

SPECIAL EDUCATION & TRANSPORTATION

OVERVIEW

SPECIAL EDUCATION

The Mount Vernon City School District Special Education Department is committed to partnering with families, schools, and the broader community to ensure equitable access to high-quality educational opportunities for students with disabilities. The Department is responsible for the planning, coordination, implementation, and monitoring of special education programs and services in accordance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and New York State Education Law and Regulations.

The Department oversees the full continuum of special education services for preschool and school-age students, including timely evaluations, appropriate program placements, and the provision of related services in the least restrictive environment. Emphasis is placed on inclusion, access to the general education curriculum and extracurricular activities, and the use of individualized supports to meet each student's unique needs.

Key functions include the administration of the Committee on Special Education (CSE) and the Committee on Preschool Special Education (CPSE), oversight of Section 504 services, management of the Extended School Year (ESY) program, and coordination of specialized placements when necessary. The Department also ensures the confidentiality of student records, procedural protections, and meaningful parent participation throughout the special education process.

In addition to programmatic oversight, the Special Education Department manages general fund expenditures and multiple federal grants, including IDEA Part B (611) and IDEA Preschool (619), ensuring fiscal responsibility and compliance while supporting instructional programs, staffing, related services, and professional development. The Department collaborates closely with instructional leadership, transportation, facilities, and community agencies to ensure continuity of services and positive outcomes for students with disabilities.

Through data-informed decision-making, qualified personnel, and strict adherence to State and Federal requirements, the Special Education Department remains focused on improving student achievement, strengthening compliance, and advancing inclusive practices across the district.

SPECIAL TRANSPORTATION

The Mount Vernon City School District is designated as a City School District and, in accordance with applicable State and Federal regulations, provides transportation services to students with disabilities when it is identified as a required related service in the student's Individualized Education Program (IEP). In addition, the district provides transportation to students who are identified as homeless or placed in foster care, in alignment with the McKinney-Vento Homeless Assistance Act and foster care protections. Through this approach, the district ensures compliance with legal mandates while responsibly managing resources and prioritizing access to education for students with the greatest need.

SERVICES PROVIDED

SPECIAL EDUCATION

The Mount Vernon City School District provides special education programs and related services in accordance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and New York State Education Law and Regulations (8 NYCRR Part 200). Eligible students with disabilities are entitled to a

Free Appropriate Public Education (FAPE) designed to meet their unique needs and prepare them for further education, employment, and independent living.

Special education services are provided to preschool students with disabilities ages three through five through the Committee on Preschool Special Education (CPSE) and to school-age students with disabilities ages five through twenty-one through the Committee on Special Education (CSE). Services are delivered in the least restrictive environment (LRE), ensuring that students with disabilities are educated with nondisabled peers to the maximum extent appropriate, with the use of supplementary aids and services when necessary.

The District ensures timely evaluations, appropriate program recommendations, procedural safeguards, confidentiality of student records, meaningful parent participation, and access to instructional accommodations, related services, assistive technology, transportation (when required by the IEP), and extended school year (ESY) services. All services and placements are determined based on individual student needs and are reviewed at least annually to ensure continued appropriateness and compliance with State and Federal requirements.

While the majority of services for students are provided by Mount Vernon City School District staff, the District works closely with BOCES (Board of Cooperative Educational Services) and regional partner agencies to coordinate a broad range of supports for students with intensive needs. These services may include specialized special education programs and classrooms, related services such as speech, occupational and physical therapy, psychological and behavioral supports, assistive technology services, professional development for staff, and transition and vocational programming.

This collaborative approach promotes the efficient use of resources, expands service capacity, and fosters a strong, coordinated support network for schools across the region, ensuring that students with complex needs receive appropriate and timely services.

MOUNT VERNON CITY SCHOOL DISTRICT	
Committee	Total # of Students
Committee on Preschool Special Education (CPSE)	222
Committee on Special Education (CSE)	1472/120 Out-of-District
TOTAL	1693

This table below is a report of school-age students with disabilities in the district on October 1, 2025.

