
CLINTON CENTRAL SCHOOL
Special Education Services

PARENT GUIDE

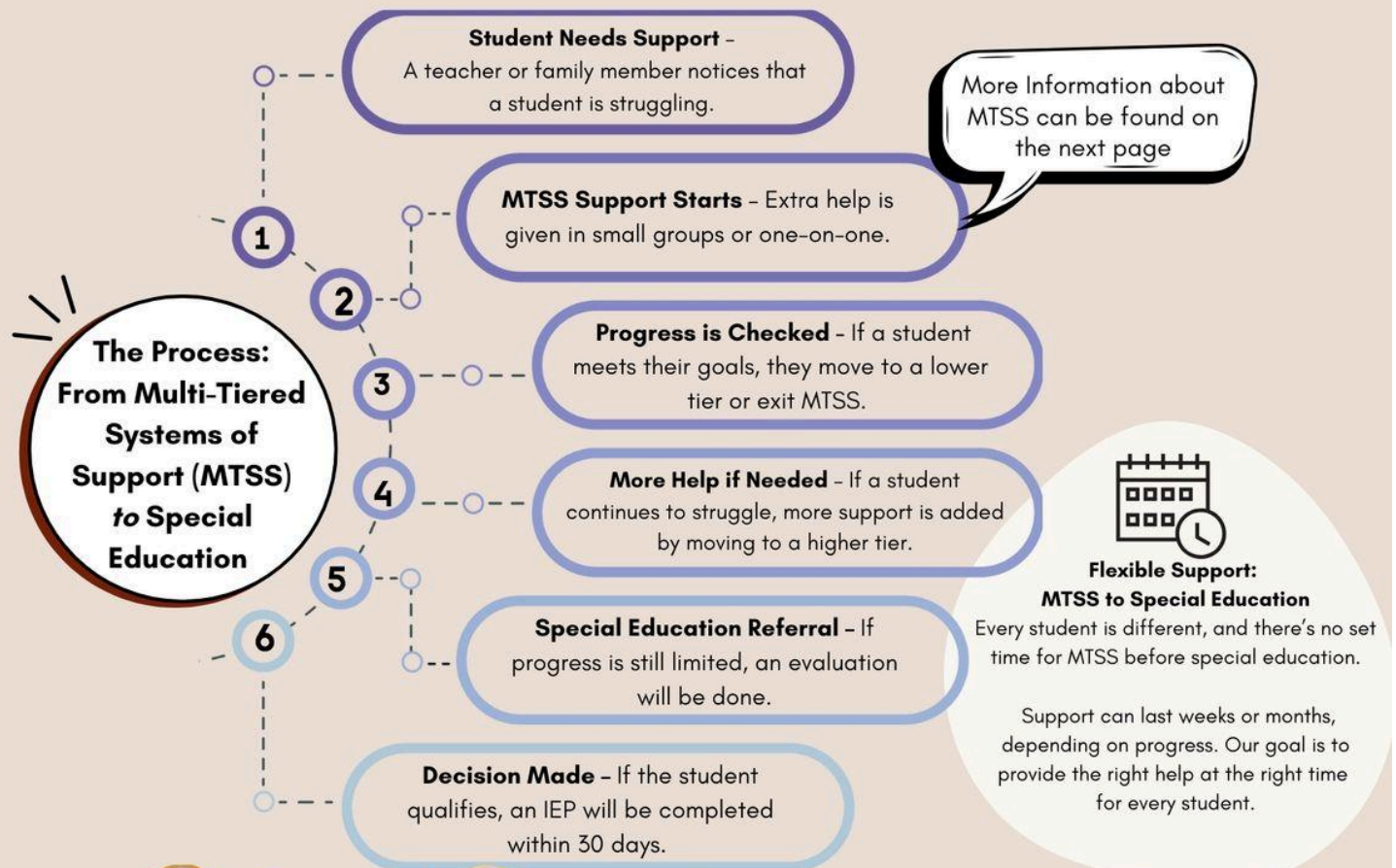


Welcome to Special Education at Clinton Central School



At Clinton Central School, we are committed to providing every student with the support they need to succeed. The following three pages serve as a quick reference guide for Multi-Tiered Systems of Support (MTSS) and Special Education Services at CCS. For more detailed information on the special education process, including services, accommodations, and your child's rights, please refer to the full Special Education Parent Guide.

We value a strong partnership between families and our school to create the best possible educational path for every student. Please don't hesitate to reach out to the Special Education Department or your child's teacher with any questions. We are here to help!



Glossary of Terms

Special education terms and acronyms can be confusing. To help, we've included a Glossary of Terms beginning on page 9 of this guide. You can look at it anytime to better understand the terms used in the special education process.

Contact Information

Classroom Teacher: _____

Email Address: _____

Contact Information for Service Providers:



A Family Guide to MULTI-TIERD SYSTEM OF SUPPORTS

Clinton Central School

Your Visit our website: ccs.edu

Click: [Home](#) > [Our District](#) > [Required NYS Notifications](#) > [MTSS PLAN](#)



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District
MTSS
Plan

What is MTSS at Clinton?

Multi-Tiered System of Supports (MTSS) helps all children succeed in school.

Clinton Central School uses the Multi-Tiered System of Supports (MTSS) to help every student succeed. MTSS looks at each student's needs and uses data to track their progress. Teachers, specialists, and families work together to support students in areas like academics, behavior, and social-emotional skills.

Since students learn in different ways, MTSS ensures that each child gets the right instruction at the right time. Teachers keep track of progress and make changes as needed to help all students learn and succeed.



What Steps are Involved?

Data Collection

Data is collected from different tests in academic and behavioral areas.

Star Early Literacy for
Grades K-1
Star Reading
Star Math
BIMAS Screener

Progress Monitoring

AIS teachers will track the progress of students getting extra help. Data will be collected at each level to guide decisions and changes in support. Parents will be informed of their child's progress.

Further Intervention

If data shows a student needs more help than Tier 3 provides, we may refer them to the Committee on Special Education (CSE) for further evaluation.

How Can I Help My Child at Home?



Build Daily Routines: Set a regular schedule for homework, play, and bedtime. Use checklists to help your child stay organized and independent.



Talk and Listen: Ask your child about their school day, friends, and feelings. Use questions like, "What was the best part of your day?" to encourage sharing.



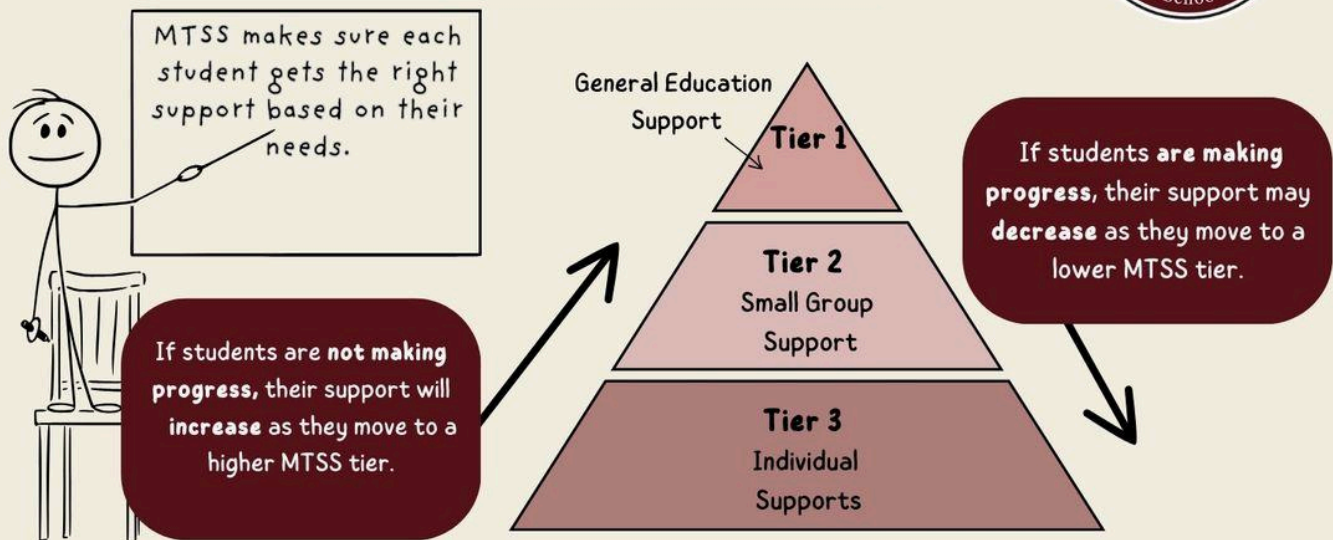
Encourage Learning Through Play:

Play educational games, do puzzles, or read together to make learning fun. Practice coping skills like deep breathing to help with emotions and problem-solving.



A Family Guide to MULTI-TIERED SYSTEM OF SUPPORTS

Clinton Central School



? When will my student move from one tier to another?

MTSS provides different levels of support based on each student's needs. Students can and will move between tiers as their skills grow.

For example, a student might start with intensive support (Tier 3) in math but only need basic support (Tier 1) in reading. As they improve in math, they may move to moderate support (Tier 2) and eventually to Tier 1. If they begin to struggle in reading, they would move to Tier 2 for extra help.

Since learning needs change, MTSS adjusts to make sure every student gets the right support to succeed.

? What about Special Education Services? Will my Student Move from Tier 3 to Special Education?

Students who receive MTSS support do not automatically move to special education. Often, students have their areas of need addressed and build skills with the support specialists, then return to general education.

There is no set time for a special education referral. If students are making progress, they won't be referred to special education.

A special education referral will only happen if a student is not making progress despite all available support.

If you have any questions, please talk to your child's teacher or counselor.



A Family Guide to MULTI-TIERED SYSTEM OF SUPPORTS

Clinton Central School



Contact Information

My Child's Teacher: _____

Email Address: _____

Building Principal: _____

Child's Counselor: _____

Tiered instruction is part of MTSS. It is a system of layered support that helps students based on their needs. Clinton uses three tiers:

MTSS for All Students



Tier 2

Tier 3

Tier 1: Universal Supports

- For all students
- High quality core instruction and support for all students.
- Proactive teaching of positive behaviors and social-emotional skills (coping-strategies, social skills, kindness & empathy)



Tier 2: Targeted Group Support

- Some students need extra support in certain areas.
- Small-group instruction focused on specific skills, while students continue learning in Tier 1.
- Teachers check progress often.



Tier 3: Intensive Individualized Supports



- A few students need intensive, individualized instruction to catch up in certain subjects.
- Tier 3 provides one-on-one or very small-group instruction with more frequent support.

21 Aug
24 Aug
30 Aug

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Glossary of Terms

Accommodation

An accommodation is a change or adjustment made to meet a student's specific needs. In schools, "reasonable accommodations" are adaptations to the classroom, teaching methods, or services that help students with disabilities succeed without their disability unnecessarily affecting their learning.

Adaptive Behavior

This refers to how well a person handles everyday tasks and social situations in their environment.

Adapted Physical Education

A physical education program specifically designed for students with disabilities. It includes activities, games, and sports tailored to their interests and abilities to ensure safe and successful participation.

Amendment

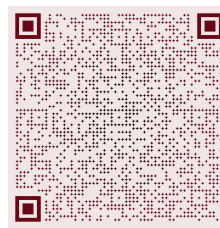
A change, addition, or revision made to a student's Individualized Education Program (IEP).

Annual Review

A yearly meeting to evaluate a student's progress and needs. This review helps decide if their special education plan should stay the same, be adjusted, or discontinued.

Appropriate

In special education, "appropriate" means the education provided meets the specific needs of a student with disabilities. Every child is entitled to a "free appropriate public education" (FAPE), meaning the school provides this education at no cost and ensures it meets the student's needs.



Approved Private School

A private school that meets all federal and state requirements for educating students with disabilities. Public schools may contract with these schools to provide specialized instruction.

Assistive Technology Device

Any tool, equipment, or product that helps a student with disabilities improve their abilities. Examples include communication devices, screen readers, or modified keyboards. It does not include surgically implanted devices.

Assistive Technology Service

Any service that helps a student select, get, or use an assistive technology device.

Auditory Memory

The ability to remember what has been heard, such as following directions or recalling details from a story.

Business Day

Monday through Friday, excluding federal and state holidays.

Change in Program

Any modification made to a part of a student's IEP, such as goals, services, or supports.

Change in Placement

Moving a student from one educational setting to another, such as transferring to a different school or graduating.

Class Size

The maximum number of students who can be taught together in a special education classroom or program, along with the number of teachers and aides assigned.

Committee on Preschool Special Education (CPSE)

A team that plans and oversees special education services for preschool-aged children with disabilities.

Committee on Special Education (CSE)

A team that develops and reviews special education plans for school-aged students with disabilities.

Consent

Parents give consent when they:

Fully understand the activity or service being proposed (in their preferred language or communication method).

Agree in writing.

Know they can withdraw consent at any time moving forward.

Consultant Teacher Services

Support provided by a special education teacher, either directly to the student or indirectly to the general education teacher, to help the student succeed in their regular classroom.

Direct Services: One-on-one or small group instruction for the student.

Indirect Services: Guidance for the general education teacher to adjust teaching methods or classroom settings.

Fiscal Year

The school district's budget year, which runs from July 1 to June 30.

Full-Day Preschool Program

A program for preschool-aged children with disabilities that provides at least five hours of instruction each day.

