

MARCELLUS CENTRAL SCHOOL DISTRICT

SPECIAL EDUCATION DISTRICT PLAN

2019-2021

Presented to the Board of Education for adoption
April 1, 2019

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INTRODUCTION

Each board of education which receives an apportionment for eligible students with disabilities, pursuant to section 3602 of the Education Law, or preschool students with disabilities pursuant to section 4410 of the Education Law shall use such apportionments for special education programs and services which are in accordance with the provisions of this Part. Each board of education which receives such apportionment shall keep on file and make available for public inspection and review by the commissioner an acceptable plan as required by subdivision 8(b) of section 3602 of the Education Law.

The Marcellus Central School District Plan for Special Education 2019-2021 meets the requirements of the Commissioner. Questions or comments on this plan should be directed to the Director of Special Education, or the Board of Education.

The overall effectiveness of the district's special education program is based on setting specific goals, developing action plans to meet those goals, and establishing evaluation criteria to insure that the program is effective.

PURPOSES FOR THIS PLAN

- Serve as the District Plan for the two-year period April 1, 2019 to March 31, 2021 as required by State law as a condition for receiving funding. (8 NYCRR 200.2)
- Provide interested residents and staff of the Marcellus Central School District an informational document explaining how the District supports children with disabilities.
- Provide a working document upon which to build capacity, identify and improve weaknesses and set priorities for the future.

CONTENTS OF THIS PLAN

- **NATURE AND SCOPE OF SPECIAL EDUCATION PROGRAMS:** describes the special education programs and services currently available to K – 12 students and preschool children with educational disabilities residing in the District. Descriptions of programs provided by the District in terms of group size and composition are included.
- **INSTRUCTIONAL MATERIALS:** describes how the district intends to ensure that all instructional materials to be used in the schools of the district will be made in a usable alternative format for each student with a disability at the same time as such materials are available to non-disabled students.
- **METHOD OF EVALUATION:** describes the extent to which the objectives of the program have been achieved.

- **SPACE ALLOCATION:** describes policies and practices of the Board of Education to ensure the allocation of appropriate space within the district for special education programs. Appropriate space assists teachers towards meeting the needs of students with educational disabilities, including resident students and students with educational disabilities who attend BOCES programs.
- **BOARD OF EDUCATION POLICIES:** provides information about where to locate all BOE policies for the Marcellus Central School District, including those specific to students with disabilities
- **BUDGET:** reports figures and expense items from the current school budget that support the special education program
- **IDENTIFICATION RATE OF STUDENTS WITH DISABILITIES:** presents an overview of the numbers of students identified as having educational disabilities that require an IEP.

NATURE AND SCOPE OF SPECIAL EDUCATION PROGRAMS

School age students and preschool children with disabilities are afforded the full continuum of educational services according to individual need. The educational programs available represent the

continuum from regular education to more restrictive special education placements. Programs within the Marcellus School District currently meet the needs of 93 % of our students with disabilities within the building the student would normally attend. This represents a commitment to educating resident students in the Least Restrictive Environment. We continue to build our capacity to provide special education services within the regular education classroom with the expansion of our Direct Consultant Teacher models at the 7-11 grade levels.

GENERAL EDUCATION PROGRAMS

Part 100 Regulations of the Commissioner of Education affirms that “Students with educational disabilities are entitled to participate in curricular and extracurricular activities to the extent appropriate to their individual needs,” (8 NYCRR 100.2) and also states that, “students with educational disabilities must have access to the full range of programs and services...to the extent appropriate to their individual needs” (8 NYCRR 100.2). The Marcellus Central School District provides the following regular education programs and services:

Screening Program: The Marcellus Central School District is responsible for screening all new entrants and other qualifying students according to the Education Law. One of the purposes of screening is to identify students that might have an educational disability and need more in-depth evaluation to determine if special education services may be required (8 NYCRR 117.3).