DISABILITY	Age as of October 1, 2025						GRAND TOTAL FOR 2025-26	GRAND TOTAL FOR 2024-25
	TOTAL AGES 4-5	TOTAL AGES 6-11	TOTAL AGES 12-13	TOTAL AGES 14-17	TOTAL AGES 18-21			
Autism	50	175	42	68	12	347	323	
Emotional Disability	0	8	6	20	10	44	46	
Learning Disability	0	61	63	135	24	283	304	
Intellectual Disability	0	4	6	7	9	26	27	
Deafness	0	3	0	1	0	4	4	
Hearing Impairment	0	2	1	0	0	3	2	
Speech or Language Impairment	83	303	59	54	8	507	499	
Visual Impairment (Includes Blindness)	0	3	0	3	0	6	5	
Orthopedic Impairment	0	1	0	2	0	3	2	
Other Health Impairment	13	68	26	50	11	168	180	
Multiple Disabilities	0	10	2	14	19	45	42	
Deaf-Blindness	0	0	0	0	0	0	0	
Traumatic Brain Injury	1	1	2	2	0	6	5	
TOTAL	147	639	207	356	93	1442	1439	

Evaluation and Eligibility Determination

- Child Find activities to identify students suspected of having disabilities
- Initial evaluations and triennial reevaluations conducted within State timelines
- Administration of preschool and school-age eligibility determinations through the Committee on Preschool Special Education (CPSE) and Committee on Special Education (CSE)

Special Education Programs and Instruction

- Integrated co-teaching (ICT) services
- Consultant teacher services (direct and indirect)
- Special class programs across the continuum (e.g., 12:1:1, 12:1:2, 8:1:2, as appropriate)
- Home and hospital instruction when required
- Specialized instruction aligned to students' IEP goals

Related Services

- Speech-language therapy
- Occupational therapy
- Physical therapy
- Counseling services
- Assistive technology services
- Audiology and vision services, as needed

Accommodations, Modifications, and Supports

- Instructional accommodations and program modifications
- Individual testing accommodations for classroom, District-wide, and State assessments
- Accessible instructional materials and alternative formats
- Positive behavioral supports and interventions
- Functional Behavioral Assessments (FBA) and Behavioral Intervention Plans (BIP)

Least Restrictive Environment and Inclusion Supports

- Support for access to general education curriculum and extracurricular activities
- Supplementary aids and services to promote inclusion
- Collaboration with general education teachers and support staff

Transition Services

- Postsecondary transition planning beginning no later than age 15
- Coordination of services related to education, employment, and independent living
- Collaboration with adult service agencies when appropriate

Section 504 Services

- Development and monitoring of Section 504 plans
- Provision of accommodations and supports to ensure equal access to educational programs and activities

Extended School Year (ESY) Services

- ESY eligibility determinations to prevent substantial regression
- Provision of services during scheduled school breaks when required by the IEP

Specialized Placements and Tuition Oversight

- Oversight of approved private, residential, and out-of-district placements
- Monitoring of tuition-based programs to ensure appropriateness and fiscal accountability

Transportation Services

- Transportation provided as a related service when required by a student’s IEP
- Transportation support for eligible students classified as homeless or in foster care

Parent Engagement and Procedural Safeguards

- Meaningful parent participation in decision-making
- Provision of procedural safeguards and due process protections
- Support for mediation, resolution sessions, and impartial hearings when needed

SPECIAL TRANSPORTATION

Transportation determinations are made by the Committee on Special Education (CSE) or Committee on Preschool Special Education (CPSE) based on each student’s individual needs.

Special transportation services are designed to ensure safe, reliable access to educational programs and may include, but are not limited to:

- Curb-to-curb transportation
- Specialized or wheelchair-accessible vehicles
- Small or specialized bus routes
- Transportation with trained personnel, including monitors or aides
- Adaptive equipment or safety supports as required

Transportation services are provided for school aged students attending District programs, approved out-of-district placements, BOCES programs, parentally placed programs in accordance with NYSED regulations, when specified in the IEP.

The Transportation Department works collaboratively with the Special Education Department, McKinney Vento & Foster care teams, schools and families to implement transportation services consistently and in compliance with all State and Federal requirements, while maintaining student safety and supporting access to a free appropriate public education (FAPE).