Functional Behavioral Assessment (FBA)

A process to figure out why a student behaves a certain way and what factors might be influencing that behavior. This helps create strategies to improve behavior and learning.

Guardian ad Litem

A person appointed to represent the best interests of a student during legal hearings or disputes about their special education plan.

General Curriculum

The standard education program provided to students without disabilities.

Half-Day Preschool Program

A program for preschool-aged children with disabilities that provides at least 2.5 hours of instruction each day.

Health Impairment

A health impairment is a chronic or acute medical condition that limits a child's strength, energy, or alertness, significantly affecting their ability to learn and participate in school.

Home and Hospital Instruction

Individualized teaching for students who cannot attend school due to medical reasons.

Impartial Hearing Officer

An unbiased person who oversees special education hearings and resolves disputes between parents and the school.

Individualized Education Program (IEP)

A written plan created for a student with disabilities. It outlines the student's goals, services, and supports to meet their unique needs.

Independent Educational Evaluation (IEE)

An evaluation of a student by an outside professional not employed by the school. Parents can request this if they disagree with the school's evaluation.

Individual Evaluation

Tests and assessments conducted to understand a student's needs. This may include a physical exam, psychological testing, and social history review.

Individual Psychological Evaluation

An assessment by a certified psychologist to understand a student's learning and behavioral needs.

Least Restrictive Environment (LRE)

A setting where students with disabilities learn alongside peers without disabilities as much as possible, while still receiving the support they need.

Mediator

A trained, neutral person who helps resolve disagreements between parents and schools about a student's special education plan.

Medical Services

Evaluations or diagnostic services provided by a licensed professional to determine if a student's medical condition affects their education.

Native Language

For a student with limited English skills, their native language is the one they normally use at home or in their learning environment. For students who are deaf, blind, or don't use written language, it refers to the communication method they use, like sign language, Braille, or spoken language.

Occupational Therapy

Occupational therapy helps students improve their ability to perform daily tasks by evaluating their needs and designing activities to build skills. This can help students do better in school and life activities.

Supplementary School Personnel

This refers to staff members like teacher aides or teaching assistants who support teachers and students in the classroom.

Parent

A parent is someone who has legal responsibility for the student. This can be a biological or adoptive parent, a legal guardian, a foster parent (if allowed by law), or even a grandparent or relative acting as a parent. It also includes a surrogate parent when appointed.

Participating Agency

This is any government or local organization, other than the school, that provides services to support a student's education, especially when the student is transitioning from school to adulthood.

Parent Counseling and Training

This service helps parents understand their child's special needs, learn about child development, and gain skills to support their child's education plan.

Physical Therapy

Physical therapy helps students with disabilities improve their physical functioning, like movement and strength, to participate in daily activities.

Preschool Student with a Disability

A preschooler who has been identified as having a disability and is eligible for special education programs and services, based on a thorough evaluation of their needs.

Preschool Program

A special education program designed for preschoolers with disabilities to help them succeed. These programs offer services and conduct evaluations.

Prior Written Notice

This is a written explanation given to parents when a school plans to change or refuses to make changes to a student's educational placement or services.

Regular Education Teacher

A teacher who works with general education students. For a student in special education, the regular education teacher is the one teaching the student in a mainstream classroom.

Related Services

These are extra services that help students with disabilities, such as speech therapy, counseling, physical therapy, and assistive technology, to help them succeed in their education.

Resource Room Program

A program where a student with a disability gets extra support in a small group or one-on-one, either in a separate class or with other students in a regular class.

School Day

Any day students attend school for instruction. During July and August, this excludes weekends and holidays.

School Health Services and School Nurse Services

Health services provided by a nurse to help students with disabilities access their education, as outlined in their educational plan.

Social History

A report that helps the school understand a student's background, such as family life, health, and how they adjust to school.

Special Class

A class specifically designed for students with disabilities who need tailored instruction. Students are grouped based on similar needs.

Specially Designed Instruction

This refers to adjusting how lessons are taught so that students with disabilities can understand the material and meet the same educational standards as all students.

Special Education

This is tailored instruction and services designed to meet the unique needs of students with disabilities, provided at no cost to the parents.

Special Education Provider

A qualified person who provides related services (like therapy or counseling) to students with disabilities.

Special Education Teacher

A teacher trained to work with students with disabilities. They create and implement specialized education programs for these students.

Student with a Disability

A student with a disability as defined in section 4401(1) of the Education Law, who has not attained the age of 21 prior to September 1st that has been identified as having a disability that impacts their ability to learn, requiring special services or programs to help them succeed in school

Notes:

Acronyms

The list below includes some commonly used acronyms.

ACCES-VR: Adult Career and Continuing Education Services
ADA: Americans with Disabilities Act
ADD: Attention Deficit Disorder
ADHD: Attention Deficit/Hyperactivity Disorder
ADL: Activities for Daily Living
AIS: Academic Intervention Services
AMO: (Effective) Annual Measurable Objective
APE: Adaptive Physical Education
APR: Annual Performance Report (State report on SPP performance)
ASD: Autism Spectrum Disorder
ASL: AMerican Sign Language
AT: Assistive Technology
AU: Autism
AYP: Adequate Yearly Progress
BIP: Behavioral Intervention Plan
BOCES: Board of Cooperative Educational Services
BOE: Board of Education
CCLS: Common Core Learning Standards
CCSS: Common Core State Standards
CDOS: Career Development and Occupational Studies Learning Standards
CEIS: Comprehensive Early Intervening Services
COTA: Certified Occupational Therapy Assistant
CP: Cerebral Palsy
CPSE: Committee on Preschool Special Education
CSE: Committee on Special Education
CSEIS: Comprehensive Special Education Information System
CT: Consultant Teacher
CTE: Career and Technical Education
DB: Deaf-Blindness
DD: Developmental Disability
DF: Deafness
DOH: Department of Health
ED: Emotional Disability
EI: Early Intervention (Program)
EIO: Early Intervention Official
ELA: English Language Arts
ELL: English Language Learner
ENL: English as a New Language

ESSA: Every Student Succeeds Act
ESY: Extended School Year
FAPE: Free Appropriate Public Education
FBA: Functional Behavioral Assessment
FERPA: Family Educational Rights and Privacy Act
GE: Grade Equivalent
HI: Hearing Impairment
HOH: Hard of Hearing (sometimes written as HH)
HSE: High School Equivalency Diploma
IAES: Interim Alternative Educational Setting
ICT: Integrated Co-Teaching
ID: Intellectual Disability
IDEA: Individuals with Disabilities Education Act
IDEIA: Individuals with Disabilities Education Improvement Act (December 2004)
IEE: Independent Educational Evaluation
IEP: Individualized Education Program
IESP: Individualized Education Services Program
IFSP: Individualized Family Service Plan
IHO: Impartial Hearing Officer
IQ: Intelligence Quotient
LD: Learning Disability
LEA: Local Educational Agency
LEP: Limited English Proficiency
LOTE: Language Other Than English
LRE: Least Restrictive Environment
MAPS: Management, Academic, Physical, Social (4 required areas in PLPs)
MD: Multiple Disabilities
MTSS: Multi-Tiered Systems of Support
NCLB: No Child Left Behind Act, 2002
NYSAA: New York State Alternate Assessment
NYSED: New York State Education Department
OASAS: Office of Alcohol and Substance Abuse Services
OCFS: Office of Children and Family Services
OCR: Office of Civil Rights
OHI: Other Health Impairment
OI: Orthopedic Impairment
OMH: Office of Mental Health
OPWDD: Office for People with Developmental Disabilities
OSS: Out of School Suspension
OT: Occupational Therapist/Occupational Therapy
PBIS: Positive Behavioral Interventions and Supports
PD: Pupils with Disabilities (PD) data
PDD: Pervasive Developmental Disorder
PDD-NOS: Pervasive Developmental Disorder -not otherwise specified
PINS: Person In Need of Supervision

PLP: Present Level of Performance (also PLEP or PLOP)
PST: Pupil Services Team
PT: Physical Therapist/Physical Therapy
PTA: Physical Therapy Assistant
P.L.94-142: The Education of All Handicapped Children Act of 1975
Pre-K: Pre-Kindergarten
PWD: Preschool Student with a Disability
RA: Regional Associate (see SEQA)
RR: Resource Room
RT: Recreational Therapist
RTI: Response to Intervention
RTF: Residential Treatment Facility
RS: Related Service
SCANS: Secretary's Commission on Achieving Necessary Skills for Employment
SEA: State Educational Agency
SED: State Education Department
SEIS: Special Education Itinerant Services
SEIT: Special Education Itinerant Teacher
SEQA: Special Education Quality Assurance Unit, SED
SLI: Speech/Language Impairment
SIRS: Student Information Repository System
SLP: Speech Language Pathologist
SP: Services Plan
SC: Special Class
SPP: State Performance Plan
SRO: State Review Officer
SSI: Supplemental Security Income
TBI: Traumatic Brain Injury
TRE: Technology Resources for Education
UPK: Universal Pre-Kindergarten
USDOE: United States Department of Education
VI: Visual Impairment
VR: Vocational Rehabilitation

Notes:

Introduction

Welcome to the Special Education Manual for Families at Clinton Central School. This guide provides essential information about the special education services available within our district. It is designed to help families navigate the special education process, understand key components like evaluations and IEPs, and ensure students receive the support they need to succeed.

At Clinton Central School, we are committed to building a strong partnership between the school, students, and their families. We believe that by working together, we can provide the best possible educational experience and outcomes for every student. This manual serves as a valuable resource to help you understand the services available and to support you in advocating for your child's success.

For the most accurate and reliable information, we encourage families to consult both the school district and the New York State Education Department. Contact details are included in this manual, and we welcome you to reach out with any questions or concerns.

Purpose of This Manual

The purpose of this manual is to provide families with clear and comprehensive information about the special education services and processes at Clinton Central School. It explains key concepts such as eligibility, the Individualized Education Program (IEP), and the evaluation process.

Our goal is to empower parents and guardians by providing the tools and knowledge needed to navigate the special education system and ensure their child receives the appropriate support. Clinton Central School values collaboration between the school, students, and families to address the unique needs of each child, foster an inclusive learning environment, and provide tailored support that helps all students thrive academically, socially, and emotionally.

Notes:

How to Use This Manual

This manual is a helpful resource for families navigating the special education process. Here's how you can use it:

- **QR Codes:** Throughout the manual, you'll find QR codes linking to additional resources, videos, and helpful websites. Simply scan with your smartphone to access these materials quickly.
- **Phone Numbers:** Important contact information for departments and support services is included in the last pages of this manual. Use these numbers to reach out directly for questions or concerns related to your child's education.
- **Advice and Tips:** Practical advice is provided on how to engage in the IEP process, communicate with the school, and support your child's learning and progress at home.
- **Blank spaces** on the pages are intentionally left for you or a family member to jot down notes.

We understand that every child is unique, and we are here to offer personalized assistance. Feel free to contact Clinton Central School if you need clarification or further support. Our team is here to help every step of the way.

Notes:

**FAMILY OR SCHOOL
IDENTIFIES A
CONCERN**

RTI/MTSS
Response to Intervention/
Multi-Tiered System of
Supports

**Has progress
been made?**

NO

**Referral to Special
Education**

**Special Education
Evaluation
Conducted**

**Eligibility
Meeting**

**IEP
Development**

YES

**IEP should be reviewed
annually. A reevaluation
should take place every
three years .**

**Is the
implemented
IEP Effectively
supporting the
student's
Success?**

NO

**CSE WILL
MEET TO
REVIEW
AND
ADJUST
THE IEP TO
INCREASE
SUPPORT
FOR
STUDENTS
NEEDS**

UNDERSTANDING THE SPECIAL EDUCATION PROCESS

Additional details on each topic can be found in the following pages of this manual

Understanding Special Education

What is Special Education?

Special education is a tailored educational program designed to meet the unique needs of students with disabilities. It involves modifying teaching strategies, classroom settings, and materials to provide equitable access to education. The goal of special education is to help students achieve their full potential by addressing specific learning challenges while promoting academic, social, and emotional development. This can include services like resource room support, speech therapy, behavioral interventions, and more.

Key Laws and Regulations (IDEA, Section 504)

IDEA (Individuals with Disabilities Education Act): IDEA is a federal law that ensures students with disabilities receive a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). It outlines the rights of students with disabilities and the responsibility of schools to provide necessary services and accommodations. IDEA covers students from birth to age 21.

Section 504 of the Rehabilitation Act of 1973: Section 504 prohibits discrimination against individuals with disabilities in programs and activities that receive federal financial assistance, including public schools. It ensures students with disabilities have equal access to education and can receive accommodations to help them succeed in a general education environment.

The Rights of Students with Disabilities

Students with disabilities have the right to:

- **Free Appropriate Public Education (FAPE):** This means students are entitled to receive education that is tailored to their individual needs, at no cost to the family.
- **Least Restrictive Environment (LRE):** Schools must educate students with disabilities alongside their non-disabled peers to the maximum extent possible, only removing them from general education when necessary.
- **Individualized Education Program (IEP):** Students with disabilities who require special education services must have an IEP, a personalized plan outlining specific goals, services, and accommodations to support their learning.
- **Parent and Student Participation:** Parents and students are key partners in the decision-making process regarding the student's education and services.
- **Confidentiality and Privacy:** The privacy of students and their educational records must be protected, and families have the right to access their child's educational information.