Regular Education Classes: Students with disabilities are mainstreamed into regular education classes to the maximum extent appropriate. This supports a student’s opportunity to earn a Regents or Local Diploma. This also ensures compliance with Least Restrictive Environment regulations (8 NYCRR 200.1 and 200.6). Currently all special education students served within district-run programs are involved in some mainstreaming that the Committee on Special Education has recommended. Given the unique learning needs of students identified by the CSE, the requirements within the regular classroom may need to be modified to insure that successful mainstreaming takes place. Part 100 requires that, “...instructional techniques and materials must be modified to the appropriate degree to allow students with educational disabilities to meet specific diploma requirements. (8 NYCRR 100.2) Committees on Special Education are required to review at least annually the appropriateness of such modifications.” The Marcellus CSE states on the IEP which curricular areas need to be modified and which testing modifications/accommodations need to be utilized. Teachers, students, and parents work collaboratively to implement the specific classroom modifications for each area identified by the CSE.

RtI Programs: Students with disabilities who qualify for remedial programming can be enrolled in RtI (Response to Intervention) based on the recommendation of the school-based team. The CSE will consider the unique needs of each student and the cohesiveness of the student’s total program when determining if the student will participate in any district remedial program, or receive assistance through the special education program when he/she qualifies for both.

Extracurricular Activities: Students with disabilities are encouraged to participate in appropriate

extracurricular activities. This affords each student the opportunity to fully benefit from all educational experiences. The full range of extracurricular activities is open to all students with disabilities who are otherwise qualified to participate. We assess the level of support and supervision a student may need and work with our faculty, staff and students to provide appropriate supervision and support. Our coaches and advisors encourage independence but also monitor the safety of all students and will ask for additional support if needed.

Guidance Program: The District provides guidance services to students in grades 7 – 12. Guidance plans are written for students with disabilities, and guidance counselors play an active role in planning for the transition to postsecondary career plans. Guidance counselors are also central in working on attendance problems, academic concerns, and behavioral problems.

Speech and Language Improvement Services: Students identified by the District Speech Therapists, who experience communication difficulties (dysfluency, impaired articulation, language or voice disorders) that do not have an educational disability, may receive speech improvement services. The service is focused toward each child's deficit areas in an attempt to correct the speech or language problem before it hinders learning. The Speech/Language Therapist in consultation with the classroom teacher and the parent determines dismissal from the program.

Counseling Related Support Services: Temporary psychological services and non-career counseling services are offered to students with the intention of helping them remain in regular education in addition to the other services listed above.

Declassification Support Services: This service may be provided to students and/or student's teachers when a student is moving from special education programs and services to full-time regular education as recommended by the CSE. The services may be provided for up to 1 year. We recommend students move to a 504 accommodation plan if they are in need of accommodations due to our ability to monitor, adjust and inform the general education teachers of the accommodations needed.

SPECIAL EDUCATION PROGRAMS AND STAFF

Special Education is a service not a place or a building. In accordance with NYS regulations, the Marcellus Central School District provides a full continuum of special education programs and services to meet the diverse needs of our students with disabilities. Special education programming is specifically

designed instruction to meet the unique needs of students identified by the CSE as having a disability that interferes with grade appropriate academic progress. Any aspect of the special education continuum is available to each eligible student as determined by the CSE. Movement from one program to another is possible through ongoing evaluation of student abilities and needs. The type of program provided to each individual student is listed on the student's Individualized Education Program Plan (IEP). Preschool children identified by the CPSE are provided appropriate itinerant services in their home, in regular preschool settings, or in special preschool settings.

At the Marcellus Central Schools, there is a strong commitment to provide services to students with disabilities in the least restrictive environment. Special Education services are provided within the regular education setting to the maximum extent that is appropriate. Some students require services outside the regular classroom in order to maximize their potential for learning, but this placement is made only after all other options are considered.

Each year, the teachers and therapists evaluate the current programs and make recommendations for the upcoming year based upon our current student population. Programs are modified, changed or created based upon what the students need. We meet in January to project programs and services for the upcoming school year. The plan for the 2019-2020 school year incorporates the expansion of the Direct Consultant Teacher model at the high school in more classes and grade levels.