MOUNT VERNON SPECIAL TRANSPORTATION DATA	
# of McKinney Vento/ Foster Care Students	59
# of Special Education Out-of-District (OOD) Students	125
# of Special Education In-District Students	354
TOTAL # OF MVCSD STUDENTS RECEIVING SPECIAL TRANSPORTATION	538

FUNDING ACHIEVEMENTS

Special Education funding supports the delivery of all mandated programs and services for students with disabilities, in full compliance with the Individuals with Disabilities Education Act (IDEA) and New York State Education Law and Regulations. Budget planning and fiscal oversight are strategically driven by identified student needs and are centered on ensuring the provision of a Free Appropriate Public Education (FAPE) for every eligible student.

Special transportation services are fully funded and provided as a related service when required by a student's Individualized Education Program (IEP), as determined by the Committee on Special Education (CSE). Through careful coordination and responsible resource management, the district ensures that transportation supports student access, safety, and continuity of educational services.

Sustained and effective special education funding is critical to advancing educational equity, ensuring access to appropriate supports and services, and enabling students with disabilities to fully realize their academic and developmental potential.

PROGRAM EVALUATION ENSURING STUDENT OBJECTIVES MET WITH FUNDING ALLOCATION

The Special Education Department works continuously and collaboratively with the New York State Education Department (NYSED) State Monitor, Dr. Young Wilkins, and the Court-Appointed State Monitor, Dr. Judy Elliott, to address identified areas of noncompliance and to strengthen district procedures, practices, and policies. These coordinated efforts are focused on ensuring that students in the Mount Vernon City School District receive high-quality, compliant, and equitable special education services.

In addition, the Department works closely with NYSED's Special Education Quality Assurance (SEQA) office to support improvements in special education, instructional, and operational practices. Since October 2025, the district has successfully addressed two Compliance Assurance Plans (CAPs) and two State Complaints assigned by SEQA. The district is currently working toward the completion of one remaining CAP, comprised of six subsections, as well as two APRONs (Action Plans to Resolve Outstanding Noncompliance).

The district is also actively addressing the more than 50 compliance items identified in the Judy Elliott report, with targeted efforts in the areas of Special Education, Curriculum and Instruction, and Organizational Structure. Concurrently, the district continues to make measurable progress toward meeting all compliance requirements outlined in the Academic and Financial Plan.

In summary, the Mount Vernon City School District is diligently implementing corrective actions and systemic improvements to meet the expectations and mandates of the Judy Elliott report, the district's Academic and Financial Plan, and all NYSED-directed compliance action plans, with the overarching goal of achieving sustainable compliance and improved outcomes for all students.

FINANCIAL OVERVIEW

Special Education Department (District-Wide)

MVCS D 2026-2027 Budget Expenses (Appropriation)