RTI/MTSS Process

Scan for full MTSS plan



Visit our website: ccs.edu

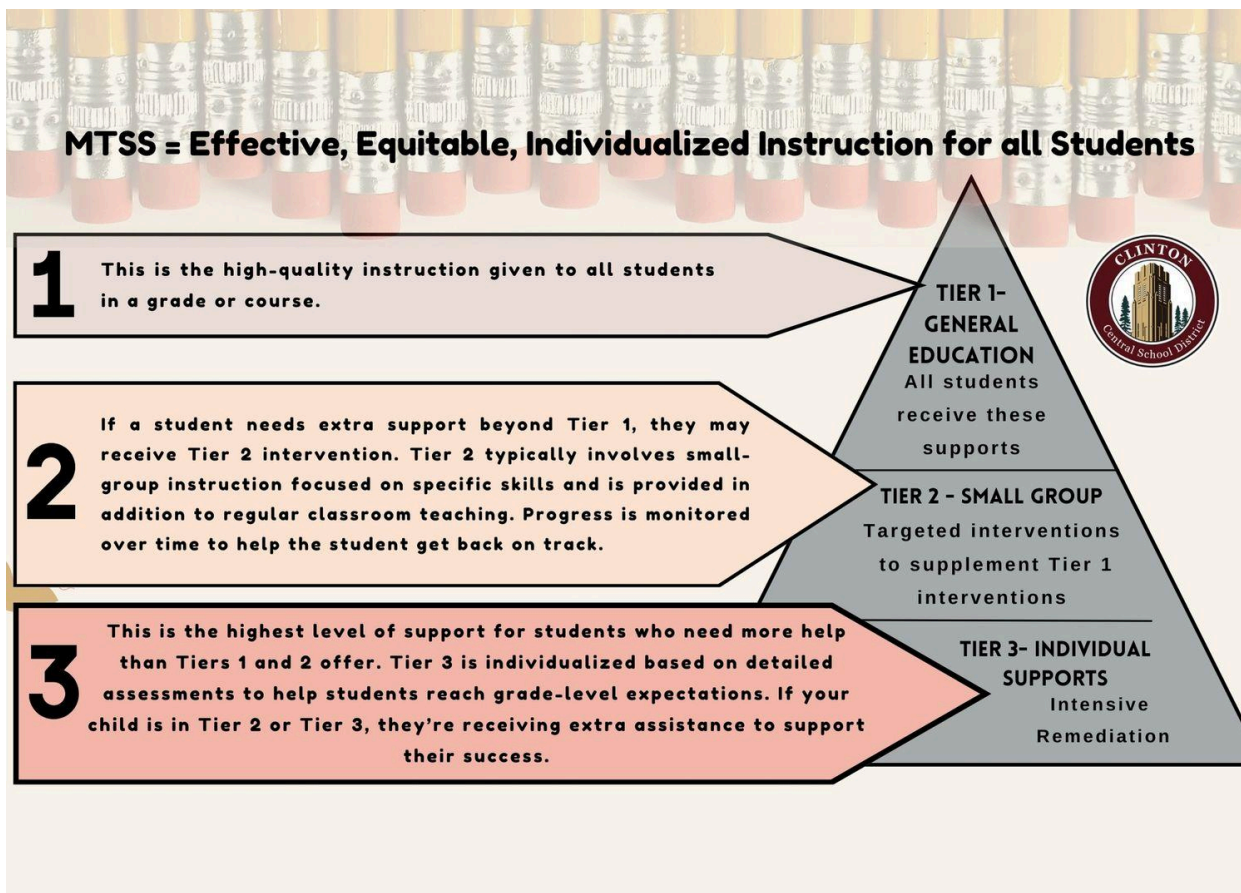
Click: [Home](#) > [Our District](#) > [Required NYS Notifications](#) > [MTSS PLAN](#)

What is RTI/MTSS?

RTI (Response to Intervention) and **MTSS (Multi-Tiered System of Supports)** are frameworks used by schools to provide early, targeted support to students who are struggling in different areas, whether academically, socially, or behaviorally. Both systems are designed to help identify students' needs early and offer appropriate interventions before the student falls too far behind.

The Three-Tiered Model of RTI/MTSS

The **three-tiered model of RTI (Response to Intervention)** and **MTSS (Multi-Tiered System of Supports)** is a way that schools provide different levels of support to students, based on their individual needs. The goal of this system is to identify and support students who might be struggling with learning or behavior, so they don't fall behind in their education.



Each "tier" represents a different level of support. Here is how it works:

Tier 1: Universal Support (For All Students)

- **What it is:**
Tier 1 provides the highest-quality instruction to all students. This is the first level of support, and it's designed to make sure that all students are learning the material and receiving the attention they need in the general education classroom.
 - **Who it supports:**
Every student in the class, regardless of their ability level, receives this support. Teachers use various teaching strategies and tools to meet the diverse needs of all students.
 - **What it looks like:**
 - Teachers provide whole-class lessons and use different strategies to help all students succeed, such as using visuals, interactive activities, and group work.
 - Progress is monitored to make sure all students are keeping up with the class.
 - **Example:**
If a student is struggling with reading, the teacher might provide extra practice in small groups, but the student is still part of the regular classroom.
-

Tier 2: Targeted Support (For Some Students)

- **What it is:**
Tier 2 provides additional support to students who need extra help, beyond what they receive in Tier 1. These students might be struggling in one or more areas, like reading, math, or behavior, but they still benefit from being in the general education setting.
 - **Who it supports:**
This level is for students who show signs of struggling, even after the general instruction in Tier 1. These students get more focused help, often in small groups or with specialized strategies.
 - **What it looks like:**
 - Students get extra support in a small group, with more targeted instruction on specific skills they're having trouble with.
 - Teachers and specialists monitor the student's progress more closely to see if the extra help is working.
 - **Example:**
A student struggling with math might join a small group to work on specific math skills like addition or subtraction, or a student who has difficulty focusing may receive help with behavior management strategies.
-

Tier 3: Intensive Support (For Students with Significant Needs)

- **What it is:**

Tier 3 is the most intensive level of support. It's for students who continue to struggle, even after receiving support at Tiers 1 and 2. At this level, students get personalized, one-on-one support to address their specific needs.

- **Who it supports:**

This level is for students who have not responded well to the previous levels of intervention and need more specialized or individualized help. This might involve services from an interventionist. An MTSS Interventionist provides targeted support, monitors progress, and collaborates with teachers to help students succeed academically, behaviorally, and socially.

- **What it looks like:**

- Students receive one-on-one help or very small group instruction that is tailored to their specific learning or behavioral needs.
- Professionals, such as special education teachers or behavior specialists, work closely with the student and their family to develop a plan for success.
- Progress is closely tracked, and changes are made if necessary to ensure the student's needs are being met.

- **Example:**

A student who has been struggling with reading for a long time might work one-on-one with a special education teacher, receiving specific, personalized instruction to help them improve.

How RTI/MTSS Helps Your Child

- **Early Intervention:**

RTI/MTSS is designed to identify students who need extra help as early as possible. By providing support at different levels, students get the help they need before challenges become too big to overcome.

- **Ongoing Support:**

Teachers continuously monitor student progress. If a student isn't improving with the current level of support, they can move to a higher tier for more intensive help.

- **Tailored Support:**

As each student is unique, the support they receive is customized to meet their individual needs. Whether it's additional practice, behavioral support, or individualized learning strategies, the goal is to help each child succeed.

- **Flexible Approach:**

Students may move between tiers as their needs change. For example, a student who receives Tier 2 support but improves may move back to Tier 1, while a student who still struggles may move to Tier 3 for more help.

Notes:

Why is this important for your child?

The RTI/MTSS model is a proactive way to make sure your child gets the right support at the right time. The goal is to ensure that all students, regardless of their challenges, can access the education they need to succeed in school.

If your child continues to need support after Tier 1 and Tier 2 interventions, they may be considered for special education services, which would involve a more individualized plan, such as an **IEP** (Individualized Education Program).

This system helps ensure that no child gets left behind and that they receive the right level of support to help them achieve their best.

How RTI/MTSS Supports Special Education Eligibility

RTI (Response to Intervention) and **MTSS (Multi-Tiered System of Supports)** are frameworks used by schools to provide early and targeted help to students who are struggling. These systems are designed to address students' academic and behavioral needs at different levels of intensity.

While RTI/MTSS supports all students, it is also an important part of the process for determining **special education eligibility**. Here's how:

Step 1: Early Identification and Support

- **RTI/MTSS starts early** in the school year and helps identify students who are having trouble learning or meeting academic and behavioral expectations.
- The first step is providing **high-quality instruction** in the general education classroom (Tier 1). If a student struggles in this environment, they are given **additional support** (Tier 2) and more personalized help (Tier 3).
- **Progress monitoring** is a key part of RTI/MTSS. Teachers track how well students are doing in response to the interventions provided at each level of support. This helps the school identify which students need extra help early on.

Step 2: Interventions Before Referral to Special Education

- The goal of RTI/MTSS is to provide support **before** a student is considered for referral for special education services. Schools use interventions and progress monitoring to address students' struggles.
- If a student doesn't respond to Tier 1 and Tier 2 support, the school may provide more intensive, individualized support through Tier 3.
- **Documentation of interventions:** As students move through the RTI/MTSS tiers, schools keep detailed records of the interventions provided and the student's progress. This documentation is important for understanding whether a student is truly struggling due to a disability or if more time or different support could help.

Step 3: Referral to Special Education

- If a student does not show improvement after receiving **intensive support** at Tier 3, the school may consider a referral for a **special education evaluation**. This evaluation assesses whether the child has a disability that qualifies them for special education services.
- The documentation from RTI/MTSS is **crucial** for the evaluation process. It shows what interventions were tried, how the student responded, and whether the student's challenges are due to factors that can be addressed through interventions or if they are related to a disability. Progress reports will be provided to families.
- Many families find it helpful to keep a binder or folder with their child's RTI/MTSS documentation to track progress, answer questions, and stay informed throughout their school years. Having this historical record can be valuable when participating in team meetings and making decisions about their child's education. While the school keeps official records, many families appreciate having their own organized copies at home for easy reference.
- If the student is found to have a disability that requires special education services, they may qualify for an **Individualized Education Program (IEP)**.

Step 4: Using RTI/MTSS Data in the Evaluation Process

- The data collected during the RTI/MTSS process—such as the student's progress in response to different interventions—becomes part of the evidence used to determine special education eligibility.
- Parents can supply data from outside evaluations, medical opinions or previous school records.
- If a student has received support through RTI/MTSS but continues to struggle, this may indicate that the child has a disability that requires a **more specialized approach**, such as an IEP.

How RTI/MTSS Helps Make Informed Decisions

- **RTI/MTSS provides clear, data-driven insights** into a student's progress, making it easier to see whether a student's difficulties are due to a disability or something else, like gaps in learning.
- By carefully tracking the student's response to interventions, schools can make informed decisions about whether the child needs special education services or if they need more time, different interventions, or changes in teaching strategies.

Summary: RTI/MTSS and Special Education Eligibility

RTI/MTSS helps identify struggling students early, provides interventions to support their needs, and collects data that can be used to determine whether a child is eligible for special education services. If a child does not respond to the interventions at the various levels of support, the documentation from the RTI/MTSS process is used in the referral for special education to ensure that the child receives the most appropriate services to help them succeed.

Notes:

Role of Teachers and Staff in RTI/MTSS

Eligibility for Teachers and staff play a critical role in the RTI/MTSS process by identifying students who need additional support, providing interventions, and monitoring progress.

- Classroom Teachers:
 - Provide high-quality, differentiated instruction to all students in the classroom (Tier 1).
 - Regularly assess students' progress and identify those who need extra help.
 - Work with students in small groups or individually if they need additional support (Tier 2).
 - Adjust teaching methods based on student progress and collaborate with other staff to find the best strategies for each child.
- Interventionist Teachers:
 - Provide more intensive support (Tier 3) for students who need additional interventions.
 - Work with classroom teachers to develop and implement strategies tailored to individual student needs.
 - Support students who qualify for special education services and help track their progress.
- Support Staff (e.g., Counselors, Speech-Language Pathologists):
 - Provide specialized support in areas like social-emotional learning, speech, or behavior.
 - Work closely with classroom teachers to address specific needs and provide targeted interventions.
 - Monitor the effectiveness of these interventions and help adjust strategies as necessary.

Together, teachers and staff collaborate to ensure that every student receives the right level of support to succeed academically, behaviorally, and socially.

How We Review Student Progress

- Grade Level & Department Teams
Teachers meet regularly to review student data, look for trends, and find ways to help students improve.
- Student Support Team (SST)
If a student is not making enough progress after two rounds of Tier 2 support (each lasting 8-10 weeks), the **SST** meets to create a more specialized plan. This team includes the principal, school psychologist, teachers, and support staff. They decide if a student needs **Tier 3 support** or a **special education referral**.
- Ongoing Monitoring
Teachers and support staff check student progress often to make sure they get the right help.

Notes:

Eligibility for Special Education Services

Who Qualifies for Special Education?

Special education services are available to students with disabilities who need extra support to succeed in school. A child may qualify if:

- They have a **disability that affects their learning**, as defined by the Individuals with Disabilities Education Act (IDEA).
- Their disability falls under one of the **13 categories** recognized by IDEA, such as a learning disability, autism, speech impairment, or other health impairments.
- They require **specialized instruction** or related services to make progress in school.