Transitional Support Services: These services are provided when a student moves to a less restrictive setting as indicated on the IEP. Transitional services are not direct services to the student but rather are consultation and training provided to the student's teacher. The district provides this service as needed. These services are provided by the following:

Marcellus Special Education Staff
BOCES Special Education Staff

Related Services: These services assist students to achieve in their educational programs, and are recommended by the Committee on Special Education. Students are grouped by similarity of need within a maximum group of five students per provider. A variety of related services are available to students that include, but are not limited to:

- **Speech and language services** - provide speech and language services to students who have difficulty with language, articulation, memory, grammar and syntax. If the area of weakness does not severely impact a student's learning, he/she may receive speech as a Speech Improvement if caseload permits. If the area of weakness is significant, the student may receive services under a special education classification of Speech and Language Impaired. This may be the only service a child receives, or it could be in conjunction with special education or other related services. The District is able to bill Medicaid for services provided by the Speech Pathologists for certain students. These services are provided by the following:

3 full-time speech-language pathologists

BOCES Providers/Staff
Preschool Providers/Staff

- **Psychological services** - conduct the necessary testing to determine if a student has an educational disability. They also re-evaluate students every three years as per regulation and conduct most of the Committee on Special Education annual reviews for our students. Additionally, the school psychologists may provide counseling services to some students. They are the lead person during a functional behavioral assessment for any student in need of behavior interventions. Psychologists also oversee the Section 504 meetings and conduct any necessary evaluations. These services are provided by the following:

3 full-time psychologists
BOCES Providers/Staff
Preschool Providers/Staff

- **Social Worker and counseling services** - provide academic and social emotional counseling services to all students in addition to students who have this as a related service on their IEP. These services are provided by the following:

2 full-time social workers
5 full-time school counselors

- **Occupational therapy services and Certified Occupational Therapy Assistant** - provide occupational therapy to students identified as having an educational disability and fine motor concerns. It requires a physician's prescription to be provided in school. Therapists and COTA's are licensed and the District is able to bill Medicaid for certain students. These services are provided by the following:

1 full-time occupational therapist
1 full-time certified occupational therapy assistant
BOCES Providers/Staff
Preschool Providers/Staff

- **Physical therapy services** - provide physical therapy to students identified as having an educational disability and gross motor concerns. It requires a physician's prescription to be provided in school. Therapists are licensed and the District is able to bill Medicaid for certain students. These services are provided by the following:

.6 physical therapist
BOCES Providers/Staff
Preschool Providers/Staff

- **Assistive Technology** These services are provided by the following:

BOCES Providers/Staff
Other Providers

- **Behavioral Specialist** These services are provided by the following:

BOCES Providers/Staff
Other Providers

- **Audiology** - works with students who have hearing impairment or auditory processing difficulties. These services are provided by the following:

BOCES Audiologist
Preschool Providers/Staff

- **Nursing Services** - services provided by a qualified school nurse pursuant to section 902(2)(b) of the Education Law that are designed to enable a student with a disability to receive a free appropriate public education as described in the individualized education program of the student. These services are provided by the following:

School Nurses
BOCES Nurses
Preschool Nurses

- **Interpreter for the Deaf (if needed)** - These services are provided by the following:

BOCES Providers/Staff

- **Teacher of the Deaf** - works with students who are deaf or hearing impaired. These services are provided by the following:

BOCES Providers/Staff

- **Teacher of the Visually Impaired** - works with students who are blind or visually impaired. These services are provided by the following:

BOCES Providers/Staff

- **Orientation & Mobility Specialist** - teaches individuals with visual impairments to travel safely, confidently and independently in their environment. These services are provided by the following:

BOCES Providers/Staff

Adaptive Physical Education - provided to meet individual student's abilities and interests in physical education and may occur within or outside of the regular gym class. These services are provided by the following:

Marcellus PE teachers
BOCES Providers/Staff
Preschool Providers/Staff

Consultant Teacher Service: This service is provided to students who are enrolled full-time in a regular classroom. The service can be provided either in a direct or indirect basis for a maximum of 20 students per teacher. Direct consultant teacher service is when a special education teacher pushes into a regular education classroom and provides individual or group instruction to students with disabilities. Indirect consultant teacher service is when a special education teacher provides consultation to regular education teachers to assist them in adjusting the learning environment and/or modifying their instructional methods to meet the needs of students with disabilities who attend their classes. Marcellus presently has Direct Consultant Teacher models at Kindergarten, 4th, 7th, 8th and 9th grades. For the 2019-2020 school year, Direct Consultant Teacher models will also occur in 1st, 10th and 11th grades. The Direct Consultant Teacher model may be offered in ELA, Math, Science and Social Studies. Each year this may change depending upon the needs of the students. These services are provided by the following:

Special Education Teachers Grades K-6: 7.8 teachers
Special Education Teachers Grades 7-12: 8 teachers