as of 4/23/2026

By Function; By Object

Fund - A

FUNCTION	ACCOUNT DESCRIPTION	OBJECT DESCRIPTION	2024-2025 EXPENSED	2025-2026 ADOPTED BUDGET	2026-2027 PROPOSED BUDGET	\$ AMOUNT DIFFERENCE	% AMOUNT DIFFERENCE
2250	PROGRAMS FOR STUDENTS WITH DISABILITES	BOCES SERVICES	8,650,952	6,700,000	6,700,000	0	0.0%
2250	PROGRAMS FOR STUDENTS WITH DISABILITES	CHARTER SCHOOLS	313,558	320,000	320,000	0	0.0%
2250	PROGRAMS FOR STUDENTS WITH DISABILITES	CLERICAL SALARIES	347,262	369,194	341,839	-27,355	-7.4%
2250	PROGRAMS FOR STUDENTS WITH DISABILITES	CONFERENCES & WORKSHOPS	0	1,000	1,000	0	0.0%
2250	PROGRAMS FOR STUDENTS WITH DISABILITES	CONTRACTED SERVICES	2,718,754	2,650,000	3,930,640	1,280,640	48.3%
2250	PROGRAMS FOR STUDENTS WITH DISABILITES	CONTRACTED SERVICES HOMEBOUND	18,000	30,000	30,000	0	0.0%
2250	PROGRAMS FOR STUDENTS WITH DISABILITES	FOOD - MEETINGS - SUPPLIES	0	1,000	1,000	0	0.0%
2250	PROGRAMS FOR STUDENTS WITH DISABILITES	HOMEBOUND TEACHERS	100,311	150,000	1,020	-148,980	-99.3%
2250	PROGRAMS FOR STUDENTS WITH DISABILITES	INSTRUCTIONAL SALARIES	12,446,409	13,818,059	12,368,341	-1,449,718	-10.5%
2250	PROGRAMS FOR STUDENTS WITH DISABILITES	MATERIALS & SUPPLIES	5,599	60,000	60,000	0	0.0%
2250	PROGRAMS FOR STUDENTS WITH DISABILITES	OVERTIME	225	0	2,000	2,000	
2250	PROGRAMS FOR STUDENTS WITH DISABILITES	PARENTALLY PLACED SPECIAL ED. SERVICES	-24,508	55,000	68,750	13,750	25.0%
2250	PROGRAMS FOR STUDENTS WITH DISABILITES	SICK INCENTIVE STIPEND - TA			0	0	
2250	PROGRAMS FOR STUDENTS WITH DISABILITES	SPEECH TEACHERS - SALARIES	2,473,331	3,095,458	2,734,689	-360,769	-11.7%
2250	PROGRAMS FOR STUDENTS WITH DISABILITES	TEACHING ASSISTANTS - SALARIES	5,513,894	5,659,846	5,199,892	-459,954	-8.1%
2250	PROGRAMS FOR STUDENTS WITH DISABILITES	TUITION OTHER SCHOOLS (PRIVATE) SPECIAL ED.	6,453,507	6,500,000	6,900,000	400,000	6.2%
2250	PROGRAMS FOR STUDENTS WITH DISABILITES	TUITION PUBLIC	0	225,000	281,250	56,250	25.0%
2250	PROGRAMS FOR STUDENTS WITH DISABILITES	TUITION-FOSTER CARE	221,924	400,000	450,000	50,000	12.5%
2250	PROGRAMS FOR STUDENTS WITH DISABILITES	SPEECH TEACHERS - SALARIES	2,473,331	3,095,458	2,734,689	-360,769	-11.7%
2250	PROGRAMS FOR STUDENTS WITH DISABILITES	TOTAL	39,239,217	40,034,557	39,390,422	-644,135	-1.6%

GOALS

GOAL 1: Least Restrictive Environment (LRE) and Inclusive Practices

By the end of the 2026–2027 school year, the MVCSD special education team will implement a plan to increase the number of Integrated Co-Teaching (ICT) programs across the District in the following school year by at least 4 new ICT settings, ensuring expanded access to inclusive instructional settings while maintaining compliance with state special education requirements.

GOAL 2: Resolution of Compliance Findings and CAP/APRON Completion

By September 30, 2027, the District will fully resolve 100% of Action Plan to Resolve Outstanding Compliance (APRON) reports and make substantial gains in the completion of benchmarks identified in the Judy Elliott report and Compliance Assurance Plans (CAPs), with corrective actions documented and verified by NYSED State and Court-Appointed Monitors.

GOAL 3: Transition Goal

By the end of July 2027, the Mount Vernon City School District (MVCSD) Special Education team will establish and implement a collaborative transition planning system aligned with IDEA Indicator 13, ensuring that 100% of eligible students age 15 and older have IEPs that include measurable postsecondary goals, coordinated transition services, and documented student and agency participation, as verified through IEP reviews and monitoring data.

GOAL 4: Professional Development

By June 2027, 100% of special education administrators, teachers, and related service providers will participate in targeted professional development focused on compliance with IDEA and New York State Part 200 regulations, with specific emphasis on IEP development requirements and regulatory timelines

GOAL 5: Special Transportation Goal

By September 2026, the Transportation Department will develop, formalize, and implement written procedures to achieve and sustain 100% compliance with all applicable state and federal regulatory guidelines for Medicaid transportation billing, ensuring accurate documentation, billing practices, and audit readiness.

26-27 Proposed Special Education Budget Expenses