Notes:

Who's on the Special Education Team? (CSE & CPSE Members)

THE CSE AND CPSE TEAMS



Both the CSE and CPSE teams work together to create the best plan for your child's success.

Who are the team members?



Parents/ Guardians

Your voice is important! You are a key team member.

If your child is (or may be) in general education.

Regular Education Teacher



Special Education Teacher

Someone who works with your child in special education.

Provides insights based on evaluations and student needs.

School Psychologist



CSE Chairperson

Leads the meeting and ensures special education services follow district policies.

Helps plan for high school, graduation, and post-school options.

Guidance Counselor



School Nurse or Physician

School Physician – Attends only if requested in writing at least 72 hours before the meeting.
School Nurse – Invited if your child has medical needs, takes medication, or needs nursing support

Another parent of a child with a disability (if requested in writing at least 72 hours before the meeting).

Additional Parent Member



Experts or Specialist

Anyone with knowledge about your child (e.g., outside therapists, behavior specialists).

When appropriate, your child can and should participate in the meeting.

The Student



Who is on the CSE/CPSE Team?

- Parents/Guardians – Your voice is important! You are a key team member.
- Regular Education Teacher – If your child is (or may be) in general education.
- Special Education Teacher/Provider – Someone who works with your child in special education.
- School Psychologist – Provides insights based on evaluations and student needs.
- District Representative – Leads the meeting and ensures special education services follow district policies.
- School Physician – Attends only if requested in writing at least 72 hours before the meeting.
- School Nurse – Invited if your child has medical needs, takes medication, or needs nursing support.
- Guidance Counselor – Helps plan for high school, graduation, and post-school options.
- Additional Parent Member – Another parent of a child with a disability (if requested in writing at least 72 hours before the meeting).
- Experts/Specialists – Anyone with knowledge about your child (e.g., outside therapists, behavior specialists).
- **The Student** – When appropriate, your child can participate in the meeting.

Subcommittee on Special Education

The subcommittee reviews student progress and makes certain decisions. It includes:

- Parents/Guardians
- Regular Education Teacher
- Special Education Teacher/Provider
- District Representative (committee chair)
- School Psychologist (required for new evaluations or major changes)
- Evaluation Interpreter (explains test results, may also serve in another role)
- Experts/Specialists (e.g., ACCESS-VR, outside counselors, behavior managers, agency representatives)
- The Student (when appropriate)

These teams work together to ensure your child gets the support they need to succeed!



The Evaluation Process

Steps of the Evaluation Process

1. **Referral for Evaluation** – A parent, teacher, or school staff member can request an evaluation if they suspect a child may need special education services. Families will need to submit the request in writing.
2. **Parental Consent** – Before any testing begins, parents must give **written permission** for the evaluation.
3. **Comprehensive Evaluation** – The school will assess the child's strengths and needs through various tests, observations, and input from teachers and parents.
4. **Eligibility Meeting** – The **Committee on Special Education (CSE) or Committee on Preschool Special Education (CPSE)** reviews the results to determine if the child qualifies for services.
5. **Next Steps** – If eligible, the team will create an **Individualized Education Program (IEP)** outlining the child's services and goals. If the child does not qualify, parents will receive a written explanation and can discuss other support options.

What Evaluations Include

Evaluations are conducted to gather detailed information about your child's unique needs and abilities. These help the school determine how to best support your child in school. **No single test or assessment** is used to decide if your child qualifies for special education services.

The **initial evaluation** includes various parts, such as:

- **Social History Form:** This form gives insight into your child's family and health history, development, and any concerns about social, emotional, or academic progress. It may include information from interviews with parents or caregivers.
- **Review of Records:** The school looks at previous records to understand your child's past performance, including any interventions, services (like speech or therapy), and assessments.
- **Teacher Report:** Teachers provide input on how your child is performing in the classroom, including any progress or concerns.
- **Classroom Observation:** A staff member observes your child in their current classroom setting to understand their behavior and challenges.
- **Student Interview or Vocational Assessment:** (if age 12+) Provides information, self-reported by the student, regarding his or her personal interests, likes/dislikes about school, challenges and successes, and/or goals for the future.

Notes:

Types of Evaluations Including Psychological, Social-Emotional, and Academic Evaluations

- **Psychological Evaluation:**

This **formal evaluation** is conducted by a **school psychologist** and includes **standardized tests** to measure your child's cognitive (intellectual) abilities. The goal is to understand how your child processes and learns new information. These tests provide insight into **how well** and **in what ways** your child will learn. Keep in mind that a high IQ does not guarantee success, just as a low IQ does not guarantee failure. **Other factors**, such as emotional and social development, will also be considered when evaluating your child.

Psychological tests that are used at Clinton Central School include:

- **Wechsler Preschool and Primary Scale of Intelligence-Fourth Edition (WPPSI-IV)**
- **Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V)**
- **Wechsler Abbreviated Scale of Intelligence-Second Edition (WASI-II)**
- **Wechsler Individual Achievement Test-Fourth Edition (WIAT-4)**

These tests measure various cognitive abilities, such as:

- **Verbal Abilities:** Understanding language and verbal problem solving.
- **Nonverbal Problem Solving:** Logical reasoning and abstract thinking.
- **Visual-Spatial Abilities:** Understanding and organizing visual information.
- **Working Memory:** Remembering and using information.
- **Processing Speed:** How quickly a child can process information and make decisions.
- **Academic Evaluation:** If your child is struggling with reading, math, or another academic subject, they may be given specific tests to assess those areas. The results help determine if your child has a learning disability.
- **Social-Emotional Assessments:** If your child has social or emotional challenges, the school may use rating scales to assess how your child is doing socially, emotionally, and behaviorally. These assessments include input from both teachers and parents.
- **Other Assessments:** These assessments may be used to better understand a student's needs. These might include evaluations for occupational therapy (OT), physical therapy (PT), speech/language, or hearing concerns.

Occupational and Physical Therapy (OT/PT): OT and PT evaluations look at a student's motor skills, which are important for daily activities and school tasks. These services may be provided by an outside agency. Developmental Therapy Associates is the current provider. The CSE office can provide contact information for the agency and names of providers upon request.

- **Fine Motor Skills (OT):** These are small movements using the hands and fingers, like buttoning clothes, tying shoelaces, using utensils, coloring, cutting, and typing. OT also focuses on sensory processing and visual-motor skills.
- **Gross Motor Skills (PT):** These involve larger movements like walking, running, jumping, and climbing stairs. PT also looks at balance and coordination to ensure students can move safely in their environment.

Speech and Language: Speech and language evaluations help identify areas where a student may need support with communication. Common focus areas include:

- **Articulation:** How speech sounds are produced.
 - **Receptive Language:** Understanding and following directions.
 - **Expressive Language:** Using words, gestures, or symbols to share thoughts and feelings.
 - **Vocabulary:** Knowing and using words in listening, speaking, reading, and writing.
-

The goal of all these evaluations is to understand your child's needs so the school can create an **Individualized Education Program (IEP)** to support their learning and development.

Re-Evaluations

Re-evaluations, also called "triennial evaluations," happen every three years to review your child's progress and needs. However, you or the school can request additional testing at any time if needed. To ensure accurate results, standardized tests should not be repeated more than once a year.

Re-evaluations often include the same types of assessments used in the initial evaluation but are tailored to your child's current needs. For example, updated cognitive testing may not always be necessary. Teachers and parents provide valuable updates, but a full social history may not be repeated since past evaluations already include this information.

Please keep in mind: If your child plans to attend and will need accommodations in college, they should bring a copy of their latest psychoeducational evaluation. Colleges use this to understand their needs and provide support.

Frequently Asked Questions

What is an individual psychological evaluation? This is a process where a qualified school psychologist uses different tests to understand your child's learning, development, or emotional needs. These tests are done in your child's native language and help with educational planning.

Are some cognitive tests better than others? No single test is "better." Psychologists choose tests based on your child's needs, abilities, and cultural background. It's important that tests are standardized, up-to-date, and appropriate for your child.

How do psychologists decide which test to use? Tests are chosen based on your child's age, communication abilities (verbal or nonverbal), and cultural background. Some tests are linked to others, such as the WISC-V and WIAT-IV, which helps provide a clearer picture of your child's strengths and needs.

What does "standardized" or "norm-referenced" mean? These tests compare your child's performance to others their age. This helps determine how your child is doing compared to what's typical for their age group.

What is an IQ? IQ stands for "Intelligence Quotient," which measures problem-solving and reasoning skills. It gives an overall picture of your child's cognitive abilities. IQ tests are reliable when administered by qualified professionals, like school or clinical psychologists.

What's the difference between school-based and clinical evaluations? School-based evaluations focus on determining if a disability affects your child's learning and whether they need special education support. These evaluations follow New York State education regulations.

Clinical evaluations, often done outside of school, use the DSM-5 to diagnose conditions. However, a medical diagnosis does not automatically qualify a child for special education services. Collaboration between the school, family, and outside providers is key to supporting your child's needs.

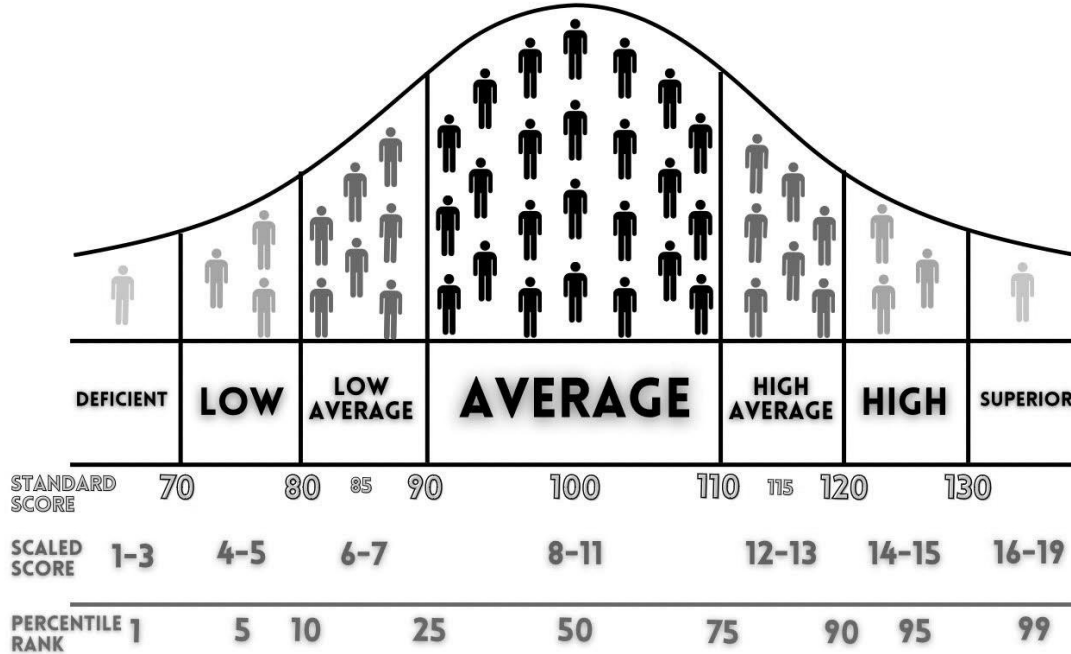


Understanding & Interpreting Test Scores

Standardized test scores can be confusing, but understanding how they work can help parents better support their child's education. These tests do not measure how many questions a child answered correctly, like a classroom test. Instead, they compare a child's performance to a large group of same-age peers who have taken the same test. This helps determine what is considered "typical" for a child of that age.

A student's score is often shown on a **Bell Curve**, which is a way to visualize how a student's performance compares to others. Most students score in the middle, or "average" range, while fewer students score much higher or lower.

NORMAL DISTRIBUTION BELL CURVE



Key Terms to Know

- **Mean (Average):** The typical score that students are expected to achieve based on their age. In most cognitive and achievement tests, the average standard score is **100**.
- **Standard Deviation:** This tells us how far a score is from the average. Scores within **10-15 points above or below the mean (85-115)** are still considered average.
- **Percentile Rank:** This compares a student's score to 100 same-age peers. For example, if a student scores in the **75th percentile**, they performed as well as or better than 75% of students their age. This is **not** the same as a percentage correct on a test.

Types of Scores

1. **Standard Scores:** These are overall scores that reflect your child's performance in a specific area, like verbal reasoning or math skills. Scores between 90-110 are considered "average."
2. **Scaled Scores:** These are scores from smaller parts of the test (subtests) that add up to the standard score. For example, a subtest might measure how well a student understands vocabulary. Scores between 8-12 are considered "average."

Understanding Score Ranges

Many tests use the same scoring system, but others—like behavior rating scales—use different numbers. For example, behavior rating scales often use **T-scores**, where the average is **50** with a standard deviation of **10**. Always check the evaluator's report for specific details.