Resource Room Programs: These programs provide supplemental instruction to regular and special education classes. No credit for coursework may be awarded as a result of resource room instruction. Students are grouped by similarity of need, age, learning style, and there may be no more than five students per instructional group. The program must be recommended for at least three hours per week but cannot exceed 50% of the instructional day. A maximum of twenty students with educational disabilities may be assigned to each resource room teacher in grades K-6, and twenty-five students in grades 7-12. The resource room program offers support services for the student who is unable to acquire certain skills in the regular classroom setting. Students improve knowledge in their deficit areas, develop new learning strategies, and strengthen their study and test taking skills. This programming should bring greater success in the regular classroom. Students are grouped according to need in Resource Rooms with a 5:1 ratio. These services are provided by the following:

Special Education Teachers Grades K-6: 7.8 teachers
Special Education Teachers Grades 7-12: 8 teachers

Co-Taught Courses/Subjects: This refers to an instructional practice where a general education and a special education teacher jointly provide instruction to a class that includes both students with and without disabilities to meet the diverse learning needs of all students in a class. 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. Presently, the Marcellus School District has Integrated Co-Teach models in grades 1-5. For the 2019-2020 school year, Integrated Co-Teach models will be in grades 2-6. Each year this may change depending upon the needs of the students. These services are provided by the following:

Special Education Teachers Grades K-6: 7.8 teachers

Special Education Teachers Grades 7-12: 8 teachers

Special Class (in District): This refers to specialized instruction in primary instructional areas. Students are recommended for special class instruction when the CSE determines that they can no longer succeed academically in a regular classroom, even with supplemental aides or support services. Special class is 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.

The current special classes in the Elementary building are for reading and math and are provided in a 12:1 program. Current special classes at DMS are also in reading and math in a 12:1 program. In the SHS, there are special classes for reading, math in a 12:1 program and reading, math and life skills in a 12:1:4 program. Within the Special Class programs at the high school, there is also vocational-school to work program. To the best of our ability we try to maintain students with their age appropriate peers, but on occasion must move students to a different building due to the needs of the students and the location of the program.

Students that are not able to complete the typical graduation requirements may prepare for the TASC. Students with more significant learning needs may be granted a Career Development Occupational Studies Certificate (CDOS) or the Skills & Achievement Credential. The CDOS credential can also be attained in coordination with a Local or Regents diploma for other general or special education students. These services are provided by the following:

Special Education Teachers Grades K-6: 7.8 teachers

Special Education Teachers Grades 7-12: 8 teachers

BOCES Special Class: These programs are used to augment the continuum of services offered in the district. The CSE considers BOCES and other out of district programs when a student's intensive needs require a unique type of program not available within the district school buildings. The CSE would also consider a neighboring district. Marcellus presently has 12 students who attend BOCES programs. Students are grouped according to need within the following configurations:

- 12:1:4 Twelve students and one teacher and 4 teaching assistants.
BOCES Providers - BOCES SKATE Program (Scaffolding Kids' Abilities Through Education) - Students with Autism and students who have severe multiple disabilities with significant cognitive delays and/or significant medical needs

- 8:1:1 Eight students and one teacher and one teaching assistant.
BOCES Providers BOCES Emotionally Disturbed Programs - Students primarily identified as having an emotional disability with other learning disabilities
- 8:1:1 Eight students and one teacher and one teaching assistant.
BOCES Providers BOCES Emotionally Disturbed Programs - Adolescent Day Treatment
Students are identified as having an emotional disability and a mental health diagnosis
- 15:1:1 Fifteen students and one teacher and 1 teaching assistant
AHSEP (formerly GED) - Students primarily have learning disabilities or emotional disabilities

Special Education Day Schools Approved by the Commissioner: These schools are occasionally used to meet the needs of very unique students with disabilities. The CSE maintains a list and description of programs approved by the Commissioner in the event that a student's needs cannot be met in a less restrictive setting. Currently the district does not have any students placed in Private Day Schools.

Residential Schools Approved by the Commissioner: These schools have programs that provide 24-hour education and care, 365 days per year. This is a highly restrictive type of placement that is rarely utilized. Currently the district has 2 students placed in residential schools. One attends the NYS Batavia School for the Blind and one attends The Center for Discovery in Monticello, NY.

Home/Hospital Instruction: This is provided for those students unable to attend school based upon medical recommendations. We currently have 2 students placed on medical homebound by their physician. The District provides teacher and related services to those students at their home.

