These classes may also have the support of a teaching assistant. As students are ready and able to do so, they are integrated into the general education classroom for electives and activities.

	<p><u>Special Class- Senior Support</u></p> <p>Senior Support is a special class program designed exclusively for seniors to foster academic independence and self-advocacy in order to prepare students for post-secondary education. Senior support is taught by a special education teacher. Students are in a class of no more than fifteen students.</p>
<p>Out of District Programs and Services (NYS Continuum)</p>	<p>The Mount Pleasant Central School District offers a continuum of special education programs and services in District schools, and is committed to placing student with disabilities in the least restrictive environment to the maximum extent appropriate. Generally, continued placement in a general education setting is the first consideration of the CSE when planning for the educational needs of a student with a disability. The CSE considers removal from a general education setting in the district only when, because of the nature and severity of a student’s disability, the education of the student cannot be satisfactorily achieved, even with the provision of supplementary aids and service. In a limited number of cases, the CSE will recommend placement in another public school district, a BOCES program, or an approved private school program.</p> <p><u>Other public school programs</u></p> <p>Special education programs in other public school districts are considered for District students with disabilities when an appropriate in-district program is not available.</p> <p><u>Board of Cooperative Educational Services (BOCES) Programs</u></p> <p>BOCES is a regional public education collaborative which functions in New York State as an extension of local school districts. These programs are supervised by BOCES administrators and monitored by our District’s CSE.</p>

<p style="text-align: center;">Out of District Programs and Services (NYS Continuum)</p>	<p>The District can utilize Southern Westchester BOCES programs and services, as well as Putnam Northern Westchester BOCES and Rockland BOCES programs and services for students with more intensive educational, emotional or management needs that cannot be appropriately met in an in-district program.</p> <p><u>New York State Education Department Approved Private Schools</u></p> <p>When the needs of a student with a disability cannot be met in programs operated by the District, another public school district, or a BOCES program, the District may utilize more restrictive NYS-approved private day or residential placements. These schools are approved by the New York State Education Department and provide highly individualized programs with intense supervision and structure.</p> <p><u>Home/Hospital Instruction</u></p> <p>Home and hospital instruction means special education provided on an individual basis for a student with a disability confined to the home, hospital or other institution because of a disability.</p>
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SCHOOL AVAILABILITY OF COPIES OF THIS PLAN

The district Special Education Plan is on file in the Office of the Superintendent of Schools, in the Pupil Personnel Office, all Mount Pleasant school buildings, and in the office of the District Clerk for public inspection and review by the Commissioner of Education.

It is also available on the district website (www.mtplcsd.org).

Parents may review a copy of this plan online or request a copy from the district at any time. Requests should be directed to the Pupil Personnel Office.

BUDGET CODE					DESCRIPTION	ACTUAL 17/18	ADOPTED BUDGET 18/19	ESTIMATED ACTUAL 18/19	PROPOSED BUDGET 19/20	\$ CHANGE	% CHANGE
A	2250	150	00	1000	SALARIES - ADMINISTRATOR	442,944	441,800	0	-		
A	2250	150	00	1100	SALARIES - SPECIAL ED TEACHERS	4,433,293	4,719,184	0	-		
A	2250	150	00	1000	SALARIES - ADMINISTRATOR CES	-	-	114,891	114,186		
A	2250	150	00	1100	SALARIES - SPECIAL ED TEACHERS CES	-	-	937,866	1,131,265		
A	2250	150	00	1000	SALARIES - ADMINISTRATOR HES	-	-	116,367	114,186		
A	2250	150	00	1100	SALARIES - SPECIAL ED TEACHERS HES	-	-	1,027,698	1,257,416		
A	2250	150	00	1000	SALARIES - ADMINISTRATOR WHS	-	-	113,188	112,444		
A	2250	150	00	1100	SALARIES - SPECIAL ED TEACHERS WHS	-	-	1,125,563	1,195,844		
A	2250	150	00	1000	SALARIES - ADMINISTRATOR WMS	-	-	113,188	112,444		
A	2250	150	00	1100	SALARIES - SPECIAL ED TEACHERS WMS	-	-	1,255,957	1,269,764		
A	2250	150	00	1140	SALARIES - EVALUATIONS / PROF SVCS	54,961	50,000	42,011	60,000		
A	2250	150	00	1200	SALARIES - TEACHING ASSISTANT	90,190	91,092	0	-		
A	2250	150	00	1200	SALARIES - TEACHING ASSISTANT HES	-	-	42,330	82,330		
A	2250	150	00	1200	SALARIES - TEACHING ASSISTANT WMS	-	-	45,546	45,546		
A	2250	150	00	4120	HOMEBOUND - SP ED	7,245	2,500	906	-		
A	2250	160	01	1400	SALARIES - SPECIAL ED AIDES CES	244,794	139,082	189,983	182,704		
A	2250	160	02	1400	SALARIES - SPECIAL ED AIDES HES	163,151	228,728	189,506	301,007		
A	2250	160	04	1400	SALARY - SPECIAL ED AIDES WHS	49,221	58,379	43,011	44,148		
A	2250	160	05	1400	SALARY - SPECIAL ED AIDES WMS	180,586	267,257	213,709	223,066		
A	2250	160	00	1500	SALARY - CLERICAL	68,282	108,982	0	109,584		
A	2250	160	01	1500	SALARIES - CLERICAL CES	-	-	26,834	-		
A	2250	160	02	1500	SALARIES - CLERICAL HES	-	-	26,834	-		
A	2250	160	04	1500	SALARIES - CLERICAL WHS	-	-	26,834	-		
A	2250	160	05	1500	SALARIES - CLERICAL WMS	-	-	26,834	-		
A	2250	200	07	2000	EQUIPMENT - CSE	-	6,000	2,082	6,000		
A	2250	400	07	4000	CONTRACTUAL EXPENSE	81,057	150,100	151,809	188,641		
A	2250	400	07	4120	HOMEBOUND - INSTRUCTION	8,783	75,000	38,022	50,000		
A	2250	400	07	4130	SPECIAL ED TUTORING	2,577	-	0	-		