The table below shows the most common score ranges for cognitive and achievement tests:

Standard Score Range	Percentile Rank	Qualitative Descriptor (exact wording is dependent on the test administered)
131 and above	98th - 99.9th	Extremely High Extremely Superior Very Superior Well Above Average
121-130	92nd - 97th	Superior Very High High Above Average
111-120	76th - 91st	High Average
90-110	25th - 75th	Average
80-89	9th - 24th	Low Average
70-79	3rd - 8th	Very Low Low Below Average
69 and below	0.1st to 2nd	Extremely Low Well Below Average Deficient

Important Things to Remember

- Test scores are just one piece of the puzzle. They provide a snapshot of a student's abilities but do not measure intelligence, potential, or all aspects of learning.
- Scores can vary. A student's score may be slightly higher or lower if they were tested again on a different day.
- Confidence Intervals Matter. Instead of viewing a score as a single number, evaluators provide a range where the student's "true" score likely falls. For example, if a student scores 95 with a confidence interval of 90-100, their actual ability is likely somewhere within that range.
- Different students struggle for different reasons. Even if two students receive the same score, the reasons behind their performance may be different.

For example, three students take a Math Fluency test, where they solve as many problems as possible in 60 seconds:

- Student A: Solves problems slowly but correctly, sacrificing speed for accuracy.
- Student B: Works very quickly but makes mistakes, sacrificing accuracy for speed.
- Student C: Works at an average pace but makes frequent calculation errors.

Each student has a different challenge, and test scores help educators determine the best way to support them. If you have questions about your child's results, it's always best to follow up with the evaluator or refer to the written report for further explanation.

- **Please Note:** The school psychologist will share evaluation results with each student's family. However, they do not provide diagnoses. Instead, the committee will review the results and make decisions together during the meeting.

Were All Concerns Addressed?

When evaluating a student's skills, it's essential to ensure that all areas of concern are assessed. Here's how:

- **Were global and specific measures administered?** Standard tests like the WIAT-III, KTEA-3, or WJ-IV assess broad skills like reading, math, and writing. If specific weaknesses or significant score differences are noted, additional detailed tests may be needed.
- **Were all referral concerns assessed?** If parents or teachers raised concerns about specific areas, tests or subtests should be chosen to address those concerns. No single test covers every possible issue, so evaluators often use multiple assessments to get a full picture (this is called a cross-battery assessment).
- **If discrepancies appeared, were follow-ups done?** When a student gets a low score, evaluators investigate why. Was the student distracted, or does the score reveal an actual difficulty? If it's a true difficulty, similar scores will likely appear on related subtests.

Notes:

Types of Disabilities and Services

Common Disabilities in Special Education

(e.g., Learning Disabilities, Autism, ADHD)

Eligibility for Special Education in New York State

In order for a student to qualify for special education in New York State, they must meet the criteria for one of the following 13 disability categories. The Committee on Special Education (CSE) reviews the results of an evaluation to determine if the student is eligible for services.

The 13 Special Education Disability Categories: Website: govt.westlaw.com

1. **Autism:** A developmental condition that affects how a child communicates and interacts with others. This often includes repetitive behaviors, difficulty adapting to change, and unusual reactions to things like lights or sounds. It usually shows up before age 3, but a child can be diagnosed later if they meet the criteria.
2. **Deafness:** A severe hearing loss that makes it very difficult for a child to understand spoken language, even with hearing aids or other help. This hearing loss affects their ability to learn.
3. **Deaf-Blindness:** A combination of both hearing and vision loss that is so severe that the child needs special education programs designed for both conditions. They cannot be helped by programs designed only for students with hearing loss or vision loss.
4. **Emotional Disability:** A condition that causes a child to have long-term, serious difficulties with behavior, emotions, or learning. This can include:
 - Trouble learning that can't be explained by other factors (like a disability or health issues).
 - Difficulty making or keeping friends.
 - Acting out or feeling unhappy most of the time.
 - Physical symptoms (like headaches or stomach aches) related to school or personal problems.
5. **Hearing Impairment:** Any hearing problem that makes it hard for a child to perform well in school, but is not severe enough to be classified as "deafness." This could be a temporary or permanent condition.
6. **Learning Disability:** A disorder that makes it hard for a child to understand or use language, whether spoken or written. This can show up as difficulty with listening, speaking, reading, writing, spelling, or math. It doesn't include problems caused by other disabilities like hearing or vision issues, intellectual disabilities, or emotional disturbances.
7. **Intellectual Disability:** A condition where a child has below-average intellectual functioning and also struggles with daily life skills (like communication, self-care, and social skills). This impacts their ability to do well in school.
8. **Multiple Disabilities:** When a child has more than one disability that makes it difficult to meet their needs with just one type of special education program. For example, a child may have both intellectual disability and blindness.
9. **Orthopedic Impairment:** A physical condition that significantly impacts a child's ability to perform in school. This could be caused by birth defects, disease, or injuries like cerebral palsy, amputations, or fractures.
10. **Other Health Impairment:** A condition that affects a child's health and limits their ability to focus or participate in school activities. This can include chronic illnesses like asthma, diabetes, epilepsy, or attention problems like ADHD.

11. **Speech or Language Impairment:** A disorder that affects how a child speaks or understands language. This can include things like stuttering, trouble pronouncing words, or difficulties with grammar or vocabulary, making it hard for the child to succeed in school.
12. **Traumatic Brain Injury:** An injury to the brain caused by an external event, such as an accident or medical condition (like a stroke or brain tumor). This can lead to problems with thinking, memory, speech, movement, and behavior.
13. **Visual Impairment (Including Blindness):** A vision problem that, even with glasses or other correction, makes it difficult for a child to learn. This can range from partial sight to complete blindness.

These categories help determine if a child is eligible for special education services to support their learning needs. The CSE (Committee on Special Education) will assess each child based on these criteria to decide what support they may need.

**See section on Dyslexia (below)*

If the suspected learning disability is in reading and the child is in grades K-4, the following criteria MUST be considered according to the regulations:

New York State Criteria for Learning Disabilities (LD)

For a student to be identified as having a learning disability (LD), they must meet certain criteria.

1. **Struggles in One or More Areas:**
The child's performance is not meeting what is expected for their age or grade level in at least one of the following areas:
 - Speaking
 - Listening and understanding
 - Writing
 - Basic reading (like recognizing words)
 - Reading fluency (reading smoothly and quickly)
 - Reading comprehension (understanding what's read)
 - Math calculations
 - Math problem-solving
2. **Doesn't Make Enough Progress:**
The child doesn't improve enough in any of these areas even after receiving extra support or interventions that are based on research and proven methods. Or...
3. **Strengths or Weaknesses in Comparison to Others:**
The child shows a pattern of performance that is either stronger or weaker than what's expected for their age, grade level, or intellectual development.
4. **Not Caused by Other Factors:**
The child's struggles are not due to other reasons, such as:
 - Vision or hearing problems
 - Physical disabilities
 - Intellectual disabilities
 - Emotional disabilities
 - Cultural factors
 - Economic disadvantages
 - Limited English skills

Important Notes:

- **LD and Other Conditions:** A child can have a learning disability along with other issues, like limited English skills, vision or hearing impairments, motor difficulties, or emotional challenges. However, those conditions shouldn't be the main cause of the child's learning struggles.
- **Access to Learning:** A child who hasn't had a fair chance to learn, such as missing a lot of school without a valid reason, may struggle academically. However, this is not considered a learning disability unless they have missed a significant amount of school (about 23% or more).

Special Consideration for Students in Grades K-4 (Other than Reading):

- If a student shows a big gap (50% or more) between their expected achievement and actual achievement, they may be diagnosed with a learning disability. This means if a student is expected to do well based on their abilities but is struggling significantly in one or more areas (like math or writing), this may qualify them for special services.
- **How Achievement Is Measured:** Achievement isn't just based on test scores. The CSE will consider a child's abilities compared to what is expected for their age or grade level. For example, a child with very high intelligence but who struggles with reading could still be identified as having a learning disability if their reading performance is much lower than expected.

In short, a learning disability is diagnosed when a child struggles in specific academic areas despite having the ability to succeed and receiving appropriate support, and when the struggles are not caused by other factors.

Special Education Eligibility for for Preschool Students

Defined in Sections 200.1(mm), 200.1(zz) of the Part 200 Regulations

To qualify for special education services, preschool children must show significant delays or challenges in certain areas of development. These areas include:

- **Cognitive development** (thinking and learning skills)
- **Language and communication**
- **Adaptive functioning** (skills like self-care and following routines)
- **Social-emotional development** (interacting with others and handling emotions)
- **Motor development** (movement skills, like walking or using hands)

A child may be eligible if they meet one of the following criteria:

1. **A delay of 12 months** or more in one of these areas.
2. **A delay of 33%** in one area, or **25% delay** in two areas.
3. **Scoring 2 standard deviations below average** in one area, or **1.5 standard deviations below average** in two areas.

Additionally, preschool children can qualify if they have certain disabilities due to physical, mental, or emotional reasons, such as:

- Autism
- Deafness
- Deaf-Blindness
- Hearing Impairment
- Orthopedic Impairment (physical disabilities)
- Other Health Impairment (such as chronic illness)
- Traumatic Brain Injury
- Visual Impairment

If a preschool child meets these eligibility criteria, they will be identified as a **Preschool Student with a Disability** and will receive special education services, regardless of the type of delay or disorder.

Dyslexia and Special Education Eligibility

How Dyslexia is Addressed in Special Education

In New York State, dyslexia is not a specific disability category by itself, meaning it's not one of the 13 categories for special education eligibility. However, dyslexia is considered a type of learning disability.

This means that even though a clinical diagnosis of dyslexia does not automatically qualify a student for special education, some students with dyslexia may still be eligible for services if they meet the criteria for a learning disability. These criteria focus on how a student's learning is impacted, not just on the diagnosis or label.

In 2018, the New York State Education Department told schools that they must identify and evaluate students who may have a disability, including dyslexia. Schools can use the term dyslexia during evaluations or when developing an Individualized Education Program (IEP) to help the child make progress in school. However, using the term dyslexia in these documents does not mean that a formal diagnosis of dyslexia has been made.

The Committee on Special Education (CSE) should include information about a student's dyslexia (or other conditions like dysgraphia or dyscalculia) when deciding if the child is eligible for special education. This helps in creating an IEP that fits the child's needs, but again, it's the student's learning challenges—not the label—that drive the decisions.

Frequently Asked Questions About Dyslexia

Can my child's school diagnose dyslexia?

In 2017, the law was updated to allow schools to use the term dyslexia in evaluations and when deciding if a child is eligible for special education services. Schools can look at a child's performance in reading and other areas to see if it matches characteristics of dyslexia. However, schools are not required to give a formal dyslexia diagnosis. The goal is to figure out if the child's struggles are impacting their ability to learn and succeed in school.

Is a diagnosis of dyslexia enough for special education services?

No, simply having a diagnosis of dyslexia is not enough to qualify a child for special education. The key factor is how much dyslexia (or other learning issues) affects the child's ability to learn and make progress at school. For example, a child may have dyslexia but may not need special education services if they're able to keep up with the general curriculum. The CSE will look at how the child is performing in school and whether the disability is affecting their learning.

What training do teachers need to work with students with dyslexia?

In New York State, teachers are not required to have a special certification for teaching students with dyslexia. However, the state has provided schools with guidance to help teachers understand and support students with dyslexia and other learning disabilities.

Eligibility Criteria for Students with Dyslexia:

Students may qualify for special education services under the category of Specific Learning Disability (SLD) if dyslexia significantly impacts reading, writing, or spelling. Eligibility is determined through evaluations assessing phonological processing, decoding, fluency, and comprehension.

Support Services: Students with dyslexia may receive specialized instruction and related services such as Speech Therapy (for language processing and articulation), Occupational Therapy (for handwriting and fine motor skills), and Counseling (for self-advocacy and confidence-building).

In summary, if a student has dyslexia, the important thing is not the diagnosis, but how it impacts their ability to learn. The CSE will determine if the student qualifies for special education services based on their specific learning needs.

Notes:

What to Expect at a CSE/CPSE Meeting

Initial Eligibility Determination Meeting

- The reason for the referral and background information will be reviewed.
- Response to Intervention (RTI) data will be discussed.
- Committee members will share information about the student's current performance and assessment scores.
- The school psychologist will summarize evaluation data and recommend eligibility to the committee.
- If the student is eligible, measurable annual goals, services, and supports will be discussed.

Annual Review Meeting

- Committee members will review the student's progress over the school year.
- Progress toward meeting annual goals will be discussed.
- Recommendations for the upcoming year will be shared and agreed upon.

Annual Review/Reevaluation Meeting

- Includes the same components as an Annual Review.
- Additional discussion will focus on updated testing results.
- The purpose of reevaluation is to determine:
 - If the student continues to qualify as having an educational disability.
 - If the recommended programs and services meet the student's needs.

Requested Review Meeting

- Current progress is reviewed.
- Additional testing or data supporting the reason for the review will be discussed.

Key Points for Parents/Guardians

- **Parents/Guardians are essential members of the CSE/CPSE:** Your input is necessary, important, and required.
 - **Consensus is the goal:** The committee aims to reach agreement among all members.
 - **If consensus cannot be reached:** The chairperson will make a decision and document any concerns raised by committee members who disagree.
-

The Role of the CSE/CPSE Chairperson

The CSE/CPSE chairperson:

- Focuses on the individual needs of the child to ensure a free appropriate public education (FAPE).
- Ensures parental rights are upheld and meaningful parental participation is provided.
- Leads the meeting by guiding discussions and ensuring collaborative decision-making.
- Is a district representative qualified to:
 - Provide or supervise special education.
 - Understand the general education curriculum and district resources.
 - May also serve as the special education teacher, provider, or school psychologist.