Teacher Assistants: Teacher assistants are certified and provide instructional support to students with disabilities in school settings and in community job sites. They work primarily with our highest need students, in addition to supporting students in the Testing Center for testing and accommodations. The Teacher Assistants are key to the success of our programs. They provide close supervision, instruction, behavior and adaptive skills support under the direction of a special education teacher for students who are unable to do many daily tasks independently. Their support of the students enables them to be integrated into general education classes to the greatest extent possible. The goal is to maximize the student's ability to be independent, but for many of our students, they require this level of support to navigate throughout the school and participate in classroom activities. We are seeing an increase in the number of students with higher needs participating in extra-curricular and athletic activities. This has created a challenge as we seek to find HS students and peers who are able to support them in their activities as a peer supervisor and mentor. It is a compliment to the advisors, coaches and students who embrace their participation and advocate for their involvement in the activities. In addition, as our high need students' age up, we are increasing our participation in a school to work program which requires our TAs to be job coaches in school or in the community. Each year we assess the needs of the students and match TA strengths and skills with student

needs.

24 Teacher Assistants (2 are part-time).

Preschool Programs for students with disabilities: These programs are available for students identified by the Committee on Preschool Special Education (CPSE). These programs often have typical preschool students mixed with preschool students with special needs in integrated, less restrictive settings. Programs include:

- Related Services including Speech, OT and PT, etc.
- Special Education Itinerant Teacher
- Special Class in an Integrated Setting
- Special Class in a Non-Integrated Setting

Course Requirements for Graduation: Students with disabilities must participate in credit bearing regular education courses that are required in order to earn a High School Diploma. Regular education courses become increasingly difficult as students progress through the grade levels. Virtually all High School IEP students are now either in mainstream classes, or are in Direct Consultant Teacher credit bearing special classes at the high school level. The Committee on Special Education will recommend as appropriate, on a case by case basis, programs that are in the Least Restrictive Environment so that students have access to the general education curriculum.

The primary focus of special education is the support link it provides to regular education. Every opportunity for integration of special education and regular education must be pursued for all identified students. Procedures have been developed and established by the administrative team and the CSE to ensure maximum participation of students in the regular education program. Developmentally appropriate curriculum and methodologies, implemented by teams of special education and regular education teachers using a Co-Teach and/or Consultant Teacher model appears to be the best route to enable more students to be successful in grades K-12. Resource Room support is also provided to students, when appropriate, in grades 3 – 12.

Providing appropriate career training for students with educational disabilities, in credit bearing classes, is a critical component of this plan. Some students will participate in BOCES Career and Tech Ed courses in 11th and 12th grade. The district recognizes the importance of these programs in assisting students toward becoming contributing members of society.

For a small number of students with significant cognitive/communication disabilities, their program has been modified from Kindergarten through 21 years of age. Most of these student stay in school until age 21 and their program includes an academic, as well as functional living, vocational and socialization focus. The program is community based, with field trips into the Marcellus community, shopping at local stores, taking books out of the library and going to the post office. The students are members of an age appropriate class and participate in field trips, art, music, physical education and library with their same age peers. As they grow older, they also begin to participate in work-based learning experiences within

the Marcellus Community or as part of the BOCES School-to-Work program. They continue to participate in school and extracurricular activities on an individual basis.

In 2001, Marcellus had 5 students who were NYS Alternate Assessment (NYSAA). In 2016, there were 19 students who were NYSAA and in 2018, there are presently 22 NYSAA students.

Individualized Education Program (IEP): The IEP is a written statement, developed, reviewed and revised in accordance with section 200.4 which is provided to meet the unique educational needs of a student with a disability. All teachers are given access to a student's IEP through Schooltool, the student information system. Teachers are able to access the IEP of students in their classes. The web based program allows teachers to access the IEP via the internet at home or at school. There are also IEP Verification Meetings held before the start of school each fall where the special education teachers discuss the programs, as well as program and test accommodations with the regular education teachers regarding their students. The IEP is updated annually.

Program Accommodations are approaches or strategies that enable a student access to the general education curriculum, but does not change the content or expectations of mastery. Program Accommodations are determined on a student-by-student basis, and reflect the area of disability. They level the playing field and are not designed to give students with disabilities an advantage over their typical peer. Accommodations address areas of disability and allow the student to demonstrate their knowledge and abilities.