BUDGET CODE	DESCRIPTION	ACTUAL	ADOPTED	ESTIMATED	PROPOSED	\$	%
		17/18	BUDGET 18/19	ACTUAL 18/19	BUDGET 19/20		
A 2250 400 07 4140	PRIVATE SPEECH THERAPY	26,530	30,000	24,439	30,000		
A 2250 400 07 4150	PRIVATE OCC THERAPY	100,518	125,000	120,800	125,000		
A 2250 400 07 4160	PRIVATE PHYSICAL THERAPY	65,120	80,000	69,580	80,000		
A 2250 400 07 4700	CONFERENCES & TRAVEL	1,410	8,000	3,714	7,000		
A 2250 400 07 4800	COPIER EXPENSE	5,593	3,000	4,016	3,000		
A 2250 450 07 5000	MATERIALS & SUPPLIES - DW	6,181	13,000	5,971	13,000		
A 2250 450 07 5140	MATERIALS & SUPPLIES - DW RESOURCE RM	2,143	3,000	2,620	5,000		
A 2250 450 07 5145	MATERIALS & SUPPLIES - DW SPEECH	-	3,000	2,464	4,000		
A 2250 450 07 5150	MATERIALS & SUPPLIES - DW CLASSROOM	37	3,000	1,971	5,000		
A 2250 450 07 5155	MATERIALS & SUPPLIES - DW TESTING	-	10,000	3,968	10,000		
A 2250 450 07 5400	POSTAGE	6,920	6,000	6,548	6,000		
A 2250 471 07 0000	TUITION - PUBLIC SCHOOLS	700,841	664,557	526,234	825,678		
A 2250 472 07 0000	TUITION - OTHER	657,979	627,706	842,040	914,360		
A 2250 480 07 5300	TEXTBOOK - CSE	-	-	-	-		
A 2250 490 07 4000	BOCES SERVICES	396,982	652,881	261,426	793,728		
		<u>7,797,338</u>	<u>8,567,246</u>	<u>7,746,757</u>	<u>9,422,341</u>	<u>855,095</u>	<u>10.0%</u>

2018-19 VR 2

Name: Mount Pleasant C S D

SED Code: 660801060000

Line Number	Disability (As of Snapshot Date)	Age as of October 3, 2018							Reasonability Check*
		Total Ages 4-5	Total Ages 6-11	Total Ages 12-13	Total Ages 14-17	Total Ages 18-21	Grand Total for 2018	10/4/17 Count of Students	
01	Autism	4	8	3	4	1	20	19	;
02	Emotional Disturbance	0	6	4	9	0	19	17	;
03	Learning Disability	0	20	11	45	1	77	82	;
04	Intellectual Disability	0	1	1	0	0	2	3	;
05	Deafness	0	1	0	0	0	1	1	;
06	Hearing Impairment	0	0	0	0	0	0	0	;
07	Speech or Language Impairment	8	69	14	15	0	106	105	;
08	Visual Impairment (Includes Blindness)	1	1	0	0	0	2	1	;
09	Orthopedic Impairment	0	1	0	0	0	1	1	;
10	Other Health Impairment	8	21	13	26	0	68	60	;
11	Multiple Disabilities	0	0	0	1	0	1	0	;
12	Deaf-Blindness	0	0	0	0	0	0	0	;

* Discrepancies of plus or minus 10 students and 10 percent between October 3, 2018 and October 4, 2017 data are identified with asterisks in the Reasonability Check Column.

2018-19 VR 2

Name: Mount Pleasant C S D

SED Code: 660801060000

Line Number	Disability (As of Snapshot Date)	Age as of October 3, 2018							Reasonability Check*
		Total Ages 4-5	Total Ages 6-11	Total Ages 12-13	Total Ages 14-17	Total Ages 18-21	Grand Total for 2018	10/4/17 Count of Students	
13	Traumatic Brain Injury	0	0	0	0	0	0	0	;
14	<i>Total (Lines 1-13)</i>	21	128	46	100	2	297	289	;

* Discrepancies of plus or minus 10 students and 10 percent between October 3, 2018 and October 4, 2017 data are identified with asterisks in the Reasonability Check Column.