[8 CRR-NY 200.3NY-CRR](#) or visit govt.westlaw.com

Types of Special Education Services

(e.g., Resource Rooms, Inclusion, Specialized Programs)

Continuum of Services and Least Restrictive Environment

Special education services are designed to meet the needs of students with disabilities and are provided along a **continuum from least restrictive to most restrictive settings**. The goal is always to provide the necessary support to help students succeed while keeping them in the least restrictive environment (LRE) possible.

How Services Are Delivered:

- **Access to Grade-Level Content:** Clinton Central School works to ensure all students can access grade-level standards and content in a general education setting alongside their peers whenever possible.
- **Supports in General Education:** Students receive services and supports, such as supplementary aids, accommodations, and modifications, within general education classrooms to help them make progress toward their IEP goals.
- **When Removal is Necessary:** Students are only removed from the general education environment if the severity of their disability prevents them from achieving success, even with the use of supplementary aids and services.

Types of Services Available:

1. **General Education:** Students learn alongside their peers without additional supports or services.
2. **General Education with Related Services:** Students remain in general education but receive additional services, such as speech therapy or counseling, as needed.
3. **Consultant Teacher Services:** Special education teachers collaborate with general education teachers to support students with disabilities. They provide strategies, accommodations, and direct or indirect assistance to help students succeed in the general education classroom.
4. **Resource Room:** Students receive additional, small-group instruction outside of the general classroom for part of the day.
5. **Integrated Co-Teaching (Grades K-8, Math & ELA):** In this model, a general education teacher and a special education teacher work together in the same classroom to teach and support all students. This approach allows students with and without disabilities to learn alongside each other while receiving the individualized support they need. Both teachers share responsibility for planning, instruction, and assessment, ensuring that every student can succeed in a supportive and inclusive environment.
6. **Special Class (District and BOCES):** For students whose needs cannot be met in a general education setting, even with support, specialized programs provide smaller class sizes and more intensive instruction. The class ratios indicate the level of support provided:
 - 15:1 – One teacher for 15 students, designed for those who need a structured setting with minimal additional support.
 - 12:1:4 – One teacher, four teaching assistants, and up to 12 students, for students with significant needs requiring a high level of support, including medical or physical assistance.
 - 8:1:1 – One teacher, one teaching assistant, and up to eight students, for those needing more individualized instruction and behavioral support.
 - 6:1:2 – One teacher, two teaching assistants, and up to six students, for students with intensive needs who benefit from a highly structured, supportive environment.

Notes:

The Individualized Education Program Process (IEP)

Steps in Developing an IEP

At **Clinton Central School**, we believe in a **collaborative approach** to special education, ensuring that families, teachers, and service providers work together to support student success. The **Individualized Education Program (IEP)** is developed through the following steps:

1. **Referral & Evaluation** – If a student is suspected of having a disability, an evaluation is conducted to determine eligibility for special education services.
2. **Eligibility Determination** – The **Committee on Special Education (CSE) or Committee on Preschool Special Education (CPSE)** reviews the evaluation results and decides if the child qualifies for services.
3. **IEP Draft & Family Review** – Before the IEP meeting, a **draft IEP will be shared with families**, allowing parents time to review the proposed plan and discuss any questions or concerns with their child’s **special education teacher (primary service provider)**.
4. **IEP Meeting** – The IEP team, including parents, teachers, and specialists, meets to review and finalize the IEP.
5. **Implementation** – Once finalized, the IEP is put into action, and all staff working with the student ensure they follow the plan.
6. **Board of Education Approval** - The Board of Education approves IEPs during school board meetings. While board members do not review individual IEPs, they oversee the number of referrals, annual reviews, and overall special education services.
7. **Ongoing Review & Revisions** – The IEP is a **working document** that can be adjusted as needed. If a diagnosis changes, new challenges arise, or progress is made, the team can meet to revise the IEP accordingly.

At **Clinton Central School**, we understand that student needs evolve, and we remain committed to **working together** to ensure the best possible educational experience for every child.

Notes:

How to Participate in IEP Meetings

Families play a **crucial role** in the IEP process. At **Clinton Central School**, we want to encourage and empower parents to be active participants before, during, and after IEP meetings.

- **Before the Meeting:**
 - Review the **draft IEP** that is shared before the meeting.
 - Discuss any concerns or suggestions with your child's **special education teacher (primary service provider)** in advance.
 - Make a list of any questions or additional supports you'd like to discuss.
- **During the Meeting:**
 - Share insights about your child's strengths and needs.
 - Ask for clarification if anything is unclear.
 - Work with the team to ensure the **IEP reflects your child's needs** and educational goals.
- **After the Meeting:**
 - **Review the finalized IEP and communicate with teachers about how it will be implemented.**
 - Stay engaged in your child's progress and request a team meeting if you believe changes are needed.

We believe in **open communication and teamwork** to ensure students receive the support they need to thrive.

Key Components of an IEP

Every IEP at **Clinton Central School** includes:

- **Present Levels of Performance (PLOP)** – A description of your child's academic, social, and developmental strengths and challenges.
- **Annual Goals** – Clear, measurable goals tailored to your child's needs.
- **Special Education & Related Services** – Supports such as speech therapy, occupational therapy, or counseling.
- **Accommodations & Modifications** – Adjustments in instruction, testing, and classroom environment to support learning.
- **Participation in General Education** – Details on how much time your child will spend in general education versus special education settings.
- **Transition Plan (if applicable)** – For students aged 15 and older, the IEP includes goals and supports for life after high school.

Since the **IEP is a working document**, it can be adjusted at any time if new information or changes in diagnosis arise. **We always work together to support our students.**

Understanding Goals and Objectives

IEP goals focus on helping students make meaningful progress. Each goal is:

- ✓ **Specific** – Clearly describes the skill being developed.
- ✓ **Measurable** – Can be tracked through assessments and observations.
- ✓ **Achievable** – Realistic given the child’s abilities and support.
- ✓ **Relevant** – Addresses an area of need.
- ✓ **Time-Bound** – Includes a timeframe for progress.

Example:

"By June 2025, with the use of graphic organizers and teacher support, Alex will write a five-sentence paragraph including a topic sentence, supporting details, and a conclusion with 80% accuracy in 4 out of 5 trials."

Parents and teachers **collaborate to ensure goals are meaningful** and reflect the student’s needs. If goals need adjustment, the IEP team can make changes as necessary.

At **Clinton Central School**, we are committed to **partnership, flexibility, and student success**. If you ever have questions about your child’s IEP, please reach out to your child’s special education teacher or the Special Education Office.

Notes:

The Role of the Primary Service Provider (PSP)

At Clinton Central School, the **Primary Service Provider (PSP)** is the **special education teacher**. The PSP plays a key role in ensuring that a student's educational needs are met by coordinating services, monitoring progress, and collaborating with other team members to provide the best possible support. The special education teacher, as the PSP, is the **primary point of contact** for families throughout the special education process.

What Does the PSP Do?

As the **Primary Service Provider**, the special education teacher is responsible for:

- **Monitoring academic progress** toward the goals outlined in the student's Individualized Education Program (IEP).
- **Collaborating with other support staff** (such as physical therapists, occupational therapists, speech therapists, counselors, and school nurses) to ensure all services are being provided effectively.
- **Sharing regular updates** with parents on their child's academic progress and any changes to the IEP.
- **Ensuring that IEP accommodations and modifications** are implemented in the classroom.
- **Helping parents understand the IEP** and encouraging their involvement in meetings and decision-making.

While the special education teacher monitors **progress toward academic goals**, the entire team contributes to the **student's overall success**. This team may include:

- **Physical Therapists (PT)**
- **Occupational Therapists (OT)**
- **Speech Therapists**
- **School Counselors**
- **Nursing staff**
- **Other related service providers** as needed

Each team member provides **specific services** tailored to the student's individual needs, but the **special education teacher (PSP)** coordinates and ensures that the student is progressing toward their academic goals.

Responsibilities and Communication

The special education teacher (PSP) will:

- **Share a draft of the IEP** with families prior to the meeting, allowing parents time to review and discuss it with the PSP.
- Serve as the **main contact for all concerns** related to the IEP and progress.
- Communicate regularly with parents about how their child is progressing academically.

All team members are dedicated to supporting the child's **holistic development**, and the special education teacher works closely with parents, other staff, and providers to ensure that every student's **unique needs** are met.

Collaboration with Teachers and Staff

At **Clinton Central School**, collaboration between families, special education teachers, general education teachers, and support staff is essential for student success. By working together, we ensure that each child receives the support they need to thrive.

Working with Special Education Teachers

The **special education teacher, also known as the Primary Service Provider (PSP)**, plays a central role in a student's support system. They:

- Monitor progress toward **academic goals** outlined in the IEP.
- Provide **specialized instruction** and ensure accommodations and modifications are implemented.
- Collaborate with **general education teachers** and related service providers to create an inclusive learning environment.
- Communicate regularly with families to keep them informed about their child's progress and any necessary adjustments to the IEP.

Families are encouraged to maintain **open communication** with the special education teacher, who serves as the primary point of contact for questions regarding IEP services and academic progress.

Role of General Education Teachers

General education teachers play a vital role in implementing the IEP and supporting students with disabilities in the classroom. Their responsibilities include:

- **Providing classroom accommodations and modifications** as outlined in the IEP.
- **Collaborating with the special education teacher** to ensure the student receives appropriate instruction.
- **Monitoring and reporting progress** on how the student is performing in the general education setting.
- **Communicating with families** about classroom expectations and how they can support their child at home.

By working closely with the special education team, general education teachers help ensure that students can fully participate and succeed in their learning environment.

Communication Tips with the School

Strong communication between families and school staff is key to ensuring the best outcomes for students. Here are some ways to **stay informed and engaged**:

✓ **Use School Communication Tools** – Families are encouraged to use **ParentSquare** and **email** to communicate with teachers and staff. You can also check your child's **progress through Google Classroom and SchoolTool** to stay updated on assignments, grades, and attendance.

✓ **Work Together with Your Child** – Reviewing Google Classroom and SchoolTool **with your student** can help them take ownership of their learning while modeling **responsible communication and organization skills**.

✓ **Stay Involved** – Attend **IEP meetings, parent-teacher conferences, and school events** to stay connected with your child's teachers and support staff.

✓ **Ask Questions** – If you need clarification about your child’s IEP, progress, or classroom expectations, reach out to their **special education teacher (PSP)** or general education teacher.

✓ **Use Email and Phone Calls** – Regular check-ins can help address concerns before they become larger issues.

✓ **Document Concerns and Progress** – Keep a folder with copies of reports, IEPs, and correspondence to track your child’s development.

✓ **Work as a Team** – Approach conversations with a **collaborative mindset**, focusing on what is best for the student.

At **Clinton Central School**, we believe in a **team approach**—when parents, teachers, and staff work together, students thrive. If you have any questions or need additional support, please contact your child’s **special education teacher (PSP)** or the school’s Special Education Office.

Notes:

Accommodations and Modifications

At Clinton Central School, we are committed to ensuring that every student has the support they need to succeed. Accommodations and modifications help students with disabilities access their education by providing adjustments tailored to their individual learning needs.

What Are Accommodations and Modifications?

- Accommodations are changes in how a student learns or demonstrates knowledge without altering the curriculum or learning expectations. These adjustments help level the playing field by providing necessary support.
 - Modifications involve changing the content, expectations, or instructional level of a student’s learning. These changes may alter the difficulty of assignments or assessments to better match a student’s abilities.
-

How Are Accommodations and Modifications Determined?

Accommodations and modifications are discussed during the development or reevaluation of a student's IEP and must be directly linked to the student's documented needs. They are not automatically added based on preference—rather, they are designed to provide the necessary support for the student's disability-related challenges.

The Committee on Special Education (CSE) carefully reviews evaluation results, teacher reports, and parent input to determine which accommodations and modifications best support the student's ability to access their education. Once the IEP is finalized, all accommodations and modifications must be followed by teachers and staff as part of the student's legally binding plan.

Examples of Accommodations Based on Student Need:

✓ Test Accommodations – Adjustments that help students demonstrate what they know on assessments without changing the content. Examples include:

- Extended time for students with medical concerns who may need breaks to visit the nurse.
- A quiet testing location for students with anxiety or attention difficulties.
- Read-aloud accommodations for students with reading disabilities.
- Use of speech-to-text software for students with writing disabilities to complete essays longer than two sentences.
- Answers recorded in an alternative format (e.g., verbal responses instead of written).

✓ Classroom & Academic Work Modifications – Changes that adjust the curriculum or expectations for assignments and classwork. Examples include:

- Simplified assignments with reduced complexity for students who require more structured support.
 - Modified reading materials (lower reading level or adapted content) for students with processing difficulties.
 - Alternative grading criteria. Alternative grading criteria focuses more on the effort a student puts in and the progress they make over time, instead of just using traditional grades like A, B, C, etc. This means teachers look at how much improvement a student shows, how hard they try, and their growth in learning, rather than only testing their knowledge on specific topics. The goal is to encourage students to focus on learning and trying their best, rather than just worrying about getting the "right" answer for a grade.
 - Shortened assignments to focus on essential concepts for students who struggle with executive functioning. Executive functioning skills help students plan, stay organized, and focus on tasks, which are important for schoolwork and daily routines. Some students may find it hard to manage time, remember instructions, or make decisions, so they need extra support. Shortening assignments helps them focus on the most important ideas and make progress without feeling overwhelmed.
 - Additional scaffolding and step-by-step instruction for students who need structured learning support. Scaffolding means giving students extra help and support to learn new things. In this case, it involves breaking tasks down into smaller steps and guiding students through each part so they can understand and complete the work more easily. This way, students who need structured support can build confidence and skills at their own pace.
-

How to Request Changes to Your Student's Plan

If you believe your child may need additional or different accommodations or modifications:

- Contact your student's special education teacher (PSP) to discuss your concerns.
- Request an IEP review meeting to evaluate the student's current supports.
- Provide any updated medical, psychological, or educational evaluations that document the need for adjustments.

Once an accommodation or modification is added to the IEP, it must be followed by all staff working with the student. However, accommodations that do not directly support a documented need will not be added by the CSE. The team ensures that every accommodation and modification is purposeful and directly linked to the student's success.

Because an IEP is a working document, adjustments can be made as needed if a student's needs change. If you have questions, reach out to the Special Education Office or your student's teacher.

Progress Monitoring and Reporting

At Clinton Central School, we believe that tracking student progress is essential to ensuring they receive the support they need. Progress monitoring helps families and educators understand how well a student is meeting their Individualized Education Program (IEP) goals and whether adjustments are needed.

How Progress is Measured

Student progress is measured in several ways, including:

- Teacher observations and classroom performance
- Formal and informal assessments to track academic growth
- Progress reports on IEP goals, provided at the same time as report cards
- Data collected from special education services (e.g., speech therapy, occupational therapy, counseling)
- State and district assessments to compare progress to grade-level expectations

IEP progress reports provide specific updates on how a child is advancing toward their individual goals and whether changes to instruction or services may be needed.

Understanding Report Cards and Assessments

Students receiving special education services receive report cards and progress reports just like their peers. However, their progress may be assessed using:

- Accommodations or modifications outlined in the IEP.
- Alternative grading scales if specified in the IEP.
- IEP progress reports that indicate whether a student is making progress, needs additional support, or has met specific goals.

If a student is not making expected progress, the IEP team may meet to discuss potential changes to their services, accommodations, or instructional strategies.

Communicating Concerns and Adjustments

Families are encouraged to stay actively involved in their child's progress by:

- Reviewing IEP progress reports, report cards, and assessments regularly.
- Using ParentSquare, email, Google Classroom, and SchoolTool to check on assignments and grades.
- Asking questions if they have concerns about their child's progress.
- Requesting an IEP meeting if adjustments to goals, services, or accommodations may be needed.

Because an IEP is a flexible, working document, it can be reviewed and adjusted as needed to better support the student. If you have any concerns about your child's progress, reach out to their special education teacher (PSP) or the Special Education Office.

Transition Planning in New York State

At **Clinton Central School**, **transition planning** is an essential part of the special education process. It helps students with disabilities prepare for **the next stage of their education and life beyond high school** by setting clear goals and supports. New York State requires that **transition planning begins at age 15** (or earlier if needed) as part of a student's **Individualized Education Program (IEP)**.

Transition planning is designed to help students build the skills they need for **academic, career, and independent living success** by working closely with families, educators, and community resources.

Transition from Elementary to Secondary Education

Moving from **elementary school to middle school and then to high school** can be a significant change for students receiving special education services. Transition planning helps ensure that students and families feel supported through this process.

What Happens During This Transition?

- The **IEP team reviews the student's current needs** and makes adjustments for middle/high school expectations.
- **Accommodations and modifications** are updated to ensure they continue to provide appropriate support.
- **Self-advocacy skills** are encouraged, helping students take a more active role in their education.
- Families receive guidance on **available special education services** at the secondary level, including resource rooms, co-teaching models, and life skills programs.
- The transition plan may begin **introducing career exploration and post-high school planning**.

Throughout this process, **the special education teacher (PSP) works with families and general education teachers** to ensure a smooth transition and continued progress.



Transitioning to Post-Secondary Opportunities

(College, Work, Independent Living)

New York State requires that students with disabilities have a **transition plan by age 15**, which is included in their **IEP**. This plan focuses on preparing the student for:

- **College and higher education**
- **Employment and job training**
- **Independent living and life skills**

Key Components of Transition Planning

- **Career Exploration** – Students may complete interest inventories, job shadowing, and work-based learning experiences.
- **College Readiness** – For students pursuing higher education, the team provides guidance on **disability services at colleges, SAT/ACT accommodations, and application support.**
- **Vocational & Job Training** – Some students may explore **trade schools, internships, apprenticeships, or direct job placement.**
- **Independent Living Skills** – Depending on the student's needs, the transition plan may include **budgeting, transportation training, and daily living skills** to promote independence.
- **Agency Connections** – The school may help connect families with **New York State agencies** such as **ACCES-VR (Adult Career and Continuing Education Services – Vocational Rehabilitation), OPWDD (Office for People With Developmental Disabilities), and other community-based programs** to support employment and independent living goals.

The Importance of Timely Paperwork Submission

In order to **expedite the process of obtaining services for students**, it is extremely helpful for families to complete and return all **required paperwork in a timely manner**. This includes forms and applications for:

- **ACCES-VR services** (vocational rehabilitation and job training)
- **Work-study programs**
- **BOCES programs** for career and technical education
- **College planning and testing accommodations** (SAT/ACT, college disability services applications)

Delays in submitting paperwork may impact **service eligibility, access to programs, and necessary accommodations**, so families are encouraged to work closely with their child's **special education teacher (PSP)** to stay informed about deadlines and requirements.

How Families Can Support the Transition Process

- **Encourage self-advocacy skills** by helping your child understand their IEP and how to ask for accommodations.
- **Explore post-secondary options early**, including college programs, vocational training, or community services.
- **Use available school resources** like transition counselors, work-study programs, and special education staff.
- **Stay informed about services and deadlines**, such as applying for college disability services or work programs.
- **Submit all required paperwork on time** to avoid delays in accessing services.

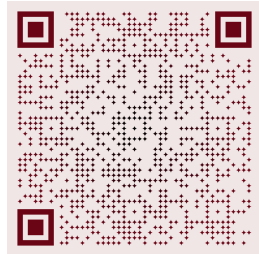
Transition planning is a **team effort** that requires collaboration between **students, families, educators, and community resources**. At **Clinton Central School**, we are committed to helping every student **successfully move from school to their next stage in life**—whether that means college, employment, or independent living.

For more information, please reach out to your child's **special education teacher (PSP)** or the **Special Education Office**.

Notes:

New York State Graduation and Diploma Options for Students with Disabilities

At Clinton Central School, we are committed to helping all students, including those with disabilities, achieve their academic and career goals. New York State offers multiple diploma and credential options to support students with diverse needs. Understanding these options can help families and students make informed decisions about course selection, vocational programs, and future pathways.



Diploma and Credential Options in New York State

1. Regents Diploma
 - Students must pass five required Regents exams (or approved alternatives) with a score of 65 or higher.
 - Some students may be eligible for safety net provisions such as the low-pass option (55-64) or Superintendent Determination for students with IEPs.
 2. Regents Diploma with Advanced Designation
 - Requires additional coursework and exams, including math and science sequences, foreign language, and electives.
 - Recommended for students planning to attend four-year colleges and universities.
 3. Local Diploma (Available to Students with Disabilities)
 - Provides flexibility for students with IEPs through safety net options, including:
 - Low-pass safety net (55-64 on required Regents exams).
 - Compensatory Safety Net (a student who scores 45-54 on one or two Regents exams can still earn a diploma if they score 65 or higher on another exam).
 - Superintendent Determination Pathway for students unable to pass Regents exams but who meet course credit and skills criteria.
 4. Career Development and Occupational Studies (CDOS) Commencement Credential
 - Recognizes work-based learning and career readiness skills.
 - Can be earned in addition to a diploma or as a stand-alone credential for students unable to meet diploma requirements.
 5. Skills and Achievement Commencement Credential (SACC)
 - Available for students with severe disabilities who participate in alternate assessments (NYSAA).
 - Certifies that the student has received instruction and experiences related to career development and independent living.
-

Planning for Graduation and Exploring Post-Secondary Options

- Each student's course selections, graduation requirements, and vocational opportunities should be carefully planned.
 - During the student's annual review, their guidance counselor will attend the meeting to provide updates on:
 - Graduation credits in progress
 - Available diploma pathways
 - Options for vocational programs or work-based learning
 - Course selection for the upcoming academic year
 - These discussions help families make informed decisions about their child's academic and career future.
-

Vocational and Work-Based Learning Opportunities

For students interested in career training, Clinton Central School partners with:

- Oneida-Herkimer-Madison BOCES Career & Technical Education (CTE) Programs.



Website: oneida-boces.org

- Work-Based Learning (WBL) Programs
- ACCES-VR (Adult Career and Continuing Education Services - Vocational Rehabilitation)



Website: <https://www.acces.nysed.gov/vr>

- Internship and apprenticeship opportunities

These programs help students gain hands-on experience, develop job skills, and explore career pathways while earning credit toward graduation.

Next Steps for Families

- ✓ Talk with your child's guidance counselor about graduation requirements and course selection.
- ✓ Attend the Annual Review meeting to discuss progress, diploma options, and post-secondary plans.
- ✓ Plan ahead each spring to ensure your student is on track for the upcoming academic year.
- ✓ Explore vocational and career readiness programs if your child is interested in work-based learning.

If you have questions about your child's graduation pathway, please contact their special education teacher (PSP) or the guidance department for further support.

At Clinton Central School, we are committed to helping every student find a pathway to success that matches their strengths, goals, and future aspirations!



Website: [nysed.gov](https://www.nysed.gov)

<https://www.nysed.gov/standards-instruction/graduation-requirements-guidance-and-resources>

Updated June 2022

New York State Diploma Requirements Applicable to All Students Enrolled in Grades 9-12

Credit Requirements

(Apply to all diploma types: local, Regents, Regents with advanced designation)

	Minimum number of credits
English	4
Social Studies <i>Distributed as follows:</i> <i>U.S. History (1)</i> <i>Global History and Geography (2)</i> <i>Participation in Government (½)</i> <i>Economics (½)</i>	4
Science <i>Distributed as follows:</i> <i>Life Science (1)</i> <i>Physical Science (1)</i> <i>Life Science or Physical Science (1)</i>	3
Mathematics	3
World Languages	1(**)
Visual Art, Music, Dance, and/or Theater	1
Physical Education <i>(participation each semester)</i>	2
Health	½
Electives	3 ½
Total	22

(**) Students with a disability may be excused from the requirement for 1 unit of credit in World Languages if so indicated on their IEP, but they must still earn 22 units of credit to graduate.

1.) Pathways

A student must either:

- earn the [Seal of Civic Readiness](#); or
- pass an additional Regents Exam or Department Approved Alternative in a different course (English, mathematics, science, or social studies); or
- pass a Department Approved Pathway Assessment (Arts, CDOS, World Languages); or
- successfully complete a NYSED-approved CTE program, including the associated 3-part technical assessment; or
- successfully complete all the [requirements for earning the CDOS Commencement Credential](#).

Beginning in fall 2022, a select number of NYS schools will pilot the [Individual Arts Assessment Pathway \(IAAP\)](#). Reference [Multiple Pathways](#) and [Department Approved Alternative Examinations](#).

2.) Traditional Appeals

All appeals are subject to local district approval. Reference: [Appeals, Safety Nets, and Superintendent Determination](#)

3.) Special Endorsements

Honors: A student earns a computed average of at least 90 on the Regents Exams applicable to either a Regents diploma or a Regents diploma with advanced designation. No more than 2 Department approved alternatives can be substituted for Regents Exams. The locally developed Checkpoint B examination in World Languages is not included in the calculation.

Mastery in Math and/or Science: A student meets all the requirements for a Regents diploma with advanced designation AND earns a score of 85 or better on 3 math Regents Exams and/or 3 science Regents Exams.

Technical Endorsement: A student meets the requirements for either a local diploma, a Regents diploma or a Regents diploma with advanced designation AND successfully completes a Department approved CTE program including the 3-part technical assessment.

Seal of Bilingualism: A student meets the criteria for earning the [NYS Seal of Bilingualism](#).

Seal of Civic Readiness: A student meets the criteria for earning the [NYS Seal of Civic Readiness](#).

Reference the [Endorsements and Seals webpage](#) or [NYS Diploma/Credential Requirements](#) for additional information related to awarding special endorsements to students with exam exemptions due to COVID-19.

4.) World Languages Exemption

Students with a disability may be excused from the required units of credit in World Languages if so indicated on their IEP, but they must still earn 22 units of credit to graduate. Such student who seeks a Regents diploma with advanced designation does NOT have to complete the 5-unit sequence in the Arts or CTE in lieu of the sequence in World Languages in order to meet the assessment requirements for the advanced diploma.

5.) Superintendent Determination of a Local Diploma

Students with a disability who are unable to attain a local diploma through the various safety net provisions may be eligible for a Superintendent Determination of a local diploma under certain conditions. Reference: [Appeals, Safety Nets, and Superintendent Determination](#)

6.) Flexibilities due to the COVID-19 Public Health Emergency

Exemptions: Students granted an exemption from any exam due to COVID-19 are not required to pass such specific exam to meet the assessment requirements for any diploma type. Reference the following FAQs: [June/August 2020](#), [January 2021](#), [June/August 2021](#), and [January 2022](#)

Special Appeals: Eligible students may use lower scores (50-64) on Regents Exams taken during the 2021-22 or 2022-23 school year to meet the assessment requirements for any diploma type. Reference: [Special Appeals Memo](#) and [FAQ](#).

Special Determination: Students who are scheduled to graduate in **June 2022** and either do not qualify for a Special Appeal or who are unable to participate in one or more required Regents Exam(s) because of illness, including isolation restrictions due to COVID, may request a [Special Determination to Graduate with a Local Diploma in June 2022](#).

7.) Exemptions from the Regents Exam in US History and Government (Framework)

Eligible students shall be granted an exemption from the June 2022, August 2022, or January 2023 Regents Exam in US History and Government (Framework). Reference: [FAQ on Cancellation of Regents Exam in US History and Government \(Framework\)](#)

New York State Graduation Requirements

Understanding Current New York State Diploma Requirements

To earn a NYS diploma, students must meet credit and exam requirements. These requirements are separate and distinct and do not have to happen simultaneously.

Note: School districts may create diploma requirements in addition to those required by the NYS Education Department (NYSED).

Credit Requirements

This table shows the number of credits required for each subject. It's important to note in most subjects, students choose the courses they want to take to meet the minimum requirements.

	Minimum number of credits
English	4
Social Studies	4
<i>Distributed as follows:</i>	
<i>Global History and Geography (2)</i>	
<i>U.S. History (1)</i>	
<i>Participation in Government (½)</i>	
<i>Economics (½)</i>	
Science	3
<i>Distributed as follows:</i>	
<i>Life Science (1)</i>	
<i>Physical Science (1)</i>	
<i>Life Science or Physical Science (1)</i>	
Mathematics	3
World Languages	1*
Visual Art, Music, Dance, and/or Theater	1
Physical Education (participation each semester)	2
Health	0.5
Electives	3.5
Total	22

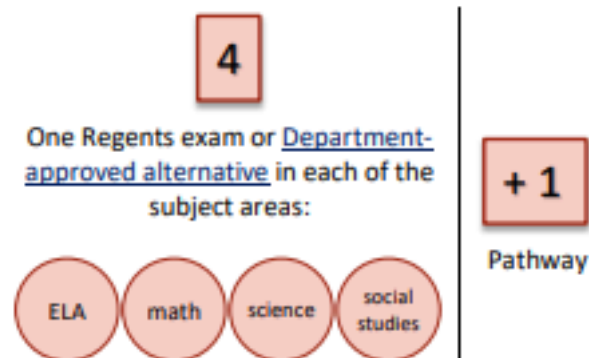
* Students with disabilities may be excused from the requirement for 1 unit of credit in World Languages if indicated on their IEP, but they must still earn 22 units of credit to graduate.



Exam Requirements

In addition to the 22 units of credit, students must also meet the NYS exam requirements to earn a diploma.

To meet the exam requirements, students must pass 4 exams + 1 pathway. All students must pass one exam (Regents exam or Department-approved alternative) in each of the four subject areas (English, mathematics, science, social studies) plus one pathway.



Note: If students are not able to earn a passing score of 65 on Regents exams, they may be eligible for [Appeals](#), [Safety Nets](#), and/or [Superintendent Determination](#). Additional information can be referenced in The [New York State Graduation Requirements: Additional Options](#) flyer.



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

Resources and Support

At **Clinton Central School**, we understand that navigating special education can feel overwhelming at times. Families do not have to go through the process alone—there are many **local, state, and national resources** available to provide support, advocacy, and information. Below is a list of valuable **community resources, advocacy groups, and online tools** to help families access the best possible support for their child.

Community Resources for Families

Families in the **Clinton Central School District** have access to a variety of community-based organizations that offer services such as **educational support, disability services, vocational training, and family counseling**. Some key resources include:

- **Madison-Oneida BOCES Special Education Services** – Offers regional programs, transition planning, and specialized educational support.
- **Oneida County Mental Health Services** – Provides counseling and support services for children and families.
- **The Kelberman Center** – A local organization that specializes in services for individuals with autism and developmental disabilities.
- **Utica ACCES-VR (Adult Career and Continuing Education Services – Vocational Rehabilitation)** – Assists students with disabilities in preparing for employment and post-secondary opportunities.
- **Office for People With Developmental Disabilities (OPWDD)** – Offers services for individuals with developmental disabilities, including residential, employment, and family support programs.
- **Parent to Parent of NYS** – Connects families of children with special needs to experienced parent mentors who provide guidance and emotional support.

For additional support, families can contact the **Clinton Central School Special Education Office**, which can help connect them to appropriate resources.

Advocacy Groups and Support Networks

Advocacy groups help parents **understand their rights, navigate the IEP process, and connect with other families facing similar experiences**. Below are some key advocacy organizations that support children with disabilities:

- **The New York State Education Department (NYSED) Special Education Office** – Website: <https://www.nysed.gov/special-education> Provides policies, guidance, and regulations on special education rights and services.
- **Disability Rights New York (DRNY)** – Website: drny.org A legal advocacy organization that protects the rights of individuals with disabilities.
- **The ARC Oneida-Lewis Chapter**– Website: <https://www.thearcnyc.org/> Supports individuals with intellectual and developmental disabilities and their families through advocacy and direct services.

Advocacy groups can **empower families** by providing information on **special education rights, dispute resolution, and community support services**.

Notes:

Useful Websites and Tools for Parents

There are many online tools available to help parents stay informed and involved in their child's education. Below are some valuable websites:

Educational & Special Education Resources:

Individuals with Disabilities Education Act (IDEA) Website – www.idea.ed.gov



Understood.org (Resources for Learning & Attention Issues) – www.understood.org



New York State Council on Children and Families ccf.ny.gov/nysparenting/



Notes:

Local & State Disability Services:

New York State Education Department (Special Education Services) – www.nysed.gov/special-education



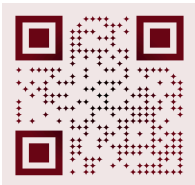
Office for People With Developmental Disabilities (OPWDD) – www.opwdd.ny.gov



ACCES-VR (Vocational Rehabilitation Services) – www.acces.nysed.gov/vr



The ARC of New York (www.thearcny.org)



Parent Communication & School Monitoring:

- Clinton Central School Website – www.ccs.edu
- ParentSquare (School Communication Tool) – <https://www.parentsquare.com/signin>
- SchoolTool (Check Grades & Attendance)
- Google Classroom (Monitor Student Assignments)

Using these tools can help parents stay informed, advocate effectively, and support their child's learning experience both at home and in school.

Need More Support?

For additional resources or assistance, please contact the **Clinton Central School Special Education Office**. We are here to help guide families through the special education process and connect them with the right services.

Clinton Central School Special Education Office Contact

 **Email:** edougherty@ccs.edu

 **Website:** www.ccs.edu

At **Clinton Central School**, we believe that **families, educators, and community partners working together** can create the best possible outcomes for every student.

You are not alone—we are here to support you every step of the way!

Frequently Asked Questions (FAQs)

At Clinton Central School, we understand that families have many questions about special education services, processes, and resources. Whether you are new to special education or have been navigating the system for years, we want to provide clear and helpful answers. Below are some common questions and answers for families of students receiving special education services.

General Questions About Special Education

1. What is special education?

Special education provides individualized instruction, supports, and services to help students with disabilities succeed in school. These services are outlined in an Individualized Education Program (IEP) and are designed to meet the student's unique needs.

2. How does my child qualify for special education?

A student may qualify if they have a disability that significantly impacts their ability to learn. Eligibility is determined through a formal evaluation process conducted by the Committee on Special Education (CSE) or the Committee on Preschool Special Education (CPSE) for younger students.

3. What is an IEP?

An Individualized Education Program (IEP) is a legally binding document that outlines a student's educational goals, supports, accommodations, and services based on their unique needs. The IEP is reviewed and updated annually by the CSE.

4. What is the difference between an IEP and a 504 Plan?

An IEP provides specialized instruction and services for students with disabilities, while a 504 Plan provides accommodations and modifications for students who do not require special education but still need support to access their education.

Navigating Special Education Services at Clinton Central School

5. What special education services are available at Clinton Central School?

Clinton Central School offers a range of services and supports based on each student's needs, including:

- Resource Room & Special Class Programs
- Speech, Occupational, and Physical Therapy
- Counseling Services
- Assistive Technology
- Accommodations and Modifications
- Transition Planning for Post-High School Goals

6. Who is my main point of contact for special education questions?

The special education teacher, also known as the Primary Service Provider (PSP), is the main point of contact for parents. They oversee IEP implementation, monitor progress, and coordinate services. You can also contact the Special Education Office for additional support.

7. Will my child be in a general education classroom?

Each child's placement depends on their individual needs. Many students with IEPs spend part or all of their day in general education classrooms with support. Others may receive instruction in smaller, specialized settings based on their learning profile. The goal is always to provide the least restrictive environment (LRE) where they can succeed.

8. How can I check my child's progress?

Parents can track their child's academic performance and progress on IEP goals through:

- IEP progress reports, which are sent home with report cards.
- ParentSquare and email communication with teachers.
- Google Classroom and SchoolTool for assignments and grades.
- Regular check-ins with the special education teacher (PSP).

The IEP Process and Your Rights

9. How often is my child's IEP reviewed?

IEPs are reviewed at least once a year during the Annual Review Meeting. However, if a student's needs change, parents can request a CSE meeting at any time to discuss potential updates.

10. What should I do if I disagree with the IEP or services my child is receiving?

If you have concerns, you should:

- Talk with your child's special education teacher (PSP) about your concerns.
- Request an IEP meeting to discuss possible changes.
- Seek support from advocacy organizations like Parent to Parent of NYS or Disability Rights NY.
- If necessary, parents have the right to request mediation or due process through NYS Special Education Dispute Resolution.

11. Can I request changes to accommodations or modifications?

Yes! Accommodations and modifications are determined based on student needs and should be reviewed during the IEP process. Parents can request an IEP meeting if they believe changes are necessary.

12. What happens if my child no longer needs special education services?

If a child has made significant progress and no longer requires special education services, the CSE will conduct a reevaluation to determine if they can be declassified. Parents will be included in this decision-making process.

Transition Planning & Post-High School Support

13. What is transition planning, and when does it start?

Transition planning begins at age 15 (or earlier if needed) and is part of the IEP. It focuses on preparing students for college, employment, and independent living. Services may include career exploration, vocational training, and connections to adult services like ACCES-VR and OPWDD.

14. What support is available for students planning to go to college?

Students planning to attend college can receive help with:

- SAT/ACT accommodations
- College applications and disability services applications
- Connecting with college disability support offices

Parents are encouraged to submit required paperwork on time to ensure students receive accommodations in college or vocational programs.

15. Are there job training programs for students with disabilities?

Yes! Clinton Central School partners with programs like:

- BOCES Career and Technical Education (CTE) programs
- Work-study programs
- ACCES-VR job training and vocational rehabilitation services

If your child is interested in employment after high school, discuss transition goals with their special education teacher.

Parent Involvement and Communication

16. How can I be involved in my child's special education program?

Parents are valuable partners in the special education process! You can:

- Attend IEP meetings and parent-teacher conferences.
- Communicate regularly with teachers and service providers.
- Use ParentSquare, Google Classroom, and SchoolTool to track progress.
- Join parent advocacy groups and workshops to learn more about supporting your child.

Additional Resources for Families

Parents can connect with advocacy organizations such as:

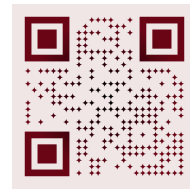
- Parent to Parent of NYS (www.parenttoparentnys.org)



- Disability Rights New York (www.drny.org)



- The ARC of New York (www.thearcny.org)



The Clinton Central School Special Education Office is also available to help guide families through the special education process.

Have More Questions?

If you have additional questions or concerns, please reach out to:

📞 Clinton Central School Special Education Office

✉ Email: edougherty@ccs.edu

🌐 Website: www.ccs.edu

At Clinton Central School, we are committed to partnering with families to support every student's success. Your child's education is a team effort, and we are here to help every step of the way!

Notes:

Contact Information

New York State

Name	Position	Phone/Ext.	Email
New York State Education Department (NYSED)	Office of Special Education	518-473-2878	speced@nysed.gov

Regional

Name	Position	Phone/Ext.	Email
Tara Simko	Regional Associate, Special Education Quality Assurance, Office of Special Education		tara.simko@nysed.gov

Clinton Central School District

Name	Position	Phone/Ext.	Email
Tina Lallier	Administrative Assistant	315 -557-2229	tlallier@ccs.edu
Elizabeth Dougherty	Director of Pupil Personnel Services/Chairperson Committee for Special Education	315- 557-2229	edougherty@ccs.edu
Sarah Walker	Chairperson for Preschool Committee for Special Education	315.223.4727	swalker@onieda-boces.org

Clinton Elementary School

Name		Phone	Email
Mr. Waskiewicz	Principal	315-527-2256	ewaskiewicz@ccs.edu
Mrs. Alt	Assistant Principal	315-527-2256	malt@ccs.edu

Clinton Middle School

Name	Position	Phone	Email
Mrs. Johnson	Principal	315-557-2260	ajohnson@ccs.edu

Clinton High School

Name	Position	Phone	Email
Mr. Reilly	Principal	315-527-2233	mreilly@ccs.edu