Test accommodations remove obstacles to the test-taking process that are presented by the disability without reducing the expectations for learning. Examples include the following: flexibility in the setting, flexibility in scheduling/timing, changes in the method of presentations and changes in the method of response.

Test modifications are changes made to the testing process or to the content of the assessment itself that may change, lower or resule learning expectations. They may also alter the underlying construct of the assessment. Example include the following: simplification or clarification of test questions/items, use of a spell-check device, use of a calculator.

Assessment Requirements for Graduation: Closely tied to the concept of students participating in the mainstream is the goal of ensuring that the students have a realistic opportunity of passing the state assessments required for graduation. The regular education and special education teachers at all grade levels must prepare students with disabilities to pass Regents exams. The 3 – 8 grade assessments are geared towards evaluating whether or not a student is making sufficient progress towards a Regents diploma. The State Education Department has extended a "Safety Net" for classified students, effective October 31, 2012.

INSTRUCTIONAL MATERIALS FOR STUDENTS WITH DISABILITIES

The instructional strategies and curricular materials used in co-taught and direct consultant teacher classes must be at each student's instructional level, while allowing access to the grade level Learning Standards. The content that is being presented should stretch the student intellectually to his/her individual limits.

Each student's IEP must have a comprehensive "road map" of program accommodations or modifications and test accommodations that will be systematically used throughout the instructional day. Students should be able to complete most assignments and learning tasks independently rather than struggling at their frustration level with material that they do not understand.

When deemed necessary, the district will work to provide instructional materials in an alternative format for each student with a disability at the same time as such instructional materials are available to non-disabled students. This could include the use of books on tape, computer programs that read to the student and alternative textbooks that are at the student's reading level.

Professional Development Activities to Increase Successful Co-Teaching Environments:

Professional development enhances the readiness of the staff to fully implement the specifics of this plan. Staff will work together to develop lesson plans that will meet the needs of students with disabilities in co-taught and direct consultant teacher classrooms.

METHOD OF EVALUATION

Several different measures are used to determine the effectiveness of our programs. These include, but are not limited to: standardized achievement tests, teacher made tests and assessments, local assessments, state mandated assessments, teacher observation, quarterly grades, and samples of students' works. As for the classified students, the IEP goals are also used to determine how well students are succeeding or not succeeding within the classroom. Overall program effectiveness will be measured by progress/attainment of declassification and/or placement in the least restrictive environment.

The Special Education Department data that is reported to the NYS Education Department and Federal Government will also be reviewed annually. These reports include the following:

- Classification rate: % of students in district receiving special education services
- Integration rate: % of time students with disabilities are in general education classes with or without support
- Exit data: % of students with disabilities graduating with which type of diploma and what they are doing after they graduate, school, work, military, adult services
- Personnel needs for special education and certifications
- Preschool data
- Discipline and suspension data

New York State also utilizes the State Performance Plan Indicators (SPP) as a method of evaluation. Marcellus School District will be evaluated on the following Indicators:

2018-2019: SPP 11:	Child Find - Timely Evaluation
2019-2020: SPP 12:	Early Childhood Transition
2020-2021: SPP: 13 & 14:	Secondary Transition & Post-School Outcomes

SPACE ALLOCATION

The Board of Education has adopted policies and practices to ensure the allocation of appropriate space within the district for special education programs that meet the needs of students with disabilities. Space is provided for district run programs. The district currently operates special education programs integrated into the mainstream building. Space is available for related services, resource room and special class support.

KCH Elementary School: There are two special education rooms at the elementary school. There is also a speech-language therapy room, school psychologist’s office, a school social workers office, an office for the Director of Special Education, an office for the Administrative Assistant of Special Education, space to provide occupational/physical therapy, and a space for sensory activities. Each of these rooms meets the minimum requirements for space.

Driver Middle School: There are four special education classrooms at the middle school. There is also a guidance/counselor’s office, a school psychologist’s office, room for speech-language therapy, room for occupational/physical therapy and a conference room. There is also a Testing Center, which is its own space for students with disabilities to take tests with accommodations as required on the IEP. Each of these rooms meets the minimum requirements for space.

Senior High School: There are three special education classrooms at the high school. There are also 3 guidance/counselor’s offices, a social worker’s office, a school psychologist’s office, a space for speech-language/occupational/physical therapy and a conference room. There is also a Testing Center, which is its own space for students with disabilities to take tests with accommodations as required on the IEP. Each of these rooms meets the minimum requirements for space.

BOARD OF EDUCATION POLICIES

The Board of Education provides access to all policies, including those specific to students with disabilities. These policies are available at any time on the Marcellus Central School District Website, under the Board of Education page.

BUDGET 2018-2019

The sources of financial support for Special Education programs are derived from the local school budget, state revenues returned to the district and federal grants for identified children. The State of New York provides direct state aid for students with educational disabilities based on the severity of each child’s special education need and whether the class is in a public or private location. District wealth is an additional factor in determining state aid for students with educational disabilities. Federal Support is provided to the district in the form of the consolidated grants. It is anticipated that these funds will

continue to be allocated, and perhaps additional funds may be available in the future. The 2018-2019 Special Education budget is attached.

SPECIAL EDUCATION BUDGET
2018-2019

CODE	DESCRIPTION	AMOUNT
A 2250.150-00-0000	Instructional Salaries	\$1,175,733
A 2250.151-00-0000	Administrative/Supervisor	\$218,977
A 2250.154-00-0000	Teacher Assistant Salaries	\$430,204
A 2250.156-00-0000	Home Teaching Salaries	\$51,913
A 2250.158-00-00	Teacher Assistant-O/T	\$4,165
A 2250.159-00-0000	Summer Help - Instructional	\$2,751

A 2250.400-00-0000	Contractual Expenses	\$17,170
A 2250.427-00-0000	Telephone/Cell Phone	\$545
A 2250.450-00-0000	Materials and Supplies	\$30,000
A 2250.471-00-0000	Tuitions	\$200,000
A 2250.490-00-0000	BOCES Services	\$663,187
	Subtotal	\$2,794,645

PSYCHOLOGICAL SERVICES:

CODE	DESCRIPTION	AMOUNT
A 2820.150-00-0000	Instructional Salaries	\$249,597
A 2820.400-00-0000	Contractual Expenses	\$152
A 2820.450-00-0000	Materials and Supplies	\$1,377
	Subtotal	\$251,126
	Total	\$3,045,771

**Marcellus Central School District School-Aged Student Population Broken
Down by Educational Disability Area**

Line Number	Disability (As of Snapshot Date)	Age as of October 3, 2018					Grand Total for 2018	10/4/17 Count of Students
		Total Ages 4-5	Total Ages 6-11	Total Ages 12-13	Total Ages 14-17	Total Ages 18-21		
01	Autism	2	11	3	13	3	32	29
02	Emotional Disturbance	0	0	0	2	0	2	1

03	Learning Disability	0	15	16	27	6	64	75
04	Intellectual Disability	0	2	1	5	1	9	8
05	Deafness	0	0	0	0	0	0	1
06	Hearing Impairment	1	1	0	1	0	3	3
07	Speech or Language Impairment	14	21	1	0	0	36	35
08	Visual Impairment (Includes Blindness)	0	0	0	0	0	0	0
09	Orthopedic Impairment	0	0	0	1	0	1	1
10	Other Health Impairment	1	11	11	30	2	55	56
11	Multiple Disabilities	0	2	0	1	1	4	4
12	Deaf-Blindness	0	0	0	0	0	0	0
13	Traumatic Brain Injury	0	0	0	0	1	1	1
14	Total (Lines 1-13)	18	63	32	80	14	207	214

Marcellus Central School District Pre-school Population

Educational Environment	A	B	C	D
	Age 3	Age 4	Total # of Students Ages 3-4 (October 3, 2018)	Total # of Students Ages 3-4 (October 4, 2017)

Attending a regular early childhood program for 10 or more	and receiving the majority of hours of special education and related services in the regular early childhood program	2	5	7	6
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hours a week	and receiving the majority of hours of special education and related services in some other location.	1	1	2	3
Attending a regular early childhood program for less than 10 hours a week	and receiving the majority of hours of special education and related services in the regular early childhood program	1	0	1	0
	and receiving the majority of hours of special education and related services in some other location	1	1	2	3
Home		4	2	6	3
(3.0) Total		9	9	18	15

Links for Special Education:

[Procedural Safeguards](#)

[Part 200 & 201 Regulations](#)

[Blueprint for Improved Results for Students with Disabilities](#